## Standard I - Systematic Planning

The Master of Information (MI) our ALA Accredited degree is housed within the Faculty of Management (FOM) at Dalhousie University. Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. Dalhousie (Dal) is a member of the U15, a collective for the leading research-intensive Universities in Canada. Over 20,000 students are enrolled at Dalhousie annually, through 13 different Faculties and over 200 programs. Dalhousie is the only university in the Atlantic region to offer an ALA accredited degree.

Since our last Biennial report of 2022, both the University and the FOM have new leadership. Dr. Kim Brooks began her five-year term as Dalhousie's 13th President and Vice-Chancellor in August 2023, after serving as Acting Provost and Vice-President Academic. She previously served as Dean of the Schulich School of Law from 2010-15 and as our Dean in the Faculty of Management from 2020-22. As noted in our last report, Dr. Brooks is very knowledgeable and supportive of our MI degree, and has been a member, and Chair, of the Halifax Public Libraries (HPL) advisory board for the last number of years. With her shift to the Provost office, then President, Dr. Mike Smit (a faculty member in the Department Information Science) was appointed as Acting Dean, Faculty of Management as of January 2022. The search for a new Dean is currently underway.

The Systematic Planning for the MI program begins within the University's strategic priorates and planning processes. This new leadership – President Kim Brooks, and Acting Dean Mike Smit are continuing to move forward with existing strategic plans. Dalhousie's current Strategic Plan (2021-2026), Third Century Promise, outlines four interconnected pillars of strategic intent:1. Exceptional Student Experience; 2. Inclusive Excellence; 3. High-Impact Research; 4. Civic University with Global Impact. These four pillars rest on the fifth, modernizing and enhancing our physical, digital, and social infrastructure to provide a 5. Foundation For Inclusion and Distinction. Key initiatives related to these strategic priorities include the Holistic Review of our Cyclical Academic Quality Assurance (AQA) Policies, Practices, and Framework Committee, which is ready to submit its final report, and included Dr. Sandra Toze (Information Programs Director) as a member. During the past year the Ko'jua Okuom Indigenous community room was opened in the Killam Memorial Library as a space for reflection, celebration, for advancing Indigenization, decolonization, and reconciliation at Dalhousie. Dalhousie has added key new positions to its leadership team, to assist in meeting its strategic priorities. The most recent was the creation of a Vice-President, People and Culture to lead Dal's commitment to reshape human resources with an intentional approach to integrate equity, diversity, inclusion and accessibility (EDIA) and prioritize workplace culture for faculty and staff. Grace Jefferies-Aldridge joined Dalhousie in this role in November 2023. She is the first African Nova Scotian vice president in Dal's history. Dalhousie is currently hiring for another new position Vice-Provost, Indigenous Relations (VPIR), to develop,

implement and promote high-visibility, high-impact initiatives for Indigenization, decolonization, and reconciliation. This related directly to the goals and initiatives identified in Dalhousie's Indigenous Strategy.

The FOM continues to work within the Strategic Plan discussed in our last Biennial Report. Our three Strategic Pillars are: 1) Provide our community with a positive, life-changing educational experience that sets the standard nationally and globally; 2) Grow, nurture and support a diverse and inclusive community.3) Inspire social and economic innovation and action. An annual progress report 2022-2023 was presented to the FOM Advisory Board, staff forum, and senior leaders in summer 2023 (See Appendix A).

**Summary of Structure Change Process within FOM**

As highlighted in the draft Concept paper shared in our 2022 Biennial report, and in the Final Concept Paper (Appendix B) the structure reform for FOM was designed most fundamentally to assist the Faculty in realizing our potential as a creative, engaged, inclusive and dynamic community that creates the future of management education, scholarship and civic engagement. There were two essential changes: (1) it consolidated some of the Faculty's layers of administration and creates relative evenness across departmental units; and (2) it centred our programs.

The FOM previously included four Schools (the School of Information Management (SIM), the Rowe School of Business (RSB), the School of Public Administration (SPA), and the School for Resource and Environmental Studies (SRES)). With a few exceptions, programs resided "within" Schools. The MI Program was within the School of Information Management. In our new structure, the Faculty has 8 Departments: 1) Accounting, 2) Finance, 3) Information Science, 4) Leadership and Organizations 5) Management Science and Information Systems, 6) Marketing,7) Public and International Affairs, and 8) Strategy, Entrepreneurship & International Business. The SRES moved from the FOM to the Faculty of Science as part of this structure change.

Programs no longer reside within Schools: we are collectively responsible for the stewardship of our academic programs, while respecting the needs of accrediting bodies. This shift ensures that students have opportunities to learn about areas of management both within and across their chosen field of depth. With regards to our MI degree, our consultations with our professional communities highlighted the need to graduate Information professionals who have management skills. Our MI students, and our MI program will remain centred on Information Science, while students will also learn how other areas of management will intersect with their future professions. We created a group of Alumni of our MLIS/MI program who worked with the Dean of FOM, and the then Director of the School of Information Management (Dr. Sandra Toze) to provide feedback at all stages of the structure process. Their input was considered, and helped shape the final documents.

With the implementation of the Structure change July 1st, 2023, the School of Information Management (SIM) ceased to exist, and our ALA Accredited program, the Master of Information Program (MI), is now governed by the Program Director of the Information Programs, advised by the Information Programs Committee. As per the FOM terms of reference (Appendix C) the Information Program(s) Committee is a decision-making committee of the Faculty of Management Faculty Council and an advisory committee to the Director of Information Programs. It develops and evaluates the "Information" family of programs (including the accredited MI degree, the Master of Information Management (MIM) degree, and the planned PhD Information) on behalf of the Faculty and ensures that the programs are achieving their goals and objectives, and the standards of the ALA, our accrediting body.

The voting members of the Committee are: The Program Director, who serves as chair; 2-4 faculty representatives with experience or interest in the program, 1-2 student representatives from the "Information" family of programs, and the Program Manager for the Information programs. The non-voting members of the Committee include: the Associate Dean Graduate Studies; a faculty or staff member responsible for the delivery of part or all of the program's work-integrated learning. The following members will have standing invitations as guests of the Committee: Assistant Dean (Accreditation & Planning), and a representative from the graduate programs' recruitment team.

The student representatives are appointed by our student society, the Information Science Student Association (ISSA), formerly SIMSA. With the launch of the committee this September, we have worked with ISSA for formalize that the students in the VP Academic, and in the newly established ISSA EDIAD Consultant Role (paid position), sit on the Information Programs committee annually.

The Information Programs committee has created a new Admissions Committee, which will continue to examine and consider or admissions policies and processes (Appendix D). To ensure connections to our broader stakeholders, the Information Programs Committee is finalizing the Terms of Reference for an Information Programs Advisory Council (Draft - Appendix E).

During these structure changes, all faculty in the FOM were invited to consider which Department they would like to make their home. Faculty were also encouraged to be cross appointed where appropriate. The faculty who teaches in the MI program largely reside within the Department of Information Science (DIS),. We now have some new faculty members, who had strong connections with Information Science research who choose to join DIS. In addition, we have two new faculty tenure stream members within DIS. For details see the Section III Faculty.

Alongside this structure change, we have worked to create a new Graduate Student Services space within the building, and to provided enhanced support to students throughout their lifecycle, from recruitment, through to professional development opportunities, and career planning. This has given the MI program

more dedicated resources to assist with recruitment, advising, and to support student needs through the program. More details will be provided related to this in Standard IV, and in Standard V.

This new structure, given the increased support of the entire faculty, is providing additional support for our strategic planning processes within our MI degree. The new Assistant Dean (Accreditation & Planning) for example will help with ongoing statistical gathering for strategic planning.

While the structure had changed, our program continues to be centred around our MI Competencies, which were last revised in 2022, through a systematic process of examining other accredited programs, consulting with professionals, and synthesizing from the competencies of key professional association including the ALA, and ARMA. These competencies are the measurable skills, abilities, and behaviours required to be a successful IM professional. All courses and learning experiences have been designed to incorporate these competencies, and students will have the opportunity to gain these competencies through participation in all aspects of the program.

Our Master of Information (MI) degree remains versatile, giving students the knowledge and skills to work in many sectors and organizations. We continue to collect data systematically to respond to the ever-changing, broad-based nature of the information management field. Within our "general" degree, we continue to offer a suite of MI Certificates for MI students wanting a more specialized learning experience.

**Strategic Planning Process**

The MI Program continuous to have a robust and continuous strategic planning cycle, that begins within the Dal and the FOM strategic planning processes, as highlighted above. The centre of our planning cycle is now the Information Programs Committee. The Program Director and the Committee continues to oversee the following processes: Admissions and Scholarships, the series of surveys that connect to the student lifecycle (Incoming Student and Orientation Survey, Post-Graduation survey), our regular evaluation of curriculum (Course Survey's), our annual meetings for instructors teaching core courses, the annual meeting of the advanced technology instructors, as well as the annual meeting and review of our certificates. The Director continues to hold All Students meetings, and these have expanded from once a year to once a term. Separate meetings are held at the end of the term for graduating and returning students to allow for more specific feedback and conversations. All these pieces of our strategic planning cycle remain intact. The Director attends, provide an update, and solicits feedback from Alumni, at their Annual General Meeting. The Information Programs Director continues to oversee annual environmental scans of other ALA accredited programs, in particular those within Canada, as well as trends within the Information Professions (for example new IFLA reports, ALA documents, Canadian Library and Archives associations, ARMA, Data Science associations.

In place of the SIM Planning Group, the Director liaises with the Chair of the Department of Information Science (right now Dr. Sandra Toze is both the Chair of DIS, and the Information Programs Director, to provide continuity during the structure implementation process), to ensure all DIS faculty are updated on the Information Programs meetings. Agenda items and time are allocated in DIS meetings to allow all faculty to discuss program related topics. The Information Program Director then brings this feedback to the Information Programs Curriculum Committee.

The DIS establishes the Appointments, Tenure and Promotion Committee annually (See appendix F) which works with the Information Programs Committee and the Dean to discuss the need for new faculty, and the tenure and promotion of existing faculty.

In response to the following comment in response to the 2022 Biennial report regarding the impact that the "*Broader Advisory Board (Faculty of Management) has on feedback related to and used for the program evaluation and decision-making"*, we confirm that the Advisory Board, commonly referred to as the Dean's Advisory Board is just that, an advisory board. The Dean, and selected members of the FOM leadership team meet with the Advisory Board on a semi-annual basis to discuss planned initiatives, and solicit feedback. For example, in 2023, Dr. Sandra Toze, then Director of SIM spoke to the Board about how we wish to evolve our Information related programs (MI, MIM, PhD Information). This raised the awareness and understanding of our programs, and provided helpful feedback. The current Advisory Board member can be found here.

**Master of Information Management (MIM) Program -** The Information Programs Committee also oversees a mid-career professional degree. As part of our review of this program we are currently requesting permission to suspend admission to this program. We will then move through a Major Program modification which will include adding a leaderships and strategic planning focus to this degree. Going forward this will mean curriculum and teaching in this program will involve multiple departments within FOM (Information Science, Leadership and Organizations, and Management Science and Information Systems). This will ensure DIS faculty can continue to make the MI degree their priority.

**Full Proposal for a PhD in Information** – While slowed by Covid and the Structure conversations, work has continued on the Full Proposal for a PhD in Information. The current draft is included as Appendix G. A PhD in Information will add a unique and important perspective to the research output of Dalhousie University, and to the capacity of the FOM. There is currently no University within the Atlantic region that provides a PhD focused on the field of Information. The full proposal has been approved by the FOM Faculty Council, and is being considered by our Centre for Teaching and Learning (CLT). It has received support from the library and financial services. It is being sent for External Review in April, and we are hoping to move it through the Faculty of Graduate Studies, Senate and the Maritime Provinces Higher Education Council (MPHEC) this spring. FOM is very excited about this new initiative

and feel it will add significantly to the intellectual output of FOM and Dalhousie. It will add to our capacity on the teaching side and help us recruit new Faculty members.

## Standard II – Program-Level Learning Outcomes and Curriculum

As discussed in Standard 1 the MI program has a systematic process for planning and evaluating. We have implemented the following changes to program level outcomes and curriculum since our last Biennial Report. We are continuing to adapt our program and curriculum to incorporate Equity, Diversity, Inclusion, Accessibility and Decolonization (EDIAD) more holistically. We had noted in our last report that we had worked to update all course content to include relevant EDIAD content. Through our feedback loops (Course Evaluations, All Students Meetings, Exit Surveys) we have learned that while students see more EDIAD content, it is still too siloed in some classes (e.g., one class on the topic). We are working to support all Professors, and ensure they have the resources and tools to integrate EDIAD throughout their course. To help us gather more data, we have added a question to our Course Survey – Question 7, to ask "*In what ways did the course work (tests, papers, projects) and the course delivery method encourage discussion of issues related to EDIAD (Equity, Diversity, Inclusion, Accessibility and Decolonization)*".

We have added a second EDIAD focused course, Knowledge Justice (Appendix H) which ran this Fall as a Special Topic. It was reviewed by our Information Programs Committee in January, and will be sent to the Faculty of Graduate Studies to be approved as on ongoing elective in our program. Antiracism in the Information Professions which was added in 2021, has moved from a Special Topic to an ongoing elective.

Based on feedback from our students received through multiple channels (all Student's meeting, Post-Graduation Survey, student association discussions with the Information Program Director and Program Coordinator) we are continuing to shift how we deliver our professional development. We had shifted to a Profession in Residence, but with our new structure, we are working within the Graduate Student Services group, with the Master of Public Administration (MPA) program, to jointly offer programming. The sessions include content related to networking, information interviews, professional CV's, interviews and branding. We will continue to evaluate and grow these initiatives. We are currently planning for next year to have distinct programming for first years and for second year (or continuing) students.

In addition to this regular ongoing assessment, we are currently in the middle of our comprehensive review of our program. In June 2023, we had an initial meeting with all MI Professors to evaluate the strengths of our program, the changes in the profession, changes in education and to consider how we wanted to move forward. The key factors we are considering through these discussion is designing a program that is scalable, competitive, invites a wider audience, as well as a more disparate audience, that is flexible and produces students who meet the needs of the professions. Following our launch we began

an information gathering phase. During the fall, we consulted with a range of key professionals and communities including 8 public librarians, 3 archivists, 3 faculty members, 3 academic librarians, 1 health librarian, 1 records management professional, 1 indigenous librarian, a 2 instructional design professionals. Based on this, we are currently soliciting feedback regarding the following proposed changes to our MI Program:

- Reduction in credit hours from 48 (16 courses) to 45 (15 courses)
- Reduction in core courses from 7 to 5 (removal of INFO5590 & INFO6540, which will be combined to a single elective)
- The addition of an additional advanced tech credit (to be chosen from a suite of offerings) for a total of 6 credit hours (2 courses)
- The addition of an EDIAD requirement of 3 credit hours (1 course)
- The addition of an option internship with accompanying PD 3 credit hours (1 course) – Shift from our current Practicum program.

Once these changes have been approved internally (Information Programs Committee, FOM Faculty Council) we plan to begin the process of minor and major program changes as required by the Faculty of Graduate Studies over the next year.

## Standard III - Faculty

Since the 2022 Biennial report, FOM has continued with a renewal of Faculty who teach in our Master of Information Program, most of whom are appointed to the Department of Information Science. Dr. Bertrum MacDonald has retired, while he still teaches with SIM and continues his research as a Professor Emeritus. Working with the Dean of the FOM, we were able to make the following two hires into Tenure Track Positions, Dr Stacy Allison-Cassin (see Appendix I for her resume) and Dr Jamila Ghaddar who shifted from a Limited Term Position. Both of these hires were in response to an equity seeking job process – we specifically recruited for candidate with a demonstrated record of success and interest in research and/or teaching in equity, diversity, inclusion, and/or accessibility as related to the information professions. This directly responds to Standard III.1.

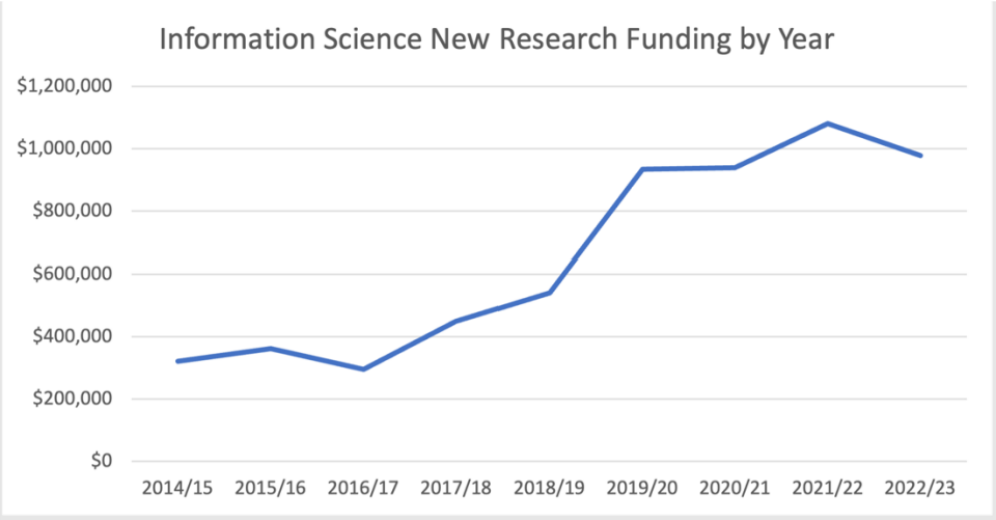
Dr.'s Sandra Toze, Philippe Mongeon, and most recently Colin Conrad have received Tenure and been promoted to Associate Professors. Dr. Louise Spiteri was appointed to Full Professor. Dr's Paula Gonzalez, and Sylvain Charlebois joined the DIS through the structure process. We are excited the Dr. Gonzalez will be teaching in the MI program starting in the Fall of 2024. Dr Vivian Howard retired as of December 2023.

Aligning with Standard III.4, the FOM is currently finalizing a Workload Policy, to ensure fair and transparent distribution of work, and evaluation of teaching and research (Appendix J). The FOM has updated their Guidelines for Tenure and Promotion (Appendix K), which includes consideration of a

wider range of scholarly impact. Further the FOM has been working on a Policy on Teaching Quality (Appendix L) which centres multiple ways of evaluating teaching, including peer assessment.

SIM continues to have the challenge of having Faculty who are much in demand. Dr. Mike Smit, as noted above is currently the Acting Dean, FOM, Dr. Louise Spiteri continues in her role as Chair of Senate, and Dr. Sandra Toze has course release as both Director Information Programs and Chair of DIS. In response to the request for *an update on the faculty for the program, given the challenges of having faculty who are in demand for administrative appointments outside the academic unit*, we offer the following. The shift to the new structure is providing more collective resources for our programs. We have the two new tenure stream positions, Alison Brown has continued as an LTA, and we have new faculty who have joined the DIS. Through the new Graduate Coordinating Committee, we are looking across our programs, to see where we can work collectively to offer more to students. For example, we currently offer several Graduate level introductory Research Methods courses. We may be able to align students in different Masters programs into the same Introductory Research Methods class, and then offer a suite of Advanced Research Methods classes.

Faculty who teach in the MI program continue to be actively earning grants and publishing, as well as generating a renewed culture of research. The following charts highlight the increase in SIM's research funding.




As an example of our Research Impact, Dr. Stacy Allison-Cassin's work on Linked data tools and Indigenous terminologies was recognized with the 2022 Belong Research Fellowship. This project is a component of a larger Respectful Indigenous Terminologies Platform Project that aims to create a permanent and sustainable online platform that will be a dynamic, multilingual source for terminology and vocabulary sets that can be applied to Indigenous Peoples, places, heritage, tradition, knowledge, and cultures. Dr. Sandra Toze, and Dr. Philippe Mongeon are part of the Transforming Climate Action

Research Program, which is described as the most intensive investigation ever undertaken into the ocean's role in climate change. Their work fits into the goal of *Promoting just and equitable adaptation.*

## Standard IV - Students

The MI program continues to implement our recruitment, admission, retention, and scholarship processes at outlined in our 2019 self-study. Our enrolment in the program has remained study, while we did have a dip in enrolment in September 2022, which seemed to largely be related to COVID fatigue. We continue to have a significant proportion of students with high GPA's keeping our scholarship allocation steady. Related or our goal of diversifying our student base, we have worked with our Dalhousie and the FOM Advancement team to provide new scholarships and bursaries. We can now offer the **Lana MacLean Graduate Bursary ($5,000)** to support students who identify as first in family graduate students. Eligible students must demonstrate financial need**,** self-identify as being the first in family to attend graduate school, and preference will be given to a student who self-identifies as African Nova Scotian. We are launching the Audrey Hiscock Scholarship, which will be awarded to an incoming student from Newfoundland and Labrador. We are also finalizing the Marie DeYoung Bursary, which will go to a recipient who demonstrated financial need, with preference to those from the Atlantic provinces. The Bursary is expected to be $5000 annually.

We were very excited to announce our first Promise Scholarship award recipient – Morgan Paul. With matching funds from INDSPIRE, Morgan's tuition for the two-year degree was supported. In addition, the Promise Scholarship provided mentorship and support through the program.

MI students continue to be actively involved in the School, the Faculty, the University, and in the information management community, and demonstrate high academic achievement. MI Students re-started the Information Without Borders (IWB) conference in 2023, after a break due to Covid. As noted, earlier ISSA representatives sit on our Information Programs Committee. Since our last report, ISSA has established an EDIA Policy Statement, to signify their commitment to facilitating further dialogue around EDIAD and dismantling ongoing legacies of colonization and oppression. As part of the policy the EDI & Special Projects Chair was created, as well as the ISSA EDIAD Consultant Role (paid position). ISSA has re-established a mentorship program, continues with lunch and learn sessions, as well as fun social events. Students have access to student chapters of professional organizations.

## Standard V - Infrastructure

Given the changes to the governing structure for the program, it is important to confirm, in response to V.2 that the MI program remains "integral yet distinctive within the institution". The intellectual content of the program is determined by the Information Programs Director, and the Information Programs Committee, which is, as noted above a decision-making body of the FOM. The MI Program is an

autonomous program within the Faculty of Management. Our budget is managed through the faculty, while our graduate programs are administered through Graduate Studies. The Program Director works alongside the Chair of the DIS (right now they are the same person) and the Dean, to determine Human Resource needs. Faculty who teach in the program are hired through the DIS, and the Chair will work with new faculty to support them through the reappointment, tenure and promotion processes. The Admissions Committee is a sub-committee of the Information Programs Committee, and together they establish admissions policies and processes.

By moving the programs to the Faculty level, the financial situation for the MI degree has been consolidated, and in fact the FOM is currently in a strong financial position. The FOM nominated and supported the Information Programs Director, Dr. Sandra Toze through the Academic Leadership Certificate Program at Dalhousie, enhancing her leadership capabilities.

The structure changes have also enabled more support for faculty, staff and students. As noted above with the new GSS model, the MI program has access to two recruiters, and a communication and marketing team. Students have more access to supports and services. To support the work to reimagine our MI and MIM degrees, Janet Music was seconded to a Program Manager position, and Kim Humes was in turn seconded into the Program Coordinator role. We have additional support for admissions processes through the GSS office.

The principal basis of funding at Dalhousie continues to be the number of full-time equivalent students within each Faculty. The new budget model is still in the development stage, but may in fact provide more revenues for the FOM.

The Rowe Management Building continues to provide an excellent learning environment for students and faculty, and classroom technologies continue to be upgraded, in particular to better support hybrid teaching. Dalhousie continues to improve its campus facilities, and is currently building the Oulton-Stanish Centre as a new rink, event and wellness facility on the Studley Campus. As many cities, the cost of rent and living in Halifax has increased substantially. Dalhousie's President, Dr. Kim Brooks is committed to help address this problem. Dalhouise will be building new housing, and has begun a community engagement process to ensure what we build is directly informed by the needs and aspirations of our students and surrounding community.

Appendix A

DALHOUSIE UNIVERSITY

FACULTY OF MANAGEMENT

# Strategic Plan 2021-26

## 2022-2023 Year-end Update

Think broadly.
Understand deeply.
Act purposefully.

The Faculty of Management's Strategic plan was launched in March 2021and nine "implementation clusters" were formed to progress the three strategic pillars identified in the five-year plan. These clusters were tasked with identifying, and advancing, the key projects that would realize the goals in the strategic pillars. To support this work – to ensure that we made the things we care about actually real in the world – the clusters used the summer of 2022 to develop key performance indicators (KPIs) and 2022-2023 workplans.

Since the plan's inception, four new administrative positions were created to support the Faculty's strategic priorities and transition into a new structure. The positions created were a Global Experience Manager (April 2022), Web Strategist (April 2022 - December 2023), New Possibilities Project Lead (June 2022), and Global Strategy Coordinator (July 2022 – 1-year shared position with Global & Government Relations).

The Faculty monitors strategic priorities on the software platform *achieveit.* The software will help to communicate faculty priorities, deadlines, and progress.

**Strategic Pillar 1: Provide our community with a positive, life-changing educational experience that sets the standard nationally and globally.**

Some of the Faculty's focus this year has been on realigning senior leadership and administrative roles into a new governance structure to ensure our decision-making processes are efficient. In the new structure, new program creation and program renewal will be governed to strategically align with the objectives of strategic pillar 1. The focus on faculty structure transformation has not slowed down our efforts in creating life-changing educational experience. Work continues on program renewal and developing new partnerships that will ensure management education is delivered campus wide.

Goal 1: Prepare our community to navigate a changing world and labour market by offering a model management curriculum that includes experiential learning and especially work-integrated learning; literacy, attitude, and skills development; relevant content; and a commitment to the UN's sustainable development goals.

**Ensure that our programs are relevant and up to date.**

- New MBA program approved for launch in 2024.
- Graduate program refresh and renewal survey completed. Results will help inform in-program and stand-alone graduate certificate creation and a new professional Masters offering.
- PhD in Management proposal approved at Faculty Council. PhD in Information and PhD in Management development is proceeding concurrently.
- New financial literacy course created and approved for students outside the Faculty of Management.
- Curriculum renewal policy created and made consistent across all Faculty academic programs (embedded into Faculty's new Terms of Reference)
- Revision of the Bachelor of Management program underway.

**Be an international model for flexible, innovative delivery models and assessment options for inclusive education.**

- 2-day Faculty wide workshop in Universal Design Learning and Culturally Responsive Pedagogy delivered by the Centre for Learning & Teaching.
- Equity, Diversity, Inclusion, Accessibility and Decolonization (EDIAD) embedded into new MBA course syllabi and new PhD programs, and into the program-level learning objectives for all Faculty programs.
- UN's sustainable development goals embedded into new MBA course syllabi.
- New College of Digital Transformation with the Faculty of Computer Science approved at Faculty Council.
- Core courses in the new MBA program include one examining Environment, Social & Governance factors and another offering an EDIAD lens on the workplace.

**Offer all of our students options for experiential learning.**

- Course-based experiential learning (EL) catalogue for Faculty nearing completion (part of a University-wide initiative to catalogue EL course content).

**Instill a global mindset in our community by ensuring meaningful interactions with colleagues from around the world, and through curricular and extra-curricular opportunities, and playing a central role in attracting, educating, training and retaining international students and immigrants to the province and the region.**

- A project plan is in place for development of the global experience hub and a new web page has been developed to highlight and promote international exchange opportunities.
- Three cultural/ international events held: Multicultural Food Festival, International student townhall, and Lunar New Year celebration.
- Created and filled a new undergraduate academic advisor role with a focus on support for international students.
- Largest outbound exchange recorded with 51 students studying abroad this year.
- International Student Alumni panel held.

Goal 2: Provide students with outstanding supports and experiences that open their minds to new possibilities and enable them to develop their personal and professional goals.

**Develop a strategy for offering wrap-around, student-centric academic, wellness, extra-curricular and career development supports.**

- 2 x training sessions held for faculty and staff. Training on the use of Naloxone/ Narcan and Presentation on Student Accommodation plans.

**Be guided by a commitment to reconciliation to ensure meaningful engagement between Indigenous and non-Indigenous peoples in our communities.**

- Wikuom Project: The Faculties of Law and Management at Dalhousie University are in the first phase of a 2-year project to identify and undertake engagement with potential partners towards the development of a long-term plan for the funding and maintenance of an Lnuwey Tpludaqan Wikuom at Dal. The Wikuom (wee-gu-om) will be an interdisciplinary research and training unit to support and assist Indigenous communities in Atlantic Canada in the revitalization of their laws, governance, and economic participation (Indigenomics). This project is at the halfway point and on track.
- The Wellness and EDIAD Committees are offering our faculty and staff an opportunity for Indigenous cultural training sessions with Elder Theresa Meuse at the Mi'kmaw Native Friendship Centre to improve our cultural competency, EDIAD skill set and personal wellbeing and to help us create and maintain a connection with the Centre.

Goal 3: Strengthen the Faculty's reputation and brand recognition nationally and internationally to become a destination of choice for students, employers, academics, and employees.

- The reframing of the Bachelor of Management story has been undergoing a "soft rollout" over the last two years. Market research company, National, has been hired to help test and develop the rebrand. New marketing materials will be ready in 2023.
- A market research company has been hired to rebrand the new MBA program ready for 2024 launch.
- Through the relevant Dalhousie offices, we continue to track the specific reputation and ranking indicators for our specific programs and areas of research.

**Strategic Pillar 2: Inspire social and economic innovation and action.**

Goal 4: Become the model for advancing society through inclusive, integrated and research-supported social and economic innovation.

**Link our thought-leadership, research and teaching excellence with our social and economic innovation and entrepreneurship activities.**

- Strategic Research and Innovation Plan set for completion in 2023.
- Faculty of Management researchers will be part of the new Transforming Climate Action program announced in May 2023, built around a $154m federal research grant through the Canada First Research Excellence Fund. FoM researchers will examine the impact of climate on communities (particularly financial and tourism impacts); ensure that data and information from ocean research reaches stakeholders, policy-makers, and the general public; and more. Research in this program is expected to engage in innovation and commercialization programming, policy-focused knowledge mobilization, and other impact-focused activities.
- We have agreed informally on the terms of a formal MOU between the Ocean Frontier Institute and the Faculty of Management to engage our students and researchers in work on the ocean economy including insurance, finance, and co-operatives.

**Strategic Pillar 3: Grow, nurture, and support a diverse and inclusive community.**

The work on creating a stronger sense of belonging within our Faculty and ensuring a diverse complement of faculty and staff has been undertaken by the leadership team and supported through three working groups; the Equity Diversity and Inclusion Committee (Led by Scott Comber and then Nicole Maunsell while Scott went on sabbatical) the Support Inclusion and Reconciliation Cluster (led by Binod Sundararajan) and the Workplace Wellness Committee (Led by Anna Cranston).

Goal 5: Ensure our community is diverse and inclusive to enable us to learn from one another while benefiting from our collective experience.

**Set targets for student, faculty, and staff diversity.**

- New MBA equitable admissions policy complete (e.g., GMAT removed).
- Cluster hire on track for a 2023 start. This hire is supported by the Dalhousie Diversity Faculty Award (DDFA) program. In keeping with the principles of employment equity, the DDFA program aims to correct historic underrepresentation. Across Dalhousie, five new scholars will find opportunities for scholarly contributions, collaboration, and support as Fellows of the newly established Black Studies Research Institute and will contribute to the transdisciplinary program in Black and African Diaspora Studies (BAFD). Our commitment is to create and deliver two undergraduate courses relevant to both students in Management programs and students in the Black and African Diaspora Studies program.

**Enhance the Climate of Inclusion**

- Equity, diversity, inclusion, accessibility, and decolonization (EDIAD) added as a standing agenda item at Faculty Council meeting.
- EDIAD faculty & staff survey completed (follow up to December 2020 survey – results to be analyzed).
- Pathways Project: Tribe Network led a project with Prep Academy and Indigenous Treaty Partners to work with Black & African Nova Scotian and Indigenous students in our Faculty to understand their experience and provide a suite of recommendations to the Faculty. We are now taking action on these recommendations. We are currently requesting feedback on a draft job description for two community liaison & academic/career advisor roles. Each has a specific focus on local communities (one Mi'kmaw communities, one African Nova Scotian communities) and a related focus on students in the Faculty of Management (Indigenous students and Black students, respectively). We anticipate these roles will be supported thanks to existing funding from Scotiabank.

Goal 6: Ensure that our staff's abilities are reflected in the work they do and that our faculty members set and achieve ambitious research, teaching and learning goals.

- Following months of consultation with impacted staff and Faculty leadership, we will launch an integrated graduate student support and recruitment team in July 2023, as well as a Faculty administration team.

**Support faculty members' potential by ensuring they have adequate time and incentive to ensure rigour, relevance, accountability, inclusiveness, and accessibility in their classrooms and that they are engaged in life-long learning and discovery.**

- New Holistic Evaluation of Teaching Policy created, discussed widely, and approved.
- Draft workload policy created and discussed widely.
- Management EDIAD online repository created.
- Funding for staff & faculty cultural training sessions secured. Sessions begin in the summer.

**Support staff members' potential by recognizing and growing their talents and by offering learning opportunities that ensure our community is inclusive and accessible.**

- Graduate and School Administrator jobs redesigned in readiness for July 1st restructure.
- Funding for cultural training sessions (as above).

Goal 7: Grow our community.

**Expand our global reach.**

- Faculty of Management's international presence strengthened by two new partner relationships.
- Funding for the Israel exchange program was renewed for another three years.

**Develop our alumni and employer networks.**

- Percentage of alumni champions raised from 26% - 28% and percentage of connected alumni raised from 18% - 20%.

Appendix B

# Concept Paper for Academic Unit Establishment, Consolidation and Transfer

Proposal: Academic Unit Consolidation

**Current Academic Unit Name/Host Faculty**: Faculty of Management, Rowe School of Business, School of Information Management, and School of Public Administration

**Proposed Academic Unit Name**:

Faculty of Management

Departments of: Accounting, Finance, Information Science, Marketing, Operations Management and Information Systems, Organizational Leadership and Communication, Public Administration, and Strategic Management and Policy.

**Proposal Contact**: Kim Brooks, Dean, Faculty of Management

## Structure

The proposed structure reform is designed most fundamentally to assist the Faculty in realizing our potential as a creative, engaged, inclusive and dynamic community that creates the future of management education, scholarship and civic engagement.

The structure proposal requires two essential changes: (1) it consolidates some of the Faculty's layers of administration and creates relative evenness across departmental units; and (2) it centres our programs.

The Faculty of Management (the Faculty) has four Schools (the School of Information Management, the Rowe School of Business, the School of Public Administration, and the School for Resource and Environmental Studies). With a few exceptions, programs reside "within" Schools. For example, the Rowe School stewards our Bachelor of Commerce, our MBA, and MScB programs; SIM is responsible for our Masters of Information; and SPA for our Masters of Public Administration, while the Bachelor of Management program is stewarded collectively by the four Schools, but governed at the Faculty level.

In the proposed new structure, the Faculty will have eight Departments: Accounting, Finance, Information Science, Marketing, Operations Management and Information Systems, Organizational Leadership and Communication, Public Administration, and Strategic Management and Policy.

Programs will no longer reside within Schools or Departments: we will collectively be responsible for the stewardship of our academic programs. A separate concept paper describes the proposed transfer of the School for Resource and Environmental Studies (SRES) to another Faculty.

See a diagram of the proposed structure in Appendix 3.

# Rationale

Our strategic direction (see Appendix 5) commits us to creating the future of management education, scholarship, and civic engagement. Our governance and structure should not impede that pursuit. Our current structure presents challenges (in the form of issues that consume unnecessary time and resources) and restricts our potential.

Future of Management Education: Our strategy calls on us to consider our programs and the experience of our students in new, courageous ways. It asks us not to replicate what we have done before, or to copy what others are doing, but to be audacious in how we approach teaching and learning and to be reflective about the world around us and what it requires of the next generation. It also asks us to prepare our students to be future ready, not just career ready. Our structure needs to ensure accountability for our programs and attention to their quality and value. Programs must be agile to changing trends, future-looking, reflective of the needs of the external environment of work and life, and responsive to the shifts in the internal demographics.

Future of Management Scholarship: Our strategy also requires that we attend in ambitious ways to our scholarly activities. Scholarship requires time and inspiration (and sometimes financial support). To the extent that duplication of administrative responsibilities, inefficiencies in course delivery, and lack of institutionalization of responsibilities have consumed valuable time that might otherwise have been devoted to research and dissemination activities, we need to reclaim that time. Additionally, we have devoted significant time to the discussion of our structure: that time might also be devoted to other productive activities. (Appendix 1 demonstrates the volume of work on this topic since 2018).

Civic engagement demands that we attend to the communities around us. Management education – particularly as uniquely conceived in our Faculty as cross-sectoral and multidisciplinary – is required in every facet of modern life. When we spend our time working in silos, focusing on selected programs and students, attending to challenges with representation on committees, or responsibilities that can be allocated to particular roles (all essential issues that must be resolved in our daily institutional life), we are not spending time and energy focused on how our programs and research respond to climate catastrophe, new financial instruments, bias in technological developments, or the implications of AI for the future of work.

**Structure reform will not be sufficient to realize our strategy and our ambitions as a Faculty. But there are elements of our current structure that have prevented us from realizing our potential.**

## Strategic Alignment

The Faculty has long described itself as a cluster of "four Schools" and as "unique, different and a force which looks at management through a different lens" (Strategic Plan 2017-2021). That language captures the challenge of our structure: we remain very siloed. Instead of co-creating a unique approach to management, each School focuses primarily on the programs it "owns". While we sometimes work together on research projects, we don't publicly articulate the depth and impact of our expertise in areas where faculty members are distributed across Schools.

Our lack of a shared vision was obvious in one of our first steps in our structure reform, which was to revisit our strategic plan. That process involved co-creating our shared vision for the Faculty. The new

structure is designed to support our shared aspiration to offer a life-changing management education in a diverse and inclusive community that inspires social and economic innovation and responsible action.

Our aspirations are tightly aligned with Dalhousie's strategic direction and values. While many of Dalhousie's strategic pillars can be supported in the new structure – inclusive excellence, high-impact research, and civic engagement, for example – the proposed structure is designed most intentionally to ensure we offer an exceptional (and distinctive) student experience. The other elements of Dalhousie's strategic plan will be supported by deliberate, transparent and accountable governance changes within our Faculty that will, for example, support us in reducing administrative work or inefficiencies in course delivery to liberate time for the development of high-impact research, or by enabling us to build inclusive communities across programs and to ensure greater support and community for our equity-deserving students.

## Programs that Enable Depth and Breadth

Although many members of our Faculty are convinced of the advantages of providing students with access to the richness of expertise and range of human relationships available across the disciplinary expertise reflected in the Faculty, our programs take only limited advantage of our Faculty's range.

There are exceptions of course: the Bachelor of Management degree is a program taught by faculty members across the four Schools, although the degree has lacked sufficient stewardship and ownership to have really flourished. The Management without Borders course at the Masters level brings together students across some of our Masters programs in a capstone experience. Some faculty members teach courses in programs that are not "owned" by the School of their appointment.

But many of our students graduate from their programs without any exposure to the rich range of expertise available in the Faculty and without a network of peers across sectors and disciplines. The potential of the Faculty and what could distinguish us from other programs remains under-realized and we have not articulated clearly "why Dalhousie" for many of our programs.

This proposed structure reform locates our programs as a collective responsibility of the Faculty. While respecting the needs of accrediting bodies, we will ensure that students have opportunities to learn about areas of management both within and across their chosen field of depth. Often, the main concern for our accrediting bodies involves knowing whether we have the appropriate governance mechanisms, structural alacrity, and resource allocations to successfully deliver our programs. They are also attentive to ensure programs are tightly aligned to the Faculty's stated vision and mission. While students can continue to specialize in finance, public administration, accounting, or information management, with this proposed structural reform for the Faculty, they can also learn how other areas of management will intersect with their future professions. The answer to "why Dalhousie" and "why the Faculty of Management" will become much clearer: because we can offer Canada's most disciplinarily inclusive, multisectoral management education, and research playground. Students will graduate with a network of people who care about how ideas are brought to life in the world across the private, public, and not-for-profit sectors. They will have depth of expertise and extraordinary options that enable them to attain a range of expertise, too.

## Inclusive Excellence and Core Values

One of the core strategic initiatives of the Faculty is to grow, nurture, and support a diverse and inclusive community. To help achieve this, changes need to be made to address issues around the attractiveness of

our programs for a diverse range of students, faculty, and staff. In addition, as the world adjusts and evolves beyond the COVID-19 pandemic, there is an unprecedented need for creative, talented professionals who are better able to work across sectors to create new possibilities with a larger emphasis on social and economic innovation. Renewing our structure is an opportunity to make our Faculty more inclusive and appealing to a diverse range of students while breaking down some of the barriers impeding cross-collaboration in the current structure.

## Unit Cohesion

Under the current structure, Schools have become siloed and vision incongruence has contributed to a lack of cross-reputational advantage. (For example, if our MBA is seen as excellent that does not appear to influence the perception of our MPA.) The low cross-unit cohesion under the structure likely leads to a sense of apathy or lower ownership of success and commitment to the Faculty as a whole – contributing to an overall dis-spiriting culture. It may also have contributed to the instability of Faculty leadership.

Under the new structure, Departments reflect areas of research and teaching expertise. They allow for close collegial relationships to form among people who have similar disciplinary focus. However, faculty members and staff will no longer be "siloed" in a School responsible for shepherding discrete and disconnected programs. As a Faculty, we will work together to offer a life-changing management education – through the delivery of programs, each of which has a distinctive focal point, but which together comprise an intellectual and community smorgasbord for our students, our colleagues, and our broader stakeholders.

## Governance

Issues with inconsistency and sometimes inefficient governance are also a concern with our current structure. Weaknesses in the governance of people, programs, or finances in any of the Schools negatively affect the Faculty as a whole. Many initiatives and projects included in the Faculty's strategic plan require shared effort from faculty and staff across the Faculty to come to fruition successfully. The multiplicity of layers of governance and ineffective design for participation in governance makes collaboration on these projects more difficult. Our new structure aims for transparency, efficiency, and accountability in governance.

## Financial Viability

Lastly, concerns surrounding the financial viability of the current structure include the presence of duplicate functions in the Faculty and general inefficiencies related to administrative and program operations. Potential gaps and untapped opportunities have been identified in both graduate and undergraduate programs. The structure may have impeded reforms (e.g., of the BMgmt program) as well as development of new programs (e.g., a Faculty-level PhD).

Structure change allows the Faculty to take more responsibility for the design and delivery of each of our programs, to ensure our people and resources are contributing efficiently and effectively, and to increase revenue while strengthening our commitment to the academic mission.

## Decisional Balance

The advantages of making the proposed change include:

- Ability to open new and fascinating doors for students across our programs;

- Support all the programs with appropriate resources to strengthen the brand, increase enrollment, improve retention of students, and create more opportunities for students to succeed in the programs and beyond;
- Opportunities for students to build communities of interest across the Faculty as a whole;
- May enable greater (new and current) program innovation;
- Opportunity to consider how to ensure effective use of staff talents;
- Potential to free up time for faculty members to engage in more meaningful and outward facing activities (e.g. research, civic engagement activities);
- Ability to preserve collegial faculty relationships in departments of common interest;
- Ability to better mentor and develop faculty members through mentorship by department Chairs;
- Greater parity in the size of structural forms (e.g. department size);
- Responds to recommendations made by the Senate review committee;
- Improved scheduling;
- Ability to build the Faculty "identity" and to choose to be "a Faculty"; and
- Ability to strengthen the Faculty's financial foundation.

The disadvantages of making the proposed change include:

- Loss on one of our Faculty's identity "layers" (the Schools); and
- Substantial implementation work (both internally and with external stakeholders, including to ensure accreditation requirements continue to be met)

The advantages of the current structure include:

- Familiar and historic – easy to keep doing what we've been doing;
- Has been accepted (although with some articulated concerns) by accreditation bodies;
- No implementation costs;
- Allows for alignment with the high-level identities of "business school", "public administration school" and "information management school"; and
- No structural change required

The disadvantages of the current structure include:

- Substantially differently sized Schools (and programs) results in uneven workload between individuals and Schools;
- At least three layers of structure/governance (ie. in Rowe, where there are area groups, the School, and then the Faculty), which results in unclear and sometimes duplicate responsibilities;
- Difficulty sharing resources across Schools, which can result in duplication of skills and inefficient use of talent;
- Hinders support for students who wish to take advantage of courses or faculty talents across Schools;
- Lack of clarity about the focus/direction of the Faculty;
- Could lead to continuous and demoralizing leadership changes that also impacts morale of faculty and staff;
- May result in increased fragmentation among faculty members and more difficulty effecting positive change;

- Inadequate focus on how to elevate the profile of the Faculty/School/program; and
- Frictions on budget management

# Summary of Impacts

## Programs and Students

We anticipate that the impacts of the structure reform proposed will be a benefit to all our students. As described above, one of the main changes in the structure design is our collective responsibility for the delivery of management education across our programs. We expect that that change will lead to (1) students being offered both unprecedented opportunities to gain valuable expertise while also having options to explore broadly in most of our programs; and (2) students building communities of interest across programs. We are optimistic that an additional advantage flowing from our program change may be improved faculty and staff collegiality as we engage with each other more frequently to deliberately offer critical programmatic improvements and recognize each other's talents and contributions.

We expect both of those changes will be positive ones for students from underrepresented and marginalized groups. Some of our programs (for example, our Masters of Information) have rich cohorts of students from some equity-deserving groups (e.g. LGBTQ+). Other programs have very few students from those groups (e.g. our MBA). The MScB, in only its third year of existence, has grown to a double cohort of 25 students, with an expected intake of around 25 students in the coming academic year. This program has a strong complement of international and equity-deserving groups as well. Enabling student networks across programs may assist students to build collegial relationships that sustain them.

No programs will be terminated during this structure change. Changes to programs will follow the usual program modification processes, maintain our various accreditations, and ensure program continuity. New program concept papers (two PhD programs) have already been through the approval process and full proposals are in development.

## Unit Staff and Faculty

We are working collaboratively with staff to ensure that their talents are effectively engaged in the new structure and to offer opportunities for growth and challenge. We (through the vehicle of our Staff Council) have developed some principles to guide that work:

- staff job satisfaction is a key requirement for successful structural reform;
- to realize the full benefits of Faculty structure reform (and to achieve our strategy), some staff roles and reporting lines will have to change;
- the reform provides an opportunity to develop areas of functional expertise and for career development and ongoing education;
- if anything, we have increasing needs for our staff complement in order to offer a truly exceptional student learning experience and to support the broader research and civic aspirations of our Faculty (To be very clear: no staff will be terminated as a result of changes to Faculty of Management structure);

- every effort will be made to keep, or add, skills and responsibilities that staff have indicated they most enjoy and that ensure we take advantage of staff talents and interests in professional growth;

- every effort will be made to regularly communicate with staff members regarding the structural change and/or its impact on them; and create a safe space for an open and engaging dialogue; and

- any changes to staff roles will be discussed in detail with affected staff before changes are implemented. All changes will align with the requirements of the appropriate collective agreements and handbooks.

Faculty members worked collectively in the design of the proposed departments (see Appendix 1 for a listing of opportunities for engagement and feedback throughout). While some colleagues undoubtedly feel the loss of the "School" label, each faculty member has had the opportunity to work with colleagues in the choice of the name and collective academic focus for their department and will be able to request to move to another department should another department offer a better intellectual and collegial home. We have developed guiding principles for faculty member engagement to support our structure reform process:

- job satisfaction is a key requirement for successful structural reform;

- structure reform should reduce aspects of faculty workload that are duplicative (e.g. multiple committees engaged in the same work) or a poor use of faculty members' time (e.g. learning how to complete administrative work that would be better undertaken consistently in a regularized role);

- the structure reform does not require adding to overall faculty workload (indeed, the aspiration is to more meaningfully use faculty members' time and energy);

- workload will be determined in line with a Faculty workload policy (approved through Faculty Council) and in consultation with the relevant Chair and Dean (as required by the collective agreement);

- the implementation phase of our structure reform will require continued policy development. That work will be undertaken collaboratively, transparently, and with appropriate collegial governance;

- every effort will be made to regularly communicate and to enable open dialogue through the structure reform and implementation phases; and

- all changes – whether in the structure reform or implementation periods - will align with the requirements of the collective agreement.

We do not anticipate an increase in average faculty member workload due to any of these structure changes and, in fact, expect an overall decrease. Developing a renewed workload policy is part of the implementation work and like the rest of the implementation will follow a collegial process internally.

## Impacts on Other Stakeholders

The Dean's advisory board has been consulted regularly on our structural design. We have periodically surveyed alumni, innovation, and employer partners (on matters of both structure and strategy). We have also had regular conversations with senior administration. If our concept paper is approved by SPGC we will engage in a round of external consultations with key stakeholders before submitting our final proposal.

# Resources

The proposed structure includes the faculty and staff complement of our current Faculty, without SRES. No new financial costs are anticipated as a result of the structural change.

However, there will be implementation costs as well as communication costs associated with the structure reform itself. We anticipate that several temporary roles to assist with the transition from the current to the proposed structure (e.g. someone to work with us on communicating about our changes to external stakeholders) and we imagine that we might want to support faculty and staff with some additional support because change inevitably requires more energy and work than maintaining the status quo. We have already taken these expenses into account in our projected budget for 2022-2023.

**Date of review by SPA**:

**Date of review by SIM**:

**Date of review by Rowe**:

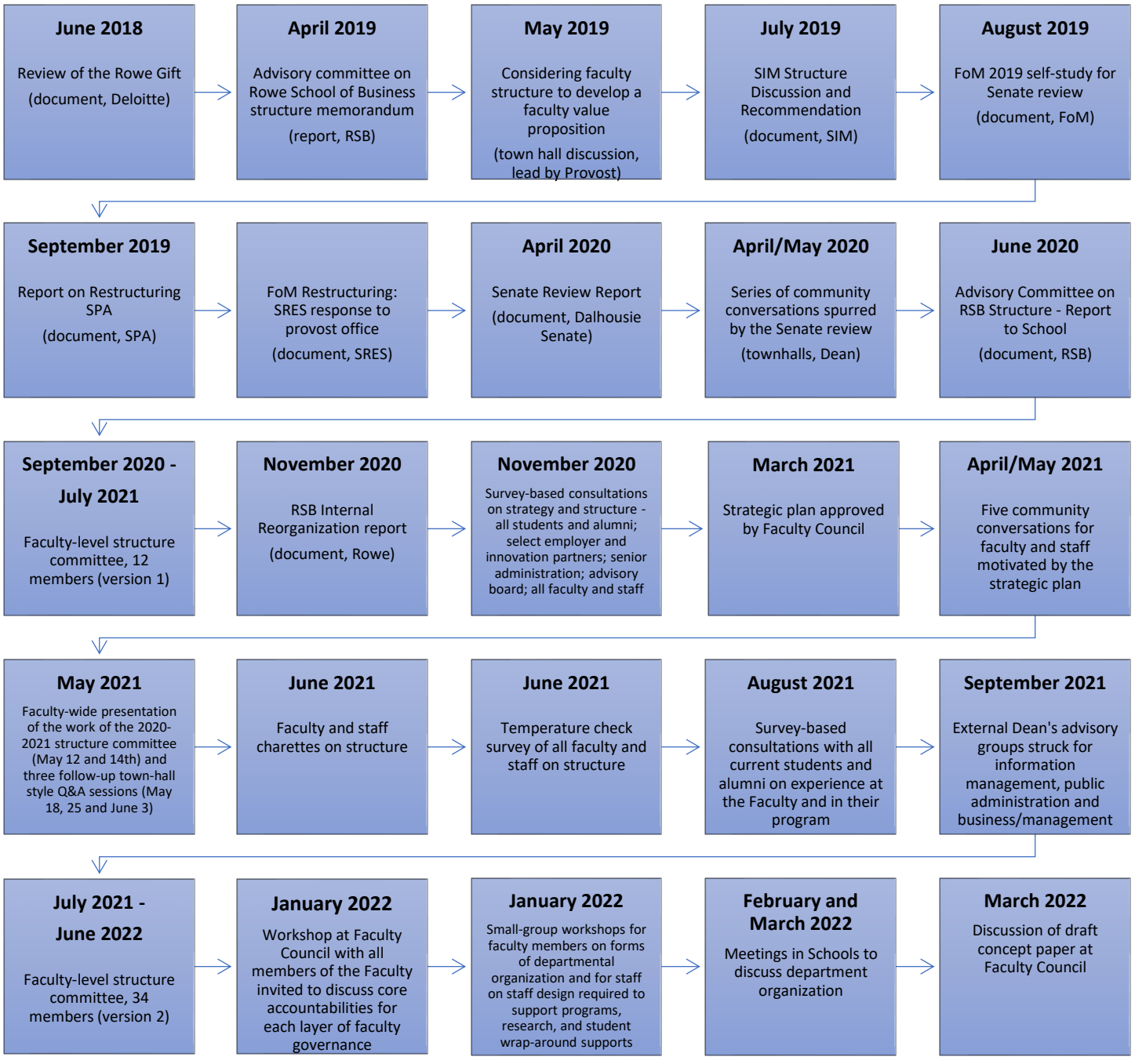
**Date of review by Faculty Council**:

**Date of review by staff not represented on School of Faculty Councils**:

**Appendices:**

1. Timeline of structure-related consultations and context
2. Diagram of the current structure
3. Diagram of the proposed structure
4. Summary of Faculty's strategic direction
5. Motions and results of the review by each decision-making body

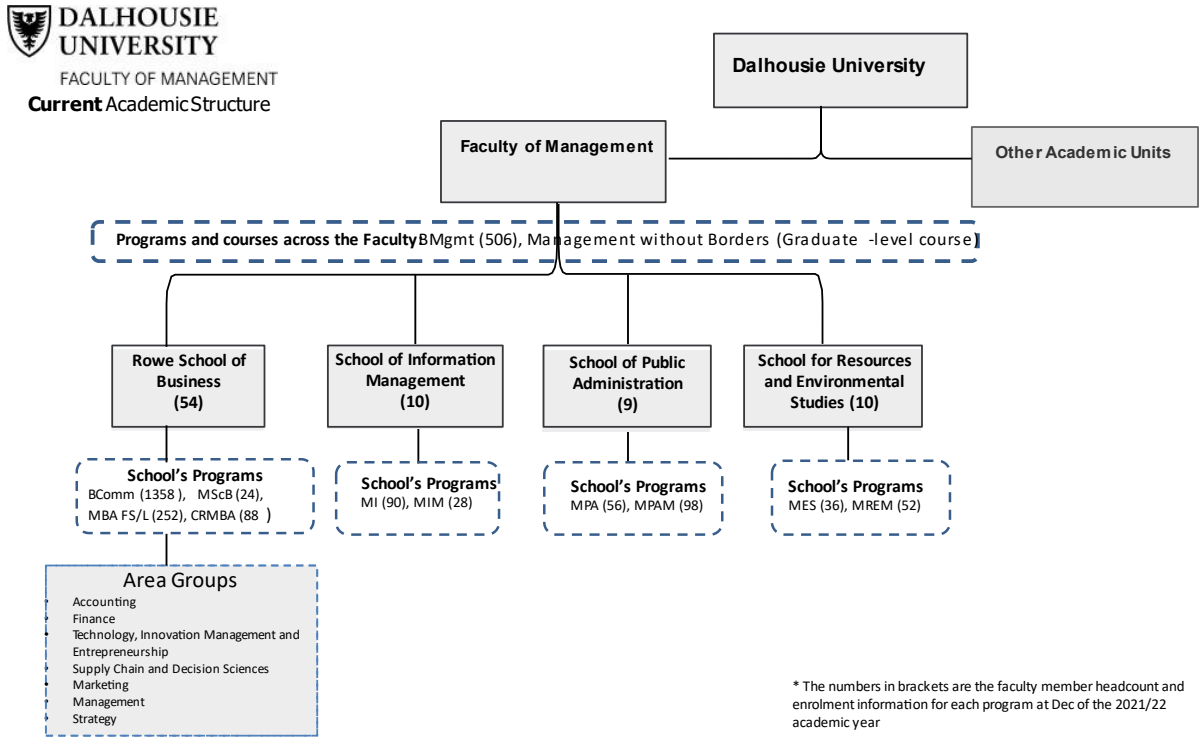
# Appendix 1: Timeline of Structure-Related Consultations and Context



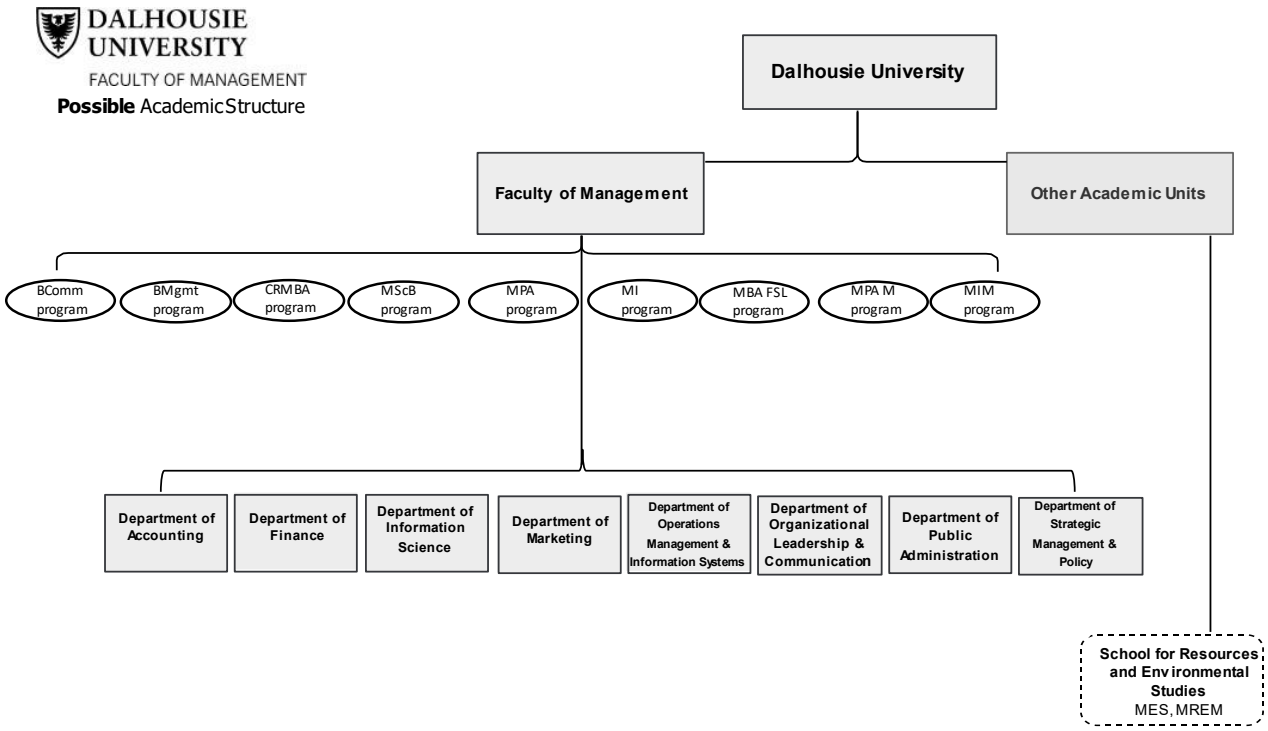
In addition to these consultations, the Rowe School of Business and Faculty Council had standing agenda items of structure and strategy that enabled the Dean (and Directors) to provide updates to the community on a regular basis. The Faculty's structure was also a regular topic of discussion with the Dean's advisory committee. The Dean attended meetings in SIM, SPA, and SRES on request to provide updates and answer questions (and those Schools had structure change as a regular agenda item for discussion).

To constitute the faculty-level structure committees, the Dean invited expressions of interest in participating. Anyone who expressed an interest was invited to serve on the committee. The aim was to ensure broad representation across the Faculty and to enable people most interested in the process to serve actively in the Faculty's restructuring plans.

# Appendix 2: Faculty of Management Current Structure



# Appendix 3: Faculty of Management Proposed Structure



# Appendix 4: The Faculty of Management's Strategic Direction in Brief

The Faculty of Management approved a new strategic plan in March 2021. The full plan is available here.

## Mission

We offer people a world-class set of management skills and experiences that organizations value. We prepare them to work with, inspire and lead others to tackle complex challenges and achieve responsible results.

## Vision

A world where talented people from the private, public and not-for-profit sectors work together to create social and economic value and new possibilities.

## Values

*Accountability and integrity.*

When we say we will do something, we do it. We share our successes and failures to ensure that we are accountable for our actions.

*Discovery.*

We believe in the potential for new ideas and ways of thinking. We question and draw reasoned conclusions. We are open to new experiences and personal growth.

*Equity, diversity, inclusion, accessibility and decolonization.*

We foster an engaged and inclusive community, value the voices and contributions of all, acknowledge systemic power and privilege, and commit to dismantling harmful colonial ideologies and to the fair redistribution of resources to enhance access, opportunity and success for all.

*Relevance.*

We do activities that matter, are useful and make a positive difference in the world.

*Sustainability.*

We consider the consequences of our decision-making for future generations and the planet.

# Structure Reform to Support Strategy and Address Challenges

Our new strategy commits us to being the destination of choice for talented people by offering a life-changing management education in a diverse and inclusive community that inspires social and economic innovation and responsible action.

To realize this strategy, increased cooperation within our Faculty is necessary. Structure reform must also address persistent challenges articulated in the concept proposal, above.

# Appendix 5: List of the Motions and Vote Results for each Decision-Making Body

That the School of Information Management approve the concept paper on the restructuring of the Faculty of Management.

Date:

For:

Against:

Abstain:

That the Rowe School of Business approve the concept paper on the restructuring of the Faculty of Management.

Date:

For:

Against:

Abstain:

That the School of Public Administration approve the concept paper on the restructuring of the Faculty of Management.

Date:

For:

Against:

Abstain:

That Faculty Council approve the concept paper on the restructuring of the Faculty of Management.

Date:

For:

Against:

Abstain:

Appendix C

# Dalhousie University

# Faculty of Management

# Terms of Reference

| Approved By | Date |
|---|---|
| Faculty of Management Council | **April 20, 2023** |
| Senate Planning and Governance Committee | |
| **Revision** | |

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The purpose of these terms of reference is to establish the decision-making structures and processes of the Faculty of Management.

# 1. Mission, Vision, and Values

### 1.1 Mission

We offer a world-class set of management skills and experiences that organizations value. We prepare people to work with, inspire and lead others to tackle complex challenges and achieve responsible results.

### 1.2 Vision

A world where talented people from the private, public and not-for-profit sectors work together to create social and economic value and new possibilities.

### 1.3 Core Values

**Accountability and integrity**. When we say we will do something, we do it. We share our successes and failures to ensure that we are accountable for our actions.

**Discovery**. We believe in the potential for new ideas and new ways of thinking. We question and draw reasoned conclusions. We are open to new experiences and personal growth.

**Equity, diversity, inclusion, accessibility and decolonization**. We foster an engaged and inclusive community, value the voices and contributions of all, acknowledge systemic power and privilege, and commit to dismantling harmful colonial ideologies and the fair redistribution of resources to enhance access, opportunity and success for all.

**Relevance**. We do activities that matter, are useful and make a positive difference in the world.

**Sustainability**. We consider the consequences of our decision-making for future generations and the planet.

# 2. Equity, Diversity, Inclusion, Accessibility and Decolonization

The Faculty of Management is committed to the principles of equity, diversity, inclusion, accessibility and decolonization (EDIAD) in all that we do. Acknowledgement of the importance of diversity, of broad, meaningful consultation, and of a commitment to actions required to promote EDIAD must inform decisions at all levels.

Supporting the Faculty's principles and values, all Faculty decisions must: (i) support diversity as is required both by considerations of justice and to sustain rich and rigorous debate; (ii) advance the idea that human diversity provides essential elements of strength, resilience and innovation; and (iii) reflect and respect the diversity of human experiences and backgrounds. As such, the Faculty will rigorously adhere to these principles and values by applying equity (the practice of identifying and removing barriers) in all its deliberations and activities to ensure an inclusive outcome.

EDIAD measures strive to reduce systemic barriers and biases experienced by historically and currently underrepresented and equity-deserving groups. Multiplicity of perspectives creates critical thinkers. Differing views, ideas and approaches, and equitable and inclusive practices help promote teaching, learning and research excellence.

**Definitions**

1. **Diversity** is the condition of having a broad range of differences, represented in its people, perspectives, policies, programs and practice.

2. **Inclusion** is an outcome where community members experience equal access to opportunities for education, employment, promotion and success in the Faculty and a sense of belonging and engagement in the life and work of the institution.

3. **Equity** is a process that takes diversity and differences into account through fair and non-discriminatory approaches and practices, to ensure inclusion.

# 3. Faculty Council Role and Procedures

## 3.1 Faculty Council

### 3.1.1 Role of the Faculty Council

The Faculty Council is responsible to the Dean. Faculty Council is assisted in its work by standing committees and any ad-hoc committees it deems necessary for its proper functioning.

Faculty Council makes decisions on all academic matters in the Faculty of Management that require approval beyond the Department or program level. As Senate is responsible for the internal regulation of the University according to the Acts of 1863, and as Faculties are committees of Senate, the Faculty of Management Council's powers are granted and delegated by Senate, through the Senate Planning and Governance Committee. Faculty Council is accountable to the University Senate through the Dean.

Faculty Council matters may include, but are not limited to:

- approving policy on Faculty-level academic matters;
- approving plans for the development of the Faculty;
- creating ad-hoc committees as required and approving their terms of reference;
- receiving reports from standing committees;
- approving Centres or Institutes and any significant changes to those Centres or Institutes;
- forwarding recommendations to the Senate, through the Dean, as necessary;
- approving changes to the Faculty's structure;
- approving changes to the Faculty's strategy; and
- approving changes to Faculty governance and procedures.

### 3.1.2. Membership

The following persons, whose appointments are to the Faculty of Management or who are enrolled in programs in the Faculty of Management, are voting members of the Faculty Council:

- The Dean
- Assistant Deans

- All tenured and career-stream professors, and limited-term appointments for a minimum of one year, each of a minimum of 0.5 FTE in the Faculty of Management (workload reductions in the Faculty of Management to enable contributions to other units at Dalhousie do not affect membership)
- Directors of Units that support academic programs and the Director of the Creative Destruction Lab
- Six students, as appointed by the Student Societies from the following academic programs as noted (BComm, BMgmt, MBA, MScB, MI, MPA). These are one-year positions.
- Four staff members who are part of the Dalhousie Professional and Management Group (DPMG). These are two-year positions.
- One staff member who is part of the Nova Scotia Government and General Employees Union (NSGEU). This is a two-year position.

Student and staff members shall be elected from their respective groups.

Ex-officio members without voting rights are:

- Chair of Senate
- the Registrar
- the Dean of Graduate Studies
- Chair of the Faculty of Management Advisory Board
- the President or designate

## 3.2 Specific Procedures

### 3.2.1 Chair of Faculty Council

The Chair of Faculty Council shall chair all Faculty Council meetings; in the case where the Chair is unavailable to chair a meeting, the Vice-Chair will serve as Chair. The Chair may not be the Dean, an Associate or Assistant Dean, or a Department Chair. The Chair should be a member of Senate, if possible.

In addition to the role in chairing Faculty Council meetings, the Chair will:

- Prepare and distribute to all members of Faculty Council the agenda, minutes, and all relevant materials for meetings of Faculty Council;
- Ensure that adequate written documentation is available at meetings of Faculty Council;
- Work collaboratively with the nominating committee to prepare a proposed slate of members for standing committees of Faculty Council;
- Ensure that all Faculty Council documents (and recordings of meetings) are maintained, accessible, and destroyed as appropriate and in accordance with university and faculty policies;
- Keep abreast of developments in Robert's Rules of Order and their application on university governance bodies; and
- Undertake other tasks necessary for easy communication within the Faculty and between the Faculty and other bodies.

### 3.2.2 Vice-Chair of Faculty Council

The Vice-Chair of Faculty Council shall serve as the Chair in instances where the Chair is unavailable. The Vice-Chair may not be the Dean or an Associate or Assistant Dean. In addition to the role in chairing Faculty Council as the formal alternate, the Vice-Chair will:

- Work collaboratively with the nominating committee to prepare a proposed slate of members for standing committees of Faculty Council;
- Offer an orientation for new members of Faculty Council, including student and staff representatives; and
- Ensure that regular reports required by these Terms of Reference are solicited and submitted to Faculty Council at the appropriate time.

### 3.2.3 Terms of Engagement

The Chair shall hold office for a fixed term, normally of three years. The Vice-Chair shall hold office for a minimum of one year. Administrative support will be provided to the Chair and Vice-Chair by the Dean's Office.

Service as Chair or Vice-Chair counts as one committee load for each year of service for purposes of the Faculty's workload.

### 3.2.4 Nomination and Election

The Chair and Vice-Chair positions shall be filled following a call for expressions of interest. Only members of Faculty Council who hold full-time academic appointments of at least three years in the University are eligible to express interest. There shall be no barrier to re-appointment of the incumbent. Additional nominations may be made from the floor prior to the final vote.

When the nomination is under discussion, colleagues expressing interest as well as the retiring Chair or Vice-Chair shall withdraw from the meeting. The Chair and Vice-Chair shall be elected by Faculty Council before the end of February in the year that duties are to commence in July. Unexpected vacancies in either role will be filled following the same procedures.

### 3.2.5 Nominating Committee

The Chair, Vice-Chair, and Foundation Director (Inclusion) will serve as a Nominating Committee for the purposes of proposing committee membership to Faculty Council.

### 3.2.6 Senate Representatives

All faculty members with an appointment of 50% or more in the Faculty are eligible to be nominated to serve as the Faculty's representatives at Senate.

At the request of Senate, the Dean's Office will call for nominations, which must be open for a minimum of two weeks. Nominations (which can include self-nominations) must be accompanied by an agreement to be nominated, an appropriate curriculum vitae, a statement of interest from the nominee indicating their interest and availability in serving as an Academic Unit Senator, and a description of how the nominee will support EDIAD in their role as Senator.

A vote on the nominations will generally occur at a meeting of Faculty Council. Nominees may be present for and participate in the vote.

## 3.3 Meetings and Procedures

### 3.3.1 Procedures

Robert's Rules of Order (Newly Revised) shall govern the Faculty Council in all cases to which it can be applied and in which it is not inconsistent with these Terms of Reference.

### 3.3.2 Regular Meetings

Regular meetings of the Faculty Council will be held, usually on a monthly basis. As a general matter, meetings of Faculty Council will not be held in July and August. Efforts will be made to schedule meetings on different days of the week so that no faculty member is regularly precluded from attending because of their teaching schedule. Meetings may be held in person, virtually, or in a hybrid format at the discretion of the Chair in consultation with the Dean.

A call for agenda items shall be circulated no later than two weeks before the scheduled meeting. Any member of Faculty Council can request that items related to academic affairs be placed on the agenda for discussion or vote.

Notice of meetings, including the meeting agenda and relevant materials, will be circulated no later than a week before the scheduled meeting. Meeting agendas will reflect whether an agenda item is for information, for discussion, or for approval.

Minutes of each meeting shall be taken and included as part of the relevant materials for the next meeting. Minutes and agendas will be archived and are available to members.

Recordings of Faculty Council may be made. Such recordings shall be used only to aid in the preparation of minutes and shall be maintained until a motion approving the minutes is passed by Faculty Council at which time the recording, and transcript if one has been made, will be erased. Members may request not to be recorded. In camera discussions will not be recorded.

If Dalhousie is closed during a Faculty Council meeting time, the meeting scheduled for that day is cancelled.

### 3.3.3 Special Meetings

Special meetings may be held at the discretion of the Chair, as the need arises, to consider items of a pressing matter that cannot be deferred to a regular meeting.

### 3.3.4 Quorum

A quorum shall consist of twenty-five percent (25%) of all voting members, not including those who are on leave.

### 3.3.5 Voting

Votes will be held for each Approval item designated on the agenda. Votes are taken by a show of hands or by electronic vote, depending on the format of the meeting. Voting will not be anonymous unless approved by the Chair or agreed by majority vote at the request of a member present.

Electronic voting between meetings may take place at the discretion of the Chair if a vote is required on an urgent matter that has arisen between regular meetings of the Council or if the vote relates to a simple routine matter (e.g. filling an unexpected vacancy on a committee).

No proxy votes are permitted.

#### 3.3.6 Access

Meetings of Faculty Council are open to all staff members (DPMG and NSGEU) with an appointment of a minimum term of one year and at least 0.5 FTE in the Faculty unless otherwise decided by the Chair of Faculty Council with respect to specific items of business.

Guests may be invited by the Chair to attend Faculty Council where their attendance is relevant for specific items of business.

# 4. Faculty Committees

## 4.1 General

The following provisions apply for all committees, unless otherwise noted in the committee's description.

#### 4.1.1 Casual vacancies

Casual vacancies occurring during a year shall be filled by appointment by the Dean if requested by the committee or required by the collective agreement.

#### 4.1.2 Conflicts

Committee membership should avoid conflicts of interest as defined by the University Policy on Conflict of Interest. A conflict of interest would include circumstances where a committee member will be conducting a review or assessment of someone with whom they have a conflict of interest as part of their work (e.g. where a faculty member serves on TPAC in a year when their spouse has applied) or where closely associated persons serve on the same committee.

#### 4.1.3 Equity, diversity, inclusion, accessibility and decolonization

EDIAD are essential to the Faculty and committees should be established and function in accordance with those values.

#### 4.1.4 Quorum

Quorum is required when a committee is making a decision and shall consist of a minimum of 50% of the members.

#### 4.1.5 Reporting

The Committee Chair shall report in writing to Faculty Council no later than the May meeting and at other times as requested by Faculty Council or deemed appropriate by the Committee. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda. In addition to reporting on the activities of the committee over the year, the committee's report to Faculty Council should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

#### 4.1.6 Selection of the Chair

Chairs of committees shall be identified as part of the committee appointment process.

#### 4.1.7. Term of appointments

Terms of appointment on committees will generally be three years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership.

## 4.2 Committee Appointments

### 4.2.1 Process for appointment to committees

Not later than March 30 of each year, the Assistant Dean (Planning and Accreditation) will request committee preferences from faculty members whose term on their assigned committee is about to expire. This information will be shared with Nominating Committee who will propose a slate of committee membership to Faculty Council for review and approval by May of the year proceeding the committee appointment, respecting the principles for appointment and the preferences of faculty members. The Nominating Committee may alter the total number of committee members if appropriate under the circumstances and if the total committee membership of any committee does not violate the collective agreement or spirit of the committee terms.

### 4.2.2 Principles for appointment to committees

In addition to the membership guidance in committee membership descriptions, the following principles should be followed in appointing faculty members to service on committees:

- staffing program committees and TPAC in line with their membership requirements should be the priority;
- committee membership should be balanced between those with previous experience and new members and should reflect EDIAD considerations;
- faculty members with educational leadership in their job descriptions should be considered for Chairing roles, where appropriate;
- attention should be paid to expertise and ability to contribute effectively to the committee; and
- colleagues in their earlier years of appointment (pre-tenure or instructors) should be given lighter responsibilities, if possible, in executing their responsibilities on committees.

### 4.2.3 Appointments to ad hoc committees

Where an ad hoc committees must be struck, the Dean's office will issue a call for expressions of interest. The Nominating Committee will recommend a committee slate to Faculty Council. In composing the ad hoc committee, the general principles for appointment to committees should be considered as well as the expertise required by the work of the committee and the other workload commitments of the proposed members.

## 4.3. Innovation Committee

### 4.3.1. Membership

The membership of the Committee shall be as follows (5 members):

- The Foundation Director (Innovation) (Chair);
- Two faculty members;
- The academic director for the Creative Destruction Lab ("CDL"); and
- The academic director for the Minor in Innovation and Entrepreneurship ("Minor").

If possible, faculty members should have experience teaching in areas of innovation or experience in industry (in the broadest possible definition) in the context of innovation.

#### 4.3.2 Function and Purpose

The Innovation Committee works with the Foundation Director (Innovation) to support the innovation strategic priorities of the Faculty.

Activities include:

- Consult and partner with student societies and interested faculty members and staff on the Faculty's innovation activities;
- Monitor initiatives that enhance innovation curricular and co-curricular programming at other institutions;
- Increase the awareness of innovation concepts in the Faculty of Management, including the support and development of pedagogical and program resources;
- Oversee existing and recommend or implement non-curricular innovation-focused initiatives in the Faculty of Management;
- As appropriate, work collaboratively with program committees to incorporate innovation programming;
- Support Management Career Services to develop, manage and advance innovation and entrepreneurially focused work-integrated learning experiences such as entrepreneurial work terms and innovation residencies;
- Ensure that the Faculty of Management's strategy is aligned with the University's strategy in the context of inclusive innovation; and
- Support student engagement in innovation programming in the Faculty of Management, ensuring inclusion and diversity.

### 4.4 Inclusion Committee

#### 4.4.1 Membership

The membership of the Committee shall be as follows (6 members):

- The foundation director (inclusion) (Chair);
- Three faculty members; and
- Two staff members.

A majority of committee members will be members of equity-deserving groups. The Committee will be guided by a commitment to reconciliation to ensure meaningful engagement between Indigenous and non-Indigenous peoples in our communities.

#### 4.4.2 Function and Purpose

The Inclusion Committee works with the Foundation Director (Inclusion) to support the EDIAD strategic priorities of the Faculty.

Activities include:

- Consult and partner with student societies, and especially the EDIAD representatives of those societies, as well as faculty and staff to enhance inclusion in the Faculty of Management;
- Monitor initiatives that enhance EDIAD at Dalhousie and at other institutions;
- Make recommendations and report to Faculty Council concerning policies, guidelines, best practices, and actions with regard to EDIAD in the Faculty of Management;
- Make recommendations to Faculty Council on policy matters relating to equity-deserving groups and issues of marginalization, including exclusion, discrimination, harassment, and accommodation;
- Alert Faculty Council to issues of concern for equity-deserving groups and individuals within the Faculty;

- Suggest and design educational and communications activities related to EDIAD;
- Work to enhance the climate of inclusion in the Faculty;
- As appropriate, work collaboratively with program committees to incorporate inclusive and diverse programming; and
- Coordinate with other equity-deserving groups within the University and the broader community and ensure that the Faculty of Management's strategy is aligned with the University's strategy in the context of inclusion.

## 4.5. Global Committee

### 4.5.1. Membership

The membership of the Committee shall be as follows (4 members):

- The Foundation Director (Global) (Chair);
- Two faculty members; and
- The global experience manager.

If possible, at least half of the members on the Committee should have substantial international experience.

### 4.5.2. Function and Purpose

The Global Committee works with the Foundation Director (Global) to support the international and global strategic priorities of the Faculty.

Activities include:

- Consult and partner with student societies, the International Student Council, and Student Affairs to enhance international student support and retention in the Faculty of Management;
- Increase international and inter-cultural competence in the Faculty of Management community;
- Monitor existing and recommend new/renewal of international partnerships, agreements, projects, and initiatives in the Faculty of Management;
- Discover, support, and promote international opportunities in the Faculty of Management, including but not limited to: internationalization of academic programs, international research, international work-integrated learning, international alumni engagement, and international mobility;
- Seek internal synergies and set strategic directions for the Faculty of Management's international activities. Work with external divisions in Dalhousie to ensure that the Faculty of Management's international strategy is aligned with the University's strategy; and
- As appropriate, work collaboratively with program committees to incorporate internationalization and culturally appropriate approaches.

## 4.6. Research Committee

### 4.6.1. Membership

The membership of the Committee shall be as follows (7 members):

- Associate Dean, Research (Chair);
- Maximum of four faculty members, with not more than one person from any Department;
- Director of a graduate-level research program; and
- The research facilitator.

#### 4.6.2. Function and Purpose

The Faculty of Management Research Committee is committed to fostering and promoting research by faculty members and students.

Activities include:

- Provide transparent access to research related funding and resources that require decisions by this Committee, including but not limited to DFA Travel funding (in accordance with clauses 30.33 and 30.34 of the Collective Agreement), seed funding, etc.;
- Propose procedures for allocating internal research funds and monitor their implementation;
- Oversee quality assurance and improvement measures in respect of research activity, including the efficacy of research quality measures;
- Advise the Associate Dean (Research) on matters related to supporting the research and grant activities of the Faculty;
- Adjudicate the internal research awards, which recognize excellence in research by faculty members in the Faculty of Management;
- Advise, formulate recommendations, and provide information to Faculty Council or senior leadership on research policies, guidelines and procedures, including reviewing the Faculty's approach to understanding the scope of what constitutes research in the light of the Boyer model.

### 4.7 Master of Science in Business (MScB) Program Committee

#### 4.7.1 Mandate

The Master of Science in Business (MScB) Program Committee is a decision-making committee of the Faculty of Management Faculty Council and an advisory committee to the MScB Program Director. It develops and evaluates the MScB program on behalf of the Faculty and ensures that the program is achieving its goals and objectives.

#### 4.7.2 Membership

The voting members of the Committee are:

- The Program Director, who will serve as chair
- 4 faculty representatives with experience or interest in the program.
- 1 student representative
- The Program Manager / Coordinator for the MScB

The non-voting members of the Committee are:

- Associate Dean Graduate Studies

The following members will have standing invitations as guests of the Committee:

- Assistant Dean (Accreditation & Planning)
- A representative from the graduate programs' recruitment team

The student representative will be appointed by a student society where it exists or recruited from the student body in an open call for expressions of interest.

#### 4.7.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management.

**Quorum**: A Quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.

An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for faculty members on committees will generally be 2-3 years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership. Terms of appointment for students will generally be one year.

**Standing committees:** The committee has the authority to establish standing committees as necessary. All standing committees will report regularly on their work to the Information Programs Committee.

### 4.7.4 Actions and Activities of the Committee

The Committee has delegated decision-making authority over the program curriculum by Faculty Council. In this capacity, the Committee has responsibility for the following:

#### 4.7.4.1 Program Governance

a. Conducts a review of each required course in the program at least once every three years, or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
b. Conducts a review of each course administratively owned by the program but not required of every student in the program (e.g., elective courses or courses required for concentrations), or as requested by the Program Director, on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
c. Conducts a review of supervisory activities for students' thesis at least once every three years, or as requested by the Program Director, drawing on insights from current or past thesis supervisors or, in cases where those thesis supervisors are unavailable, the relevant disciplinary expertise in the Faculty.
d. Reviews the overall program goals and outcomes in consultation with faculty members teaching in the program and relevant disciplinary expertise, recommending changes to the Graduate Coordinating Committee.
e. Examines and monitors the contents of courses to identify duplication, redundancies, discrepancies and omissions among the courses drawing on relevant disciplinary expertise.
f. Liaises with any other program committees with which the program shares joint degrees.

g. Conducts other reviews of the Program and its courses as required to comply with accreditation requirements, MPHEC quality assurance requirements, and University Senate governance requirements.
h. Reviews proposals for new and revised certificates or equivalents (i.e. areas of concentration), joint / combined programs, suggests changes, and recommends their approval to the relevant Coordinating Committee.
i. Reviews detailed grade distribution data and recommends feedback for course instructors, as needed.
j. Reviews detailed accreditation data and recommends feedback for course instructors, as needed.
k. Reviews and approves program-level policies including, but not limited to, reading courses, reinstatement, readmission, oral defences, comprehensive exams, committee responsibilities, thesis evaluation and letters of permission / transfers.
l. Advises the Program Director on strategic enrollment goals, recruitment & marketing efforts, retention efforts, program entry / exit surveys and admission criteria.
m. Advises the Program Director on class sizes, modes of delivery, and other operational issues.

#### 4.7.4.2 Curriculum Development

a. Evaluates new or revised course proposals & thesis evaluation proposals, drawing on the relevant disciplinary expertise in the Faculty.
b. Monitors developments within the field and broader society that relate to the objectives of the program and recommends opportunities for greater alignment between program goals / objectives and these new developments.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives.
d. Receives and considers suggestions from the Graduate Coordinating Committee.
e. Suggests the creation or revision of courses, thesis evaluation rules, areas of concentration, and certificates as appropriate, drawing on the relevant disciplinary expertise in the Faculty.
f. Reviews cross-listing and sequencing of courses, drawing on the relevant disciplinary expertise in the Faculty.
g. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the program, and acts as a sounding board for all curriculum issues and concerns.

#### 4.7.4.3 Admissions

a. Reviews and recommends changes to admissions policies to the Graduate Coordinating Committee.
b. Establishes admissions criteria and procedures, including designation of who is responsible for reviewing applications to the MScB and all joint programs prior to admission.
c. Completes or delegates the work of reviewing admission files and recommending admission decisions to the Program Director.

## 4.8 Master of Business Administration (MBA) Program Committee

### 4.8.1 Mandate

The Master of Business Administration Program(s) Committee is a decision-making committee of the Faculty of Management Faculty Council and an advisory committee to the Master of Business Administration Program Director. It develops and evaluates the Master of Business Administration program on behalf of the Faculty and ensures that the program is achieving its goals and objectives.

### 4.8.2 Membership

The voting members of the Committee are:

- The Program Director, who will serve as chair
- 4 faculty representatives with experience or interest in the program. Faculty representatives should be selected to ensure committee membership reflects an understanding of the two distinct program pathways available for students (CRMBA and Career Advanced).
- 2 student representatives – one from each of the program pathways.
- The Program Manager for the Master of Business Administration

The non-voting members of the Committee are:

- Associate Dean Graduate Studies
- Representative from Management Career Services
- Individual responsible for supporting the transition of the MBA career advanced pathway through FoM structure change.

The following members will have standing invitations as guests of the Committee:

- Assistant Dean (Accreditation & Planning)
- A representative from the graduate programs' recruitment team

The student representatives will be appointed by student societies where they exist or recruited from the student body in an open call for expressions of interest.

### 4.8.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management.

**Quorum:** A quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.
An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for faculty members on committees will generally be 2-3 years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership. Terms of appointment for students will generally be one year.

**Standing committees:** The committee has the authority to establish standing committees as necessary. All standing committees will report regularly on their work to the Master of Business Administration Program Committee.

### 4.8.4 Actions and Activities of the Committee

The Committee has delegated decision-making authority over the program curriculum by Faculty Council. In this capacity, the Committee has responsibility for the following:

#### 4.8.4.1 Program Governance

a. Conducts a review of each course that is part of the core program curriculum at least once every three years, or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
b. Conducts a review of each course administratively owned by the program but not generally required of every student in the program (e.g., elective courses or courses required for certificates / concentrations), or as requested by the Program Director, on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
c. Reviews the overall program goals and outcomes in consultation with faculty members teaching in the program and relevant disciplinary expertise, recommending changes to the Graduate Coordinating Committee.
d. Examines and monitors the contents of courses to identify duplication, redundancies, discrepancies and omissions among the courses drawing on relevant disciplinary expertise.
e. Liaises with any other program committees with which the program shares joint degrees.
f. Conducts other reviews of the Program and its courses as required to comply with accreditation requirements, MPHEC quality assurance requirements, and University Senate governance requirements.
g. Reviews proposals for new and revised certificates or equivalents (i.e. areas of concentration), joint / combined programs, suggests changes, and recommends their approval to the Graduate Coordinating Committee.
h. Reviews detailed grade distribution data and recommends feedback for course instructors, as needed.
i. Reviews detailed accreditation data and recommends feedback for course instructors, as needed.
j. Reviews and approves program-level policies including, but not limited to, reading courses, reinstatement, readmission, prior learning assessments, international exchange experiences and letters of permission / transfers.
k. Advises the Program Director on strategic enrollment goals, recruitment & marketing efforts, retention efforts, program entry / exit surveys and admission criteria.
l. Advises the Program Director on class sizes, modes of delivery, and other operational issues.

#### 4.8.4.2 Curriculum Development

a. Evaluates new or revised course proposals, drawing on the relevant disciplinary expertise in the Faculty.
b. Monitors developments within the field and broader society that relate to the objectives of the program and recommends opportunities for greater alignment between program goals / objectives and these new developments.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives.
d. Receives and considers suggestions from the Graduate Coordinating Committee.
e. Suggests the creation or revision of courses, areas of concentration, and certificates as appropriate, drawing on the relevant disciplinary expertise in the Faculty.
f. Reviews cross-listing and sequencing of courses, drawing on the relevant disciplinary expertise in the Faculty.
g. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the program, and acts as a sounding board for all curriculum issues and concerns.

#### 4.8.4.3 Admissions

a. Reviews and recommends changes to admissions policies to the Graduate Coordinating Committee.
b. Establishes admissions criteria and procedures, including designation of who is responsible for reviewing applications to the Master of Business Administration and all joint programs prior to admission.
c. Completes or delegates the work of reviewing admission files and recommending admission decisions to the Program Director.

## 4.9 Master of Public Administration (MPA) Programs Committee

### 4.9.1 Mandate

The Master of Public Administration (MPA) Programs Committee is a decision-making committee of the Faculty of Management Faculty Council and an advisory committee to the MPA Program Director. It develops and evaluates the MPA family of graduate programs on behalf of the Faculty and ensures that the programs are achieving their goals and objectives.

### 4.9.2 Membership

The voting members of the Committee are:

- The Program Director, who will serve as chair
- 3 faculty representatives with experience or interest in the program. *Faculty representatives should be selected to ensure committee reflects an understanding of the distinct program experiences (on-campus and blended delivery).*
- 2 student representatives – one from each program (MPA and MPA-M)
- The Program Manager for the MPA family of graduate programs

The non-voting members of the Committee are:

- Associate Dean Graduate Studies
- Individual responsible for supporting the transition of the MPA-M program through FoM structure change
- Internship Coordinator

The following members will have standing invitations as guests of the Committee:

- Assistant Dean (Accreditation & Planning)
- A representative from the graduate programs' recruitment team

The student representatives will be appointed by student societies where they exist or recruited from the student body in an open call for expressions of interest.

### 4.9.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management.

**Quorum:** A quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.

An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for faculty members on committees will generally be 2-3 years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership. Terms of appointment for students will generally be one year.

**Standing committees:** The committee has the authority to establish standing committees as necessary. All standing committees will report regularly on their work to the Master of Public Administration Programs Committee.

### 4.9.4 Actions and Activities of the Committee

The Committee has delegated decision-making authority over the program curriculum by Faculty Council. In this capacity, the Committee has responsibility for the following:

#### 4.9.4.1 Program Governance

a. Conducts a review of each course that is part of the core program curriculum at least once every three years, or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
b. Conducts a review of each course administratively owned by the program but not generally required of every student in the program (e.g., elective courses or courses required for certificates) or as requested by the Program Director, on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the review will be shared with those teaching in the program.
c. Reviews the overall program goals and outcomes in consultation with faculty members teaching in the program and relevant disciplinary expertise, recommending changes to the Graduate Coordinating Committee.

d. Examines and monitors the contents of courses to identify duplication, redundancies, discrepancies and omissions among the courses drawing on relevant disciplinary expertise.
e. Liaises with any other program committees with which the program shares joint degrees.
f. Conducts other reviews of the Program and its courses as required to comply with accreditation requirements, MPHEC quality assurance requirements, and University Senate governance requirements.
g. Reviews proposals for new and revised certificates or equivalents (i.e. areas of concentration), joint / combined programs, suggests changes, and recommends their approval to the relevant Coordinating Committee.
h. Reviews detailed grade distribution data and recommends feedback for course instructors, as needed.
i. Reviews detailed accreditation data and recommends feedback for course instructors, as needed.
j. Reviews and approves program-level policies including, but not limited to, reading courses, reinstatement, readmission, prior learning assessments, international exchange experiences and letters of permission / transfers.
k. Advises the Program Director on strategic enrollment goals, recruitment & marketing efforts, retention efforts, program entry / exit surveys and admission criteria.
l. Advises the Program Director on class sizes, modes of delivery, and other operational issues.
m. Advises the Program Director and the Internship Coordinator on the processes by which students secure Internship experiences and efforts to recruit and retain high-quality internship partners.

#### 4.9.4.2 Curriculum Development

a. Evaluates new or revised course proposals, drawing on the relevant disciplinary expertise in the Faculty.
b. Monitors developments within the field and broader society that relate to the objectives of the program and recommends opportunities for greater alignment between program goals / objectives and these new developments.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives.
d. Receives and considers suggestions from the relevant Coordinating Committee.
e. Suggests the creation or revision of courses, areas of concentration, and certificates as appropriate, drawing on the relevant disciplinary expertise in the Faculty.
f. Reviews cross-listing and sequencing of courses, drawing on the relevant disciplinary expertise in the Faculty.
g. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the program, and acts as a sounding board for all curriculum issues and concerns.

#### 4.9.4.3 Admissions

a. Reviews and recommends changes to admissions policies to the Graduate Coordinating Committee.

b. Establishes admissions criteria and procedures, including designation of who is responsible for reviewing applications to the family of graduate Public Administration programs and all joint programs prior to admission.
c. Completes or delegates the work of reviewing admission files and recommending admission decisions to the Program Director.

## 4.10 Bachelor of Commerce Co-op Program Committee

### 4.10.1 Mandate

The Bachelor of Commerce Co-op Program Committee is a decision-making committee of the Faculty of Management Faculty Council and an advisory committee to the Bachelor of Commerce Co-op Program Director. It develops and evaluates the Bachelor of Commerce Co-op program on behalf of the Faculty, and ensures that the Program is achieving its goal and objectives.

### 4.10.2 Membership

The voting members of the Committee are:

- The Program Director, who will serve as chair
- 4 faculty representatives with experience or interest in the program
- One student representative, enrolled in the Bachelor of Commerce Co-op program. *The student representative will be the VP Academic or designate of the Dalhousie Commerce Society.*
- The Program Manager for the Bachelor of Commerce Co-op program

The non-voting members of the Committee are:

- Associate Dean Academic
- Assistant Dean Student Success and Engagement
- Management Career Services (MCS) Representative

The following members will have standing invitations as guests of the Committee:

- A representative from the Registrar's Office
- Assistant Dean (Accreditation and Planning)

MCS and the Registrar's Office will designate representatives.

### 4.10.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management.

**Quorum:** A quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.

An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for faculty members on committees will generally be 2-3 years. Terms shall commence on July 1 and end on June 30th. Term end dates should be

staggered across the committee membership. Terms of appointment for students will generally be one year.

**Standing committees:** The committee has the authority to establish standing committees as necessary. All standing committees will report regularly on their work to the Bachelor of Commerce Co-op Program Committee.

### 4.10.4 Actions and Activities of the Committee

The Committee has delegated decision-making authority over the program curriculum by Faculty Council. In this capacity, the Committee has responsibility for the following:

#### 4.10.4.1 Program Governance

a. Conducts a review of each course that is part of the core program curriculum at least once every three years or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
b. Conducts a review of each course administratively owned by the program but not generally required of every student in the program (e.g., elective courses or courses required for majors and certificates), or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the review will be shared with those teaching in the program.
c. Reviews the overall program goals and outcomes in consultation with faculty members teaching in the program and relevant disciplinary expertise, recommending any changes to the Undergraduate Coordinating Committee.
d. Examines and monitors the contents of courses to identify duplication, redundancies, discrepancies and omissions among the courses drawing on relevant disciplinary expertise.
e. Conducts other reviews of the Program and its courses as required to comply with accreditation requirements, MPHEC quality assurance requirements, and University Senate governance requirements.
f. Reviews proposals for new and revised certificates, minors, and majors drawing on relevant disciplinary expertise, suggests changes, and recommends their approval to the Undergraduate Coordinating Committee.
g. Reviews detailed grade distribution data and recommends feedback for course instructors, as needed.
h. Reviews detailed accreditation data and recommends feedback for course instructors, as needed.
i. Advises the Program Director on class sizes, modes of delivery, and other operational issues.
j. Advises the Program Director on program-level policies, strategic enrollment goals, retention efforts and admission criteria.

#### 4.10.4.2 Curriculum Development

a. Evaluates new or revised course proposals, drawing on the relevant disciplinary expertise in the Faculty.

b. Monitors developments within the field and broader society that relate to the objectives of the program and recommends opportunities for greater alignment between program goals / objectives and these new developments.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives.
d. Receives and considers suggestions from the Undergraduate Coordinating Committee.
e. Suggests the creation or revision of courses, minors, majors, and certificates as appropriate, drawing on the relevant disciplinary expertise in the Faculty.
f. Reviews cross-listing and sequencing of courses, drawing on the relevant disciplinary expertise in the Faculty.
g. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the program, and acts as a sounding board for all curriculum issues and concerns.

## 4.11 Bachelor of Management (BMgmt) Program Committee

### 4.11.1 Mandate

The Bachelor of Management Program Committee is a decision-making committee of the Faculty of Management Faculty Council and an advisory committee to the Bachelor of Management Program Director. It develops and evaluates the Bachelor of Management program on behalf of the Faculty, and ensures that the Program is achieving its goal and objectives.

### 4.11.2 Membership

The voting members of the Committee are:

- The Program Director, who will serve as chair
- 4 faculty representatives with experience or interest in the program
- One student representative, enrolled in the Bachelor of Management program
- The Program Administrator for the Bachelor of Management program

The non-voting members of the Committee are:

- Associate Dean Academic
- Assistant Dean Student Success and Engagement
- Management Career Services (MCS) Representative

The following members will have standing invitations as guests of the Committee:

- A representative from the Registrar's Office
- Assistant Dean (Accreditation and Planning)

The student representative will be appointed by the Bachelor of Management Student Society. MCS and the Registrar's Office will designate representatives.

### 4.11.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management.

**Quorum:** A quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent

meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.

An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for faculty members on committees will generally be 2-3 years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership. Terms of appointment for students will generally be one year.

**Standing committees:** The committee has the authority to establish standing committees as necessary. All standing committees will report regularly on their work to the BMgmt Program Committee.

#### 4.11.4 Actions and Activities of the Committee

The Committee has delegated decision-making authority over the program curriculum by Faculty Council. In this capacity, the Committee has responsibility for the following:

##### 4.11.4.1 Program Governance

a. Conducts a review of each course that is part of the core program curriculum at least once every three years, or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty.
b. Conducts a review of each course administratively owned by the program but not generally required of every student in the program or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty.
c. Reviews the overall program goals and outcomes in consultation with faculty members teaching in the program and relevant disciplinary expertise, recommending any changes to the Undergraduate Coordinating Committee.
d. Examines and monitors the contents of courses to identify duplication, redundancies, discrepancies and omissions among the courses drawing on relevant disciplinary expertise.
e. Conducts other reviews of the Program and its courses as required to comply with accreditation requirements, MPHEC quality assurance requirements, and University Senate governance requirements.
f. Reviews proposals for new and revised certificates, minors, and majors, suggests changes, and recommends their approval to the Undergraduate Coordinating Committee.
g. Reviews detailed grade distribution data and recommends feedback for course instructors, as needed.
h. Reviews detailed accreditation data and recommends feedback for course instructors, as needed.
i. Advises the Program Director on class sizes, modes of delivery, and other operational issues.
j. Advises the Program Director on program-level policies, strategic enrollment goals, retention efforts and admission criteria.

#### 4.11.4.2 Curriculum Development

a. Evaluates new or revised course proposals, drawing on the relevant disciplinary expertise in the Faculty.
b. Monitors developments within the field and broader society that relate to the objectives of the program and recommends opportunities for greater alignment between program goals / objectives and these new developments.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives.
d. Receives and considers suggestions from the Undergraduate Coordinating Committee.
e. Suggests the creation or revision of courses, minors, majors, and certificates as appropriate, drawing on the relevant disciplinary expertise in the Faculty.
f. Reviews cross-listing and sequencing of courses, drawing on the relevant disciplinary expertise in the Faculty.
g. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the program, and acts as a sounding board for all curriculum issues and concerns.

## 4.12 Information Program(s) Committee

### 4.12.1 Mandate

The Information Program(s) Committee is a decision-making committee of the Faculty of Management Faculty Council and an advisory committee to the Director of Information Programs. It develops and evaluates the "Information" family of programs on behalf of the Faculty and ensures that the programs are achieving their goals and objectives.

### 4.12.2 Membership

The voting members of the Committee are:

- The Program Director, who will serve as chair
- 2-4 faculty representatives with experience or interest in the program. Faculty representatives should be selected to ensure committee reflects an understanding of both the on-campus and blended programs.
- 1-2 student representatives from the "Information" family of programs.
- The Program Manager for the Information programs

The non-voting members of the Committee are:

- Associate Dean Graduate Studies
- A faculty or staff member responsible for the delivery of part or all of the program's work-integrated learning. In the absence of a dedicated individual, this role may be served by the Program Manager and/or Program Director.

The following members will have standing invitations as guests of the Committee:

- Assistant Dean (Accreditation & Planning)
- A representative from the graduate programs' recruitment team

The student representatives will be appointed by student societies where they exist or recruited from the student body in an open call for expressions of interest.

### 4.12.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management.

Quorum. A quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.

An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for faculty members on committees will generally be 2-3 years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership. Terms of appointment for students will generally be one year.

**Standing committees:** The committee has the authority to establish standing committees as necessary. All standing committees will report regularly on their work to the Information Programs Committee.

### 4.12.4 Actions and Activities of the Committee

The Committee has delegated decision-making authority over the program curriculum by Faculty Council. In this capacity, the Committee has responsibility for the following:

#### 4.12.4.1 Program Governance

a. Conducts a review of each course that is part of the core program curriculum at least once every three years, or as requested by the Program Director, drawing on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
b. Conducts a review of each course administratively owned by the program but not generally required of every student in the program (e.g., elective courses or courses required for certificates) at least once every five years, or as requested by the Program Director, on insights from current or past course instructors or, in cases where those instructors are unavailable, the relevant disciplinary expertise in the Faculty. Insights from the reviews will be shared with those teaching in the program.
c. Reviews the overall program goals and outcomes in consultation with faculty members teaching in the program and relevant disciplinary expertise, recommending changes to the Graduate Coordinating Committee.
d. Examines and monitors the contents of courses to identify duplication, redundancies, discrepancies and omissions among the courses drawing on relevant disciplinary expertise.

e. Liaises with any other program committees with which the program shares joint degrees.
f. Conducts other reviews of the Program and its courses as required to comply with accreditation requirements, MPHEC quality assurance requirements, and University Senate governance requirements.
g. Reviews proposals for new and revised certificates or equivalents (i.e. areas of concentration), joint / combined programs, suggests changes, and recommends their approval to the Graduate Coordinating Committee.
h. Reviews detailed grade distribution data and recommends feedback for course instructors, as needed.
i. Reviews detailed accreditation data and recommends feedback for course instructors, as needed.
j. Reviews and approves program-level policies including, but limited to, reading courses, thesis guidelines, reinstatement, readmission, prior learning assessments, international exchange experiences and letters of permission / transfers.
k. Advises the Program Director on strategic enrollment goals, recruitment & marketing efforts, retention efforts, program entry / exit surveys and admission criteria.
l. Advises the Program Director on class sizes, modes of delivery, and other operational issues.

**4.12.4.2 Curriculum Development**

a. Evaluates new or revised course proposals, drawing on the relevant disciplinary expertise in the Faculty.
b. Monitors developments within the field and broader society that relate to the objectives of the program and recommends opportunities for greater alignment between program goals / objectives and these new developments.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives.
d. Receives and considers suggestions from the Graduate Coordinating Committee.
e. Suggests the creation or revision of courses, areas of concentration, and certificates as appropriate, drawing on the relevant disciplinary expertise in the Faculty.
f. Reviews cross-listing and sequencing of courses, drawing on the relevant disciplinary expertise in the Faculty.
g. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the program, and acts as a sounding board for all curriculum issues and concerns.

**4.12.4.3 Admissions**

a. Reviews and recommends changes to admissions policies to the Graduate Coordinating Committee.
b. Establishes admissions criteria and procedures, including designation of who is responsible for reviewing applications to the Master of Information/Information Management and all joint programs prior to admission.
c. Completes or delegates the work of reviewing admission files and recommending admission decisions to the Program Director.

## 4.13 Undergraduate Coordinating Committee

### 4.13.1 Mandate

The Undergraduate Coordinating Committee is a decision-making committee of the Faculty of Management Faculty Council. It provides oversight and coordination for and among undergraduate programs, minors, majors, certificates, and courses in the Faculty of Management. It makes approvals or requests revisions on behalf of Faculty Council (new courses, course changes, minor program modifications), recommends approval directly to the Senate Undergraduate Academic Programs Sub-Committee (concept papers, major modifications), and recommends approval to Faculty Council (new program proposals).

### 4.13.2 Membership

The voting members of the Committee are:

- Program Director, BComm;
- Program Director, BMgmt;
- Program Manager, BComm;
- Program Administrator, BMgmt;
- 2 faculty members, Members-at-large positions
- Assistant Dean Student Success and Engagement;
- Director, Management Career Services
- Associate Dean Academic, who will serve as chair.

The non-voting members of the Committee are:

- Foundation Directors
- Assistant Dean (Accreditation and Planning)
- Academic Lead of the Minor in Entrepreneurship and Innovation;

The following members will have standing invitations as guests of the Committee:

- Representatives from Bachelor of Recreation Management program, College of Sustainability and the Bachelor of Applied Computer Science program

### 4.13.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management. The meeting schedule should be aligned to facilitate the easy movement of decisions through established approval processes. Specifically, the Undergraduate Coordinating Committee meeting schedule should ensure the timely consideration of motions from the undergraduate program committees.

**Quorum:** A quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.

An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for the faculty members-at-large will generally be three years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership.

### 4.13.4 Actions and Activities of the Committee

#### 4.13.4.1 Program Governance

a. Provides a holistic look at the Faculty's portfolio of undergraduate programs with the aim of ensuring: (a) effective differentiation of programs to identify and manage areas of overlap and strategically target different audiences and (b) curricular synergies where and when they benefit student learning and the advancement of program objectives.
b. Examines and monitors the content of programs, majors, minors and certificates to identify duplication, redundancies, discrepancies, and omissions among the undergraduate courses in the Faculty, drawing on undergraduate program committees and relevant disciplinary expertise.
c. Collaborates with university partners to review programs and courses administratively owned by the Faculty but designed and offered exclusively to students enrolled in degrees outside of the Faculty of Management. Such reviews should occur at least once every five years and should be conducted in consultation with faculty members teaching in the program and relevant disciplinary expertise.
d. On the recommendation of undergraduate program committees, when one exists, reviews proposals for new and revised undergraduate certificates, minors, and majors, suggests changes, and recommends their approval to the appropriate body.
e. Reviews changes to admissions policies proposed by program committees and recommends approval to the Senate Learning and Teaching Committee.

#### 4.13.4.2 Curriculum Development

a. Reviews course proposals approved by undergraduate programs committees and suggests opportunities for cross-listing or coordination.
b. Monitors developments within the fields of management and broader society that relate to the professional and community environments FoM students aspire to influence and impact.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives and, where it benefits student learning, the strategic priorities of the Faculty.
d. Considers opportunities to deliver management education to undergraduate students enrolled in programs outside of the Faculty of Management.
e. Receives and considers suggestions from the undergraduate Program Committees.
f. Suggests the creation or revision of courses, minors, majors, and certificates as appropriate, drawing on the relevant disciplinary expertise in the Faculty.
g. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the undergraduate programs in the Faculty of Management.
h. Advises the undergraduate program committees on opportunities for greater coordination as they become apparent.

## 4.14 Graduate Coordinating Committee

### 4.14.1 Mandate

The Graduate Coordinating Committee is a decision-making committee of the Faculty of Management Faculty Council. It provides oversight and coordination for and among graduate programs, certificates, and courses in the Faculty of Management. It makes approvals or requests revisions on behalf of Faculty Council (new courses, course changes, minor program modifications), recommends approval directly to the Faculty of Graduate Studies APCC (concept papers, major modifications), and recommends approval to Faculty Council (new programs).

### 4.14.2 Membership

The voting members of the Committee are:

- Program Director, MBA Program
- Program Director, MPA Programs
- Program Director, Information Programs
- Program Director, MScB
- Program Manager, MBA Program
- Program Manager, MPA Programs
- Program Manager, Information Programs
- Program Manager/Coordinator MScB
- 2 Faculty Members, Members-at-large positions.
- Director, Management Career Services
- Associate Dean Graduate Studies, who will serve as Chair

The non-voting members of the Committee are:

- Assistant Dean (Accreditation and Planning)
- Foundation Directors

The following members will have standing invitations as guests of the Committee:

- Program Director, Master of Digital Innovation

### 4.14.3 Procedures

**Meeting Schedule:** A regular meeting schedule will be established each year, and meeting dates shared with all staff and faculty members of the Faculty of Management. The meeting schedule should be aligned to facilitate the easy movement of decisions through established approval processes. Specifically, the Graduate Coordinating Committee meeting schedule should ensure the timely consideration of motions from the graduate program committees.

**Quorum:** A quorum shall consist of 50% of all voting members.

**Documentation and Reporting:** The documents, agendas, and minutes will be stored in an electronic repository accessible to all staff and faculty members of the Faculty of Management. The Committee Chair will submit a regular report to Faculty council that includes the most recent meeting agenda and minutes. Reports shall be submitted to the Faculty Council Chair in time to be circulated with the meeting agenda.

An annual report summarizing the committee's work over the past year will be submitted to Faculty Council at the May meeting. It should include a proposed workplan for the following year and may include recommendations for changes to the committee terms of reference.

**Term of appointments:** Terms of appointment for the faculty members-at-large will generally be three years. Terms shall commence on July 1 and end on June 30th. Term end dates should be staggered across the committee membership.

#### 4.14.4 Actions and Activities of the Committee

##### 4.14.1 Program Governance

a. Provides a holistic look at the Faculty's portfolio of graduate programs with the aim of ensuring: (a) effective differentiation of programs to identify and manage areas of overlap and strategically target different audiences and (b) curricular synergies where and when they benefit student learning and the advancement of program objectives.
b. Examines and monitors the content of programs, certificates and courses to identify duplication, redundancies, discrepancies, and omissions among the graduate courses in the Faculty, drawing on graduate program committees and relevant disciplinary expertise.
c. On the recommendation of graduate program committees when one exists, reviews proposals for new and revised graduate certificates or equivalents (i.e. areas of concentration), joint / combined programs, suggests changes, and recommends their approval to the appropriate body.
d. Reviews changes to admissions policies proposed by program committees and recommends approval to the Faculty of Graduate Studies (FGS) APCC.

##### 4.14.2 Curriculum Development

a. Reviews course proposals approved by graduate program committees and suggests opportunities for cross-listing or coordination.
b. Monitors developments within the fields of management and broader society that relate to the professional and community environments FoM graduate students aspire to influence and impact.
c. Identifies and makes possible opportunities for curricular innovation that advances program goals and objectives and, where it benefits student learning, the strategic priorities of the Faculty.
d. Invites submissions by students, alumni and faculty, and/or other individuals, groups or organizations regarding the graduate programs in the Faculty of Management.
e. Advises the graduate program committees on opportunities for greater coordination as they become apparent.
f. Considers opportunities to deliver management education to graduate students enrolled in programs outside of the Faculty of Management.

### 4.15 Faculty Tenure and Promotions Advisory Committee

#### 4.15.1 Membership

There shall be five elected members, the majority of whom shall be tenured, full professors. No two members shall have a primary or joint appointment in the same Department.

#### 4.15.2 Casual Vacancies

By-elections will be held, if necessary, to fill casual vacancies occurring before any deliberations on tenure and/or promotions have begun. No vacancy shall be filled after deliberations on files have begun.

#### 4.15.3. Chair

The Chair shall be elected by the members of the Committee at its first meeting of each new academic year. Committee members are responsible for ensuring the equitable sharing of work.

#### 4.15.4 Function and Procedures

The Committee shall function within the terms of reference regarding tenure and promotion as approved by Senate, and as modified by any subsequent amendments or provisions of the Collective Agreement, and observe criteria approved by the Faculty.

### 4.16 Teaching and Learning Committee

#### 4.16.1 Membership

The membership of the Committee shall be 8 people, including:

- Associate Dean (Academic);
- At least one instructor, senior instructor, or UTF; and
- At least one assistant professor, associate professor, or full professor.

#### 4.16.2 Function and Purpose

The TLC is responsible for ideas and actions to support teachers and teaching as well as students and learning. In addition to this general mandate, the committee is tasked with a set of specific responsibilities detailed below. The committee may designate individuals to lead or co-lead these responsibilities:

a. Consulting and partnering with student societies, and especially the VP Academics (or equivalent) of those societies, as well as faculty and staff, to ensure student perspectives are included in the ongoing development of teaching and learning;
b. Fostering a culture of teaching excellence through designating 1-2 member(s) to (co-)lead the Teaching Community of Practice (foster cooperation, knowledge exchange, peer learning, etc. through events, speakers, and presentations). The Teaching Community of Practice lead(s) will liaise with the Dalhousie Centre for Learning and Teaching and Associate Dean Academic on faculty development opportunities; promote professional development opportunities in collaboration with Department Chairs; and encourage scholarship in teaching and learning in collaboration with the Associate Dean (Research).
c. Supporting expectation-setting for and assessment of teaching effectiveness Faculty-wide through serving as a pool of possible peer reviewers for formal and informal peer evaluations of teaching as described in the Faculty's Holistic Evaluation of Teaching policy; being responsible for Faculty policies including Teaching Quality, Holistic Evaluation of Teaching, and Grade Distribution Review; and advising the Faculty's Tenure and Promotion Committee on guidelines for teaching effectiveness.
d. Acknowledging and rewarding teaching excellence through leading Teaching Award Selection Committees (gift agreements and the terms of reference for the various Faculty teaching awards may require membership of selection committees from outside this group) and consulting on the development of new teaching awards.
e. Designating one member to chair the Faculty Appeals process as specified in the Appeals Procedures, and recommending changes to Faculty and program policies and regulations based on issues identified in student appeals.

# 5. Academic Leadership

## 5.1 General

The Dean is responsible to the President and the Provost and Vice President Academic.

The membership of the Faculty's senior academic leadership team is the Department Chairs, Program Directors, Foundation Directors, Associate Dean (Research), Associate Dean (Graduate Studies), and Associate Dean (Academic). This team is complemented by the senior staff leadership team.

Each member of the senior academic leadership team is expected to be responsible for:

- **Accreditations** - ensure compliance with the Faculty's various accreditation standards and to participate, as appropriate, in accreditation processes and program reviews.
- **Faculty's values -** champion our core values: accountability and integrity; equity, diversity, inclusion, accessibility and decolonization; relevance; sustainability; and discovery.
- **Collegiality and collaboration** - participate collegially and collaboratively in the intellectual life of the Faculty.
- **Inclusive excellence** – advance inclusive excellence in their focus area and to engage in activities that inspire continuous improvement of the Faculty.
- **Strategic priorities** - understand the Faculty's strategic directions, participate actively in the further development of the Faculty's strategy, and be instrumental in the implementation of that strategy.
- **Policies and maintenance of records –** adhere and promote the relevant Faculty and University policies, including Collective Agreements, and maintain appropriate records.
- **Raise issues -** attend meetings of the senior leadership team (or sub-clusters of it), prepare in advance for discussions, raise important issues for consideration and be courageous in offering alternative ways of thinking about the work of the Faculty with the aim of ensuring that the initiatives and directions pursued by the Faculty are given fair and considered airing and robust exploration with the aim of continuous improvement.
- **Representation** - represent the Faculty on the relevant Dalhousie and external bodies.
- **Transparency and accountability** - submit an annual report detailing their activities in the prior year and their anticipated work plan for the subsequent year to Faculty Council by June 30. **Delegation of authority**. The Dean may delegate authority to any member of the senior academic leadership team, as appropriate to the circumstances and role.

## 5.2. Appointment to and Review of Senior Academic Leadership Positions

### 5.2.1. Ambiguity

The process for appointment and review described below applies to Department Chairs, Associate Deans, Foundation Directors, and Program Directors (collectively "senior academic leadership positions"). To the extent that there is ambiguity in the operation of the appointment or review

process described, Dalhousie's Senior Appointments Policy and Procedures may be relied upon to support interpretation.

**5.2.2. Approval external to the Faculty required**

Associate Dean and Department Chair positions are recommended by the Dean and must be approved by the Provost and Vice-President Academic.

**5.2.3. Conflicts of interest**

Where a search committee or review committee member is unable to discharge their responsibilities due to a potential conflict of interest, as defined by the University Policy on Conflict of Interest, they will be replaced by the Chair of the committee. If the Chair is in a conflict of interest, they will be replaced by the Dean.

**5.2.4. Confidentiality.**

All discussions and deliberations by a search committee or a review committee, and all information gathered by them, shall be held in strict confidence, to be disclosed only as necessary to make the recommendations required by the committee.

**5.2.5. Diversity of the Senior Academic Leadership Team**

In considering filling positions, search committees may consider the overall complement of the senior academic leadership team with a view to ensuring diversity of leadership at the Faculty.

**5.2.6. Record-keeping**

The Chair of each search committee or review committee is responsible for maintaining an appropriate record of the deliberations, decisions and information gathered by the committee. At the conclusion of the work, the Chair shall collect relevant documents from the other committee members, and shall forward this material, together with the Chair's record, to the University Secretary where it will be stored securely in accordance with record retention policies of the University Secretariat.

**5.2.7. Review**

Incumbents of term appointments may be considered for reappointment following a favourable review of their performance and the structure and function of their office by a review committee. The Faculty generally cautions against renewing reappointments for aggregated terms that would exceed 10 years.

**5.2.8. Review committee**

A review committee is established to assess and make a recommendation concerning whether a senior academic leader with a term appointment should be reappointed for a further term. Review committees shall be established by the Dean and must be approved by Faculty Council.

**5.2.9. Search committee**

A search committee is established to recruit and recommend the appointment of a senior academic leader. Search committees shall by established by the Dean and must be approved by Faculty Council.

#### 5.2.10. Term

Senior academic leadership positions shall be held for a fixed term, not to exceed five years. Where circumstances warrant, the Dean may extend the term of a senior academic leadership position by one year.

#### 5.2.11. Unscheduled vacancies

In the event of an unscheduled vacancy of a senior academic leadership position, an acting appointment may be made for a period not to exceed one year by the Dean.

### 5.3. Appointment and Renewal Procedures

#### 5.3.1. Declaration of interest

The incumbent in a senior academic leadership position will notify the Dean at least eight months in advance of the expiry of their term whether they are interested in seeking renewal.

#### 5.3.2. Search committee or review committee

If the incumbent does not wish to seek reappointment, a search committee will be established. If the incumbent wishes to seek reappointment, a review committee will be established. In keeping with the Faculty's commitment to ensuring transition within senior academic leadership positions, if the incumbent has already served 10 years in the role, the Dean may decide not to proceed with a review process to ensure turn over in Faculty senior academic leadership roles.

#### 5.3.3. Search or review committee Chair

The Chair of the committee shall be the person to whom the senior academic leadership position reports, unless that Chair delegates (with the Dean's approval if the Chair is not the Dean) the Chair role to another person. The Chair shall be a non-voting member except when necessary to break a tie vote.

#### 5.3.4. Search or review committee membership

The following principles shall be followed in the selection of search or review committee members, all of whom shall be voting members:

- Committee membership should reflect the Faculty's commitment to EDIAD considerations;
- Where the senior academic leadership position is a Department Chair or Program Director, the majority of committee membership should be people appointed in the relevant Department or teaching in the relevant program;
- Except in searches for Department Chairs, committee membership should include at least one staff and one student member; and
- Committee membership should include at least one person who holds a similar role (e.g. another Program Director for Program Director committees; a Department Chair for Chair committees; a Foundation Director for Foundation Director positions; and an Associate Dean for Associate Dean positions).

#### 5.3.5. Process for search

The Chair of the search committee shall determine the process that will be followed in the search, with the following requirements:

- The Faculty shall be notified of the search;

- The position shall be open to all qualified applicants (based on the terms of reference for the positions);
- The notification to the Faculty will include a clear statement of the material the committee expects to be submitted as part of an expression of interest; and
- Potential applicants will have a reasonable period of time to consider whether they are interested (a minimum of two weeks is recommended between notification and application deadline).

#### 5.3.6 Process for review

The Chair of the review committee shall determine the process that will be followed in the review, with the following requirements:

- The Faculty shall be notified of the review process;
- Feedback from relevant members of the Faculty will be sought; and
- The incumbent will have an opportunity to meet with the committee.

#### 5.3.7. Recommendation

The search committee shall recommend a candidate for the position to the Chair of the committee or the review committee shall make a recommendation about renewal to the Chair of the renewal committee, who shall in turn make a recommendation to the Dean (for Program Directors) or Provost (for Department Chairs and Associate Deans). Foundation Directors do not require an additional layer of approval.

#### 5.3.8. Failed search or review

In the event of a failed search, the Chair of the search committee shall have the discretion to strike a new search committee or continue with the existing search committee. In the case of a failed review, the review committee may become a search committee at the discretion of the Dean.

### 5.4. Department Chairs

Department Chairs have made significant contributions to research and knowledge mobilization in their areas of expertise. They care about the success and development of colleagues, enjoy spending time providing mentoring and support, and are able to problem solve and work constructively with others. Chairs are welcoming hosts during academic recruitment processes and will be fully engaged in those processes. They are excited about making connections outside the Department that advance the areas of study within it.

The Department Chair is responsible for:

- Strategic academic leadership, including fostering excellence in research, scholarship, knowledge mobilization and societal impact both of the faculty members in their Departments and of the areas of expertise reflected by the Department.
- Organization management, including managing tenure, promotion and review processes within the Department; and conducting regular meetings of the Department.
- Human resource development, including promoting harmonious relations and managing interpersonal conflict when it arises with the support of the Dean; recruiting new faculty members; and overseeing the career progress and performance management of faculty members in the Department, including by fostering teaching effectiveness.

### 5.5. Program Directors

Program Directors are colleagues who care deeply about students' learning experiences, who are enthusiastic about supporting other faculty members in the delivery of courses within the program, who are open to connecting the program with other opportunities for our students within our Faculty, who care about students' experience of inclusion, who aspire to evolving the program so that it responds to changing needs, and who feel excited about serving in a leadership role with respect to the program. Program Directors embrace the Faculty's commitment to creating the future of management education.

Program Directors are responsible for:

- Strategic academic leadership, change and innovation, including: ensuring curricula remain relevant, ensuring the development of new courses and the retirement of courses that are no longer necessary, monitoring and reporting to the program committee on developments in similar programs at other institutions, meeting with faculty teaching in the program, and attending to the changing needs of the professional market-place; fostering excellence in teaching; meeting regularly with other Program Directors and Program Managers and actively seeking and developing synergies across programs and identifying opportunities for students in other Faculty of Management programs; and working collaboratively with the Faculty's Foundation Directors to ensure the program benefits from their expertise.
- Organizational management, including chairing and conducting regular meetings of the program committee in a manner that respects the principle of collegiality and ensures all members have the opportunity for input to decisions affecting the program; ensuring that faculty teaching in the program are well-informed about the program and have an opportunity to suggest changes; responding to academic advising matters that need to be escalated; and working collaboratively with other members of senior leadership to ensure the effective delivery of programs in a way that reflects the financial health of the Faculty.
- Human resource development and relationship building, including working with the senior academic leadership team to ensure appropriate use of teaching resources and expertise in the design and delivery of courses within the program; working collaboratively with the Assistant Dean (Planning and Accreditation) and Departments in the identification of appropriate teaching assistants and CUPE instructors for courses delivered in the program; and developing and maintaining a group of external advisors relevant to the program.
- Student recruitment and retention, including collaborating with the senior academic leadership team and, where appropriate, staff in the Registrar's Office and in Communications and Marketing in the preparation of student recruitment materials and ensuring the program's web-based materials are up-to-date for applicants and students; oversight of tracking student retention in the program and creating a teaching and learning environment that assists in student retention, including consulting with students on curricular design and operational issues; and supporting, as appropriate, orientation activities and academic advising for students in the program and the work of DSU-approved student societies.

Graduate program directors are additionally responsible for:

- Serving as the graduate coordinator for purposes of the Faculty of Graduate Studies.
- Oversight of admissions processes (including recruitment) and scholarships.

### 5.6. Foundation Directors

The Faculty's Foundations are areas of cross-cutting commitment that the Faculty believes are of both strategic and operational importance. Foundation Directors are passionate about, and have developed expertise in, their area. They are committed to ensuring that those areas live in the activities of the Faculty – whether in our research, classrooms, extra-curricular opportunities, or partnerships.

Foundation Directors are responsible for:

- Strategic activity leadership, including by developing and supporting change initiatives in the Foundation areas in our programs, courses, research, and partnerships; and by supporting the development of relevant Faculty-level policies, guidelines and practices.
- Organizational management, including facilitating education and development of faculty and staff on matters related to the Foundation areas; monitoring developments related to the Foundation areas in other universities and comparable institutions; and Chairing the Faculty committee related to the Foundation.

### 5.7. Associate Dean (Research)

The Associate Dean (Research) is someone who is committed to promoting excellence in research and scholarly activity and to enhancing the quality of research and research culture in the Faculty. The AD(R) must be a tenured associate or full professor or a University Teaching Fellow. It is expected that the AD(R) has a proven track record of research, demonstrated by publications, research grants, and experience supervising graduate students.

The Associate Dean (Research) is responsible for:

- Strategic research leadership, including monitoring research developments and strategies at comparable institutions; and identifying emerging areas of research excellence in the Faculty and cultivating the development of those areas.
- Organizational management, including supporting research program development and evaluation; overseeing the research budget; growing the research culture, quality and quantity of the Faculty's research programs; overseeing the Faculty's centres, institutes, and research labs; supporting colleagues in navigating frictions related to access to research tools and databases and ethics and contract review; supporting the research committee in maintaining a list of elite peer reviewed journals for purposes of the workload document and accreditation processes; encouraging and supporting grant applications; cultivating research ethics and integrity; meeting periodically with the Department Chairs; and Chairing the Research Committee.
- Human resource development and relationship building, including mentoring faculty members; building research relationships with other Faculties at Dalhousie and with other relevant research partners; maintaining relationships with the Office of Research Services and the Office of the Vice-President Research and Innovation; and supervising the Research Facilitator.

### 5.8. Associate Dean (Graduate Studies)

The AD(GS) is someone who is enthusiastic about the Faculty's graduate students, the development and evolution of relevant graduate programs, and the support of upskilling and educational depth through graduate certificates and related programming. The AD(GS) must be a tenured associate or full professor or a senior instructor or University Teaching Fellow. It is expected that the AD(GS) has

substantial experience with graduate students and the Faculty's graduate programs as well as has project management competence.

The Associate Dean (Graduate Studies) is responsible for:

- Strategic academic leadership, change and innovation, including monitoring developments in micro-credentialing and graduate programs at comparable institutions; considering innovative approaches to graduate student recruitment, admissions, and curriculum development and evaluation; exploring synergies and opportunities among graduate programs that will support the Faculty's advantage as one that can provide both disciplinary depth and multidisciplinary range;
- Organizational management, including Chairing the Coordinating Committees for graduate programs; supporting the development of Graduate Program Directors; responding to academic matters that are escalated; ensuring the delivery of programs in a manner that enables the financial health of the Faculty, including assessing trends in course enrollment across programs; and engaging in continuous review of, and potential further development of, graduate certificates and other micro-credentials.
- Human resource development and relationship building, including liaising with the Faculty of Graduate Studies and the Faculty of Open Learning & Career Development.
- Student recruitment and retention, including oversight of the recruitment and admissions efforts of the Faculty's graduate programs, and especially looking for synergies in recruitment and admissions; and oversight of the admissions process for graduate certificates and other micro-credentials.

### 5.9. Associate Dean (Academic)

The Associate Dean (Academic) is someone who is enthusiastic about student learning, especially at the undergraduate level. The person requires a facility with policies, data, and detail. The AD(A) must be a tenured associate or full professor or a senior instructor or University Teaching Fellow. It is expected that the AD(A) has substantial experience with the Faculty's programs as well as has project management competence. The AD(A) serves as the lead Associate Dean and where there is ambiguity in the delineation of roles and responsibilities related to academic programs, the responsibility resides with the Associate Dean (Academic).

The Associate Dean (Academic) is responsible for:

- Strategic leadership, change and innovation, including monitoring development in undergraduate programs at comparable institutions; considering synergies and opportunities across the Faculty's (and Dalhousie's) programs; cultivating a culture of teaching learning and excellence in the Faculty; and developing, leading, or motivating new programs and major modifications to existing programs.
- Organizational management, including supporting faculty members in the design of exceptional learning experiences for our students; Chairing the Undergraduate Coordinating Committee; supporting the development of undergraduate Program Directors; responding to academic matters that are escalated; maintaining a Faculty-level teaching assistant allocation policy and a class size policy; serving as the primary point-person for Faculty-level accreditation processes and reviews; administering, monitoring, and providing advice on policies and academic regulations for the Faculty; serving as the Dean's designate and providing leadership related to the student appeals process, the academic integrity process, and representing the Faculty in appeals to the

Senate Appeals Committee; ensuring the delivery of programs in a manner that enables the financial health of the Faculty, including assessing trends in course enrollment across programs.

- Human resource development and relationship building, including appreciating the challenges of the teaching mandate and working with colleagues to address issues as they arise.
- Student recruitment and retention, including supporting the efforts of communications and marketing and the Registrar's Office in communicating the value of the Faculty's programs to prospective students and their families; attending to the admissions requirements set by the Registrar's Office and ensuring their alignment with program standards; and monitoring (and as appropriate working to address) issues with recruitment and retention.

## 6. Review and Amendments

The Terms of Reference shall be reviewed every three years.

Amendments to these Terms of Reference involving merely changes to role descriptions, the terms of reference of standing committees, or the creation of additional standing committees, shall be made by a simple majority vote in Faculty Council (the most number of votes cast but not necessarily 50% of the votes cast). Such amendments must be included as approval items in meeting agendas.

Other amendments to the Terms of Reference may be made by a majority vote (at least 50% of the voting members present) at a regular Council meeting called after due and sufficient notice (no less than one week in advance of the meeting). For this purpose, a quorum shall consist of one-third of the members of the Council.

# Appendix D

**Information Programs Admissions Committee**

**Terms of Reference**

**Purpose:**
The Information Programs (Master of Information (MI), Master of Information Management (MIM) Admissions Committee is a sub-committee of the Program Committee. The purpose Admissions Committee is to provide oversight to the admissions process for the Information programs.

The Admissions Committee responsibilities include:

- final review and assessment of completed admission files on a rolling basis to determine recommendations for admissions to forward to the Dalhousie Faculty of Graduate Studies.
- review application trends and emerging admissions issues
- review existing admissions policies and recommend changes to the Program Committee
- allocating scholarships and other funding to students ensuring Equity Diversity Inclusion & Accessibility policies are applied and maintained
- Monitor, evaluate, and recommend changes to the Prior Learning Assessment guidelines for the program (see attached)

**Membership:**
The members of the Committee will include:
- the Director of Information Programs
- the Manager of Information Programs (Chair)
- one Faculty Member who teaches in the Information Programs.

**Advisory Members**
- Additional Faculty members may be invited to examine particular files by the Committee
- The Information Science Students Association (ISSA) Equity, Diversity, Accessibility and Inclusion (EDIA) representative will provide advice to the committee as needed.

All Admissions Committee members must complete Implicit Bias training. HR offer a self-paced course at: OLCD-ADED0021 Interrupting Unconscious Bias | Dalhousie University Faculty.

The Faculty member will serve for two-year term. All other members are permanent as per their position. The Admissions Assistant is the Secretary to the Committee.

**Meetings**
- The Committee will meet in the fall term to discuss admissions policies, procedures, practices and recruitment; otherwise, Committee members review the applications on a rolling basis.
- In order to facilitate the efficient processing of applications, Committee members are expected to independently evaluate applications in a timely manner during the application cycle.
    - It is expected that Committee members will establish a personal routine for the review of applications. For example, between December and April, one application review session per week is essential; whereas from May to November a monthly review session may be sufficient.

- The Committee's deliberations concerning policy and procedural matters may be undertaken through any means including electronic conduct of business.

**Reporting:**
As a Standing Committee of the Information Programs Committee, the Committee reports to the committee. Recommendations concerning specific admissions and Faculty of Graduate Studies Scholarships are forwarded to the Faculty of Graduate Studies. Changes approved by the Information Programs Committee and the Faculty of Management are amended by this Committee and added to all school promotional materials.

**Note:** The Admissions Committee is responsible for recommending candidates for admission, the Faculty of Graduate studies is the only body at Dalhousie that can make an offer of admission.

**Note:** Under exceptional circumstances, the committee could invite a part time instructor to join the committee with approval by the admission committee chair.

**Note – the Information Programs Admissions Committee will follow the following:**
**Ethos Statement for inclusion in Academic Calendars and to guide admission decisions for the 2022/23 cycle:**
*The development of this statement contributes to the strategic vision of Dalhousie as a civic university and as a foundation for inclusion and distinction. Equity, diversity, inclusion, and accessibility are necessary conditions for inclusive excellence, which includes our intentional efforts to attract and support a diverse mix of exceptional learners. Dalhousie University pledges to identify and eliminate barriers within university policies, regulations, procedures, and practices related to the recruitment, admission, retention, and success of historically and currently equity-denied learners. These learners may reflect one or more of the following identities:*

- *Mi'kmaq, Wolastoqiyik, Peskotomuhkati and other Indigenous peoples*
- *African Nova Scotian* and other Black and African peoples*
- *Racialized persons*
- *Persons with (dis)abilities – visible and invisible*
- *Persons identifying as members of 2SLGBTQ+ communities*
- *Persons whose gender is under-represented within a particular academic discipline*
- *Former youth-in-care, and those who continue to experience the long-term effects of adverse childhood events*
- *Asylum-seekers, refugees, and other learners who have been forcibly displaced due to persecution, violence, conflict, human rights violations; political instability, weak governance, and state repression; or natural hazards, disasters, and man-made environmental crises*
- *Persons who traditionally have not had opportunity or access for post-secondary education because of economic, social, and cultural reasons; lack of formal education; or residence in non-urban areas*

*Applicants are encouraged to self-identify upon application for admission to Dalhousie to receive information about academic programming, including unique pathways and access options, and designated scholarships and bursaries. Those who self-identify will be considered on an individual basis, and additional information may be required, by the applicable faculty, school, or unit. Where possible, several factors indicative of academic and personal readiness to succeed at Dalhousie will be considered. The academic and institutional culture will be enhanced by the value equity-denied students bring to Dalhousie.*

# Appendix E

**Dalhousie University, Faculty of Management**
**Information Programs Advisory Council - Draft TERMS OF REFERENCE (February 2023)**

## 1 Name

The name of this body shall be the Information Programs Advisory Council

## 2 Purpose

The purpose of the Council shall be to work for the best interest of the Dalhousie University Faculty of Management Information Programs (Master of Information, Master of Information Management, PhD in Information, undergraduate Information courses) by serving as ambassadors, advisors, and advocates for the programs to advance, position and implement the vision of the Information Programs as a leading and innovative programs nationally and internationally. The duties of the members of the Council shall include:

- Participate in informing the strategic goals, values and vision of the FOM Information Programs.
- Provide advice on Information Programs.
- Positioning your organization, if possible, to become an MI internship partner.
- Assist the Information programs in developing employer partnerships.
- Champion the Information programs, their students, and graduates.
- Provide industry and functional expertise and knowledge.

## 3 Membership, Nomination, Appointments, Officers & Ex Officio Members :

The membership shall consist of no more than 10 external persons appointed by the Director of the Information Programs, in consultation with the Information Programs Committee. The members shall mainly consist of alumni, employers, leaders from the library, archives, information and data communities and representatives from key stakeholder groups. Advisory Council members will be appointed to three-year terms, with the opportunity to be re-appointed to a second term of equal length. Appointments beyond two terms are to be considered exceptional. A Nominating Committee shall consist of the Chair of the Advisory Council, The Director of the Information Programs, and the Associate Dean Graduate Programs. This committee shall handle appointments and re-appointments and will make decisions regarding the appointment of Officers. The Nominating Committee shall nominate a Chair and a Vice Chair. These nominations are brought forward to the full Advisory Council for adoption. The Chair and Vice-Chair will normally serve a 3-year term. The Vice-Chair will normally assume the role of Chair at the end of their 3-year term or at the resignation of the Chair. The duties of the Chair and Vice-Chair are outlined below.

In addition to the regular members of the Advisory Council, the following shall attend meetings as Ex Officio Members by virtue of their academic / administrative / management appointments within the Faculty of Management at Dalhousie University:

- Dean, Faculty of Management
- Associate Dean, Graduate Programs
- Director, Information Programs
- Program Manager, Information Programs

Advisory Council members and Ex Officio Members who cannot attend a meeting, can with the permission of the Chair send a proxy to represent their interests at council meeting.

## 4 Committees

The Advisory Council may create standing and special committees as it deems useful to the exercise of its functions. In addition, the Council shall determine the functions, duties, membership and terms of reference for each committee.

Currently the only standing committee is the Nominating Committee, which role is outlined above in Section 3.

## 5 Meetings

The Council shall meet once or twice annually for ½ day as required, typically in the fall and late winter. Council members are also encouraged to participate in official Information Program activities as identified on an annual basis. These may include receptions, networking events, panel discussions, and other events where student interaction is possible.

## 6 Chair and Vice-Chair Responsibilities

The Chair is elected to a 3-year terms. Their continuous responsibilities include:

- Chair each Advisory Council meeting using generally accepted rules of order (Rogers or equivalent)
- Collaborate with the Director of Information Programs for Advisory Council meeting agendas
- Collaborate with the Director of Information Programs for distribution of meeting agenda and materials two weeks in advance of any Advisory Council meeting
- Work with the Vice Chair to ensure efficient planning and preparation for Advisory Council meetings

The Vice-Chair is elected to a 3-year terms. Their continuous responsibilities include:

- Support the Chair in the execution of their duties as required
- Act in the role of Chair (temporary) if the Chair is unavailable
- Plan to assume the role of Chair at the end of the 3-year Vice-Chair term
- Be responsible for the onboarding of new Advisory Council members
- Engage all members in annual conversations regarding council expectations and term renewals

## 7 Amendments to The Terms of Reference

Proposed amendments to the terms specified herein may be submitted to the Chair who shall report them to the Council at its next meeting. Any proposal to amend the Terms of Reference shall be adopted and become effective when approved by at least a two-thirds majority vote of the entire council membership.

DALHOUSIE UNIVERSITY

FACULTY OF MANAGEMENT

# APPOINTMENT, REAPPOINTMENT, CONTINUING APPOINTMENT, TENURE, AND PROMOTION

## Interim Departmental APT Guidelines

## Procedures and Committee Composition

**Approved September 26th 2023 by the Department of Information Science**

## PREAMBLE

These Departmental APT Guidelines are intended to be used in tandem with the Faculty of Management Guidelines in the interpretation of regulations set out in the Dalhousie University Senate Document, Regulations Concerning Appointments, Tenure and Promotion (1987; 1997 amendments) hereafter referred to as the University Regulations, and the *Collective Agreement between the Board of Governors of Dalhousie College and University and the Dalhousie Faculty Association,* hereinafter referred to as the Collective Agreement, and do not supersede these documents.

The express purpose of the Departmental APT Guidelines is to assist and inform those involved at the departmental level in the promotion and tenure process of faculty members appointed into instructor or professorial streams: faculty members, department heads, department promotion and tenure committee members, and administrative staff.

The understandings concerning academic freedom and tenure or continuing appointment are set out in Article 3 of the *Collective Agreement* are assumed to serve as the base upon which the following guidelines are elaborated.

The Departmental Committee participates in the consideration of appointments, reappointments, tenure, and promotion for Assistant and Associate Professor faculty members. Criteria are outlined in Articles 14, 15, and 16 of the *Collective Agreement*.

The Departmental Committee participates in the consideration of appointments, reappointments, continuing appointments, and promotion for Instructor and Senior Instructor faculty members. Criteria are outlined in Article 12 of the *Collective Agreement*.

As per the *Collective Agreement* it is the responsibility of Departments to develop written procedures for the evaluation and assessment of instructor stream members, based on the criteria described above (Article 12). Departments may choose to add or define standards for promotion. Faculties are responsible for establishing the standards they consider appropriate for professorial stream members in respect of criteria for tenure (Clause 15.07) and promotion (Clause 16.06.(c)) and those are outlined in the Faculty of Management Tenure and Promotion Guidelines. The Departmental Guidelines specify details unique to the Department and do not repeat information available in the Faculty Guidelines. Both documents should be used in tandem.

All faculty members have the tasks of teaching contribution, contribution to discipline (research), and service to the university as a part of their workload in varying proportions. In addition, faculty members may have additional tasks as a part of their job description. The interpretation of the quality of a contribution to a discipline is unique to specific disciplines as grouped under the Departments. Furthermore, Departments have a closer appreciation of the commitment of their faculty members to service work within their units.

## PROCEDURES

Faculty members will be considered for reappointment, continuing appointment, tenure, and/or promotion via the department in which they are appointed. Faculty members will be considered for appointment based on the parameters set out in the search to which they are responding.

**Faculty members with joint appointments**

Faculty members with joint appointments to two or more departments in the Faculty of Management will normally be considered for reappointment, continuing appointment, tenure and/or promotion via the Department in which they have their principal appointment, unless special circumstances warrant consideration via their secondary Department. Chairs and Committees of all relevant Departments will be informed of a faculty members application as soon as it is submitted.

As per the *Collective Agreement*, during consideration for tenure in one unit, Chairs or Committees of both Departments shall discuss the situation before recommendations are made (Clause 15.17); during consideration for promotion in one unit, there shall be consultation with the other unit in which the faculty member holds an appointment (Clause 16.07).

The Faculty of Management recommends that in cases of both tenure and promotion considerations, Department Chairs consult with one another after the appropriate Departmental Committee has provided a written recommendation. Department Chairs are encouraged to solicit input from all members of the Department prior to making their recommendation.

During consideration of promotion to Full Professor for faculty members appointed to two or more Departments, a Departmental Committee of a second Department may (by majority vote) undertake their own consideration of the file, subject to the deadlines specified in the Collective Agreement. The Collective Agreement allows for a situation where promotion may be granted in one unit, even if not granted in another unit (Clause 16.07).

Procedures for faculty members with joint appointments in two or more Faculties are described in the Collective Agreement.

**Role of the Department Chair**

A member who requests consideration under the APT Guidelines must follow the prescribed deadlines.

The Department Chair will initiate the election of the Departmental Committee, preferably in advance of these deadlines.

In the Faculty of Management, the Department Chair is expected to submit a separate written recommendation for cases of tenure, promotion (except to Senior Instructor), continuing appointment, and reappointment. In the case of promotion to Senior Instructor, they may choose to submit a separate recommendation to the Dean (Clause 12.17(c)).
In the case of applications from faculty members with joint appointments, the Department Chair for the principal department will immediately inform the Chairs of all other relevant departments

that an application has been submitted, and will determine a process for appropriate discussion of the files.

The Department Chair will solicit external referees in cases when this criterion is relevant (all professorial stream and some instructor stream appointments). Appropriate external evaluators must be at arms' length from the candidates, thus excluding advisor, co-authors, former classmates, anyone who has or had a relation of personal nature with the candidates; in addition, an external evaluator must be at least as senior as the level for which the candidates apply, and must be recognized as expert in the candidates' discipline in an unquestionable way. They will consult with the candidate and the departmental committee in selecting these referees (15.19b).

Applicants will be asked to suggest possible external referees. In accordance with the Collective Agreement, at least half of the persons approached as referees shall be the choice of the faculty member. The referees not selected by the candidate should come from a larger list presented to the candidate, from which the candidate has the right to veto certain names, provided that there are enough names left to protect the confidentiality of the process. The candidate should be advised not to communicate with potential referees about their case as it could raise concerns about impartiality. The referee letters should not be solicited by the candidate nor addressed to the candidate.

In cases of tenure and of promotion to Associate Professor, it is recommended that three, and no fewer than two, letters from external referees be obtained (including at least one from an individual suggested by the candidate). In cases of promotion to Full Professor, it is recommended that four, and no fewer than three, letters from external referees be obtained (including at least two from individuals suggested by the candidate).

In addition to the minimum requirements for external assessments outlined above, applicants may submit or request references from others within or outside Dalhousie. The Departmental or Faculty committee, or the Department Chair or Dean, may also request additional assessments if, in their judgement, such would be helpful in evaluating a case for continuing appointment, tenure or promotion. Any such request must, of course, be consistent with relevant provisions of the Collective Agreement, including the provision that half of any such additional referees must be selected by the candidate.

If a Department Chair is in conflict of interest or otherwise unable to discharge these responsibilities, an acting Department Chair from outside the department may be named for the purpose of reappointment, tenure, and promotion processes for one or more files. The Dean or designate may initiate the election of a Departmental Committee.

**Consideration of joint and cross appointments**

The departmental committee will consider, as they are received, a request to be considered for joint- or cross-appointment. Such requests shall include a cover letter and CV, and may include additional information.

**Departmental Committee Composition**

The Departmental committee will consist of a core and additional members. The core will consist of three members from the department who will participate in review of all files. Additional members will be added as follows:

- When considering the file of a faculty member who holds a joint appointment with two or more departments in the Faculty, one member from each secondary department (to create a Special Committee for the purposes of considering this file).
- When considering the file in the instructor stream, one member who holds an instructor stream appointment, unless at least one of the three core members satisfies this criterion. This member must be from the applicant's principal department, or if not available, will be named by the Association (Article 12.12(a))
- One member who is at or above the academic rank of the applicant, unless at least one of the three core members satisfies this criterion.
- When considering a file in the professorial stream, one or more members, if necessary, to ensure that at least two committee members hold a professorial stream appointment.
- An applicant who identifies as Indigenous or African Nova Scotian may elect to have an additional Indigenous or African Nova Scotian non-voting representative on their Departmental Committee (Clause 12.2(a)i and Clause 15.20(i)).

Additional members may be added to review a subset of applications submitted to one Department in one year. There is no upper threshold for the number of additional members. Additional members may be any eligible member of the Faculty of Management.

The Department Chair will solicit nominations, including self-nominations, from eligible members and conduct a departmental vote to approve or select committee members and the committee chair, using a procedure appropriate for their department.

**Mandate of the Departmental Committee**

The role of the Departmental committee is specified for each of the appointment, reappointment, tenure, and promotion processes in which they engage. The committee will review files it receives alongside relevant criteria and external assessments, and produce a written recommendation.

In the case of applications from instructor stream members, for which the Departmental Committee is the only committee to review the file, a comprehensive review is recommended. In the case of applications from professoriate stream members, it is recommended that the Departmental Committee focus on the elaboration of disciplinary standards relevant for the assessment of scholarly contributions and on the ability and willingness of the applicant to work with colleagues to ensure functioning of the Department.

**Instructor Stream – Criteria and standards for promotion**

Instructor members may be considered for reappointment, continuing appointment, promotion to Senior Instructor (after at least 4 years of service or with a waiver from the Dean to apply early (Clause 12.07(b))), or promotion to University Teaching Fellow (after at least 4 years of service

at the Senior Instructor rank). The process is governed by Article 12 of the DFA Collective Agreement. All involved in the process (Applicant, Departmental Committee, and Department Chair) must consult the DFA Collective Agreement in tandem with these Departmental guidelines.

The regulations set out in the DFA Collective Agreement (Clause 12.06) provide that "*Instructor members shall disseminate knowledge and understanding through teaching and shall carry out such other activities as may be defined in the Collective Agreement as well as job descriptions for their positions*." This is particularly important for the Faculty of Management, which has the responsibility to be concerned not only with the creation and communication of knowledge, but with the application of knowledge to enhance the practice of the professions. This orientation will influence the interpretation and application of the criteria for continuing appointment and promotion for the Faculty.

Furthermore, "… *instructor members have the right and responsibility consistent with their individual job descriptions to maintain their professional development within the area of expertise in which they are employed* …" (Clause 12.07(a)).

***Criteria and standards for promotion to Senior Instructor*** are that the Departmental Committee "… *shall satisfy itself that the effectiveness and general competence with which teaching and other primary duties and responsibilities are being carried out by the member are at the norm for other instructor members, as set out in Clauses 12.08 and 12.09*." (Clause 12.17(d))

In assessing teaching effectiveness, "… *opinions of students (subject to clause 18.09) other members, and other teaching staff shall be taken into account, insofar a is appropriate, and each class of opinion shall be given due and fair consideration an no class of opinion shall be given undue or unfair consideration or weight.*" (Clause 12.08). Furthermore, " … *judgement shall relate to the normal performance level of other members with the same general responsibilities, duties, and/or experience*." (Clause 12.09). The Holistic Evaluation of Teaching policy in the Faculty of Management provides guidance on evaluations from students, peers, and self.

A normal level of performance shall be considered in the context of the Faculty of Management, and comparisons in terms of standards should be made to other Instructor members in the Faculty.

Furthermore, a committee should be satisfied that the applicant has maintained their professional development within the area of expertise that relates to their employment.

***Criteria and standards for promotion to University Teaching Fellow*** require the demonstration of solid evidence that "… *the Member has attained as is likely to maintain a high level of effectiveness in teaching and other primary duties and responsibilities that support the dissemination of knowledge and understanding and a Member's teaching represents a significant contribution to the University*" (Clause 12.18(a)). Furthermore, "*solid evidence of teaching effectiveness and contribution shall demonstrate a professional commitment to progress as a university teacher and to leadership in university teaching. It may include evidence of mentorship of teaching colleagues, development of new courses, development of innovative teaching aids and techniques, and scholarly activities related to pedagogy. It may also include other scholarly*

*activity if scholarly activity is a requirement of the position set out in the instructor member's letter of appointment or job description*." (Clause 12.18 (b)).

Furthermore, a committee should be satisfied that the applicant has maintained their professional development within the area of expertise that relates to their employment. (12.07a)

**Professorial Stream – please consult the Faculty of Management Tenure and Promotion Guidelines.**

# Appendix G

## Information Requirements for Proposals for New Graduate Programs

This form has been adapted with the permission of the Maritime Provinces Higher Education Commission to reflect the Dalhousie University program proposal requirements. The procedures on the Program Proposal Website (www.dal.ca/programproposals ) are a required supplement to this form.

## QUICK REFERENCE: INFORMATION TABLES LINK: PhD Information Tables-For-New-Graduate-Programs.xlsx

### GUIDELINES

The purpose of these Information Requirements is to outline the information required to allow the MPHEC, an external reader, to assess that a proposed graduate program meets the following assessment criteria:

- Program content, structure and delivery modes reflect a coherent program design that allows for the program objectives and anticipated student outcomes to be achieved, while providing sufficient depth and breadth to meet the standards of quality associated with the credential
- Clearly defined and relevant program objectives and anticipated student and graduate outcomes
- Appropriate fit of name, level and content to ensure "truth in advertising" and to facilitate credential recognition
- Adequate resources (human, physical and financial) to implement and sustain the program
- Program need and viability
- An academic environment that supports scholarship such as original research, creativity and the advancement of professional knowledge, as relevant to the program
- Clearly defined collaborative agreements *[Criterion for programs offered by two or more institutions only, including articulated programs]*

For further information on the Commission's program assessment process, including detail on the above-noted criteria, please refer to the full policy document, *Academic Program Assessment Prior to Implementation*. Institutions are also encouraged to contact MPHEC staff should they have questions regarding their program proposal.

**The final version of a program proposal for any new graduate-level program must have been assessed (including a site visit) by an expert external to the institution, who is not in a biased situation, prior to submission to the Commission.**

Should a program be terminated as a result of the introduction of a new program, and to avoid the need to submit a separate proposal for its termination, the program proposal for the new program should include information on the transition from the existing to the new program, including a phase-out plan for the program being terminated.

**The MPHEC acknowledges that institutions may not be able to meet every information requirement. The absence of information must, however, be noted and explained.**

### INFORMATION REQUIREMENTS

## 1. Program Identification

1.1 Submitting institution(s) Dalhousie University

1.2 Faculty (-ies) Faculty of Management

1.3 School(s)

1.4 Department(s) Department of Information Science (DIS)

1.5 Program name PhD in Information

1.6 Program type (e.g., graduate certificate, master's, doctoral) Doctoral

1.7 Credential(s) granted PhD

1.8 Proposed starting date, considering all required approvals including the MPHEC's 09/01/2024
(see 'Proposal Development and Consultation' for timeline considerations [LINK])

1.9 Dates of Senate (or equivalent) and Board approval of the proposed program – to be completed by the Office of the Provost prior to submission to the Commission
(1) Senate MM/DD/YYYY (2) Board MM/DD/YYYY

1.10 Description of the timeframe/phase-out plan, where an existing program will be terminated with the introduction of the new program: N/A

1.10.1 Institutional program code(s) for the existing program(s), as stored in the post-secondary institution's administrative files, that is reported under PSIS (Post-Secondary Student Information System) (element IP 2000) – to be completed by the Office of the Provost prior to submission to the Commission

1.10.2 Date new registrations will no longer be permitted/accepted into the existing program (if applicable-see guidelines for Program Suspension and Termination)

1.10.3 Anticipated date of completion of last student (for the existing program)

1.10.3.1 Describe any consultation with students regarding the impact of the change, supports, concerns, etc.

1.10.4 Any other information to assist the MPHEC in understanding how the program will transition from the existing, MPHEC-approved program, to that being proposed

1.10.5 Describe phase-out and resourcing plans for transition periods where overlap between the previous and proposed program exists.

## 2. Program Description

2.1 Description of the program objectives (i.e., "This program aims to…"), including an explanation of how the course and curriculum requirements will be integrated to contribute to the intended objectives of the program. Please consider the following in your response: Why is this program being proposed? Are there any aspects of the program that are particularly creative, unique, boundary-pushing, forward-looking, or otherwise worth highlighting? How does the program nurture student enthusiasm for learning in students (e.g., exposure to current research, connections to practitioners, supported extracurricular activities, considering social impacts)?

Given the increasingly digital nature of our society, the problems related to information and data are increasing in both relevance and urgency. The events of the past three years, including the pandemic, climate change, and social movements, highlight the centrality of information, access to information, and tools we use to share, communicate, and make decisions based on best information. Currently within the Department of Information Science (DIS), and our Master of Information (MI) students there is a strong commitment and connection to research. Faculty members such as Dr. Mike Smit, Dr. Philippe Mongeon, and Dr. Sandra Toze are part of the Transforming Climate Action Canada First Research Excellence Fund, the largest research grant awarded to Dalhousie. Dr. Philippe Mongeon has a well-established QSS lab which aims to advance the knowledge on the production, dissemination and use of research. Dr. Stacy Allison-Cassin is co-leading the Respectful Terminologies Project of the National Indigenous Knowledge and Language Alliance (NIKLA) which is working to create a national platform for respectful Indigenous terminology. The department hosts a research lecture series, and annually have a Research Day which showcases research of our students, faculty and alumni. Our Master of Information students contribute to research through our thesis stream, and by completing

independent Reading courses. They contribute and frequently are the editors of the Dalhousie Journal of Interdisciplinary Management, and organize a conference annually, Information without Borders (IWB).

To complement these activities, we recognize that there is an ongoing need for doctoral-level scholars and professionals to continue to address critical problems related to the ongoing digital divide, misinformation, data-driven decision making, ethical issues related to Artificial Intelligence, information policies, human-centred design, digital humanities, and Indigenous and traditional knowledge.

This program aims:

a) To provide research education to highly qualified, motivated information professionals and researchers, with an emphasis on research paradigms and methods in the field of information;
b) To prepare students for successful careers in advanced information scholarship and/or leadership;
c) To involve students in the production of top-quality information scholarship with collaborators across Dalhousie, regionally, nationally, and internationally;
d) To help students develop intercultural understandings, skills, and competencies for navigating a culturally diverse society, and gain a capacity to practice and critique the principles of equity, inclusion, accessibility, and decolonization for an inclusive and socially just society; and
e) To support partnerships with regional stakeholders to develop better information services, practices, policies and management.

2.1.2 All proposals must include description of how the new program will foster a culture of respect and inclusivity. Proposers may find it useful to frame this in terms of a response to following question: "How does the program ensure inclusive content, design and teaching practices that include different ways of learning and knowing, and intercultural/international perspectives?" Please make reference to specific courses, learning outcomes, etc. and include a description of the consultation process (specific examples under 5., Proposal Development and Consultation).

As noted through the application, EDIAD are considered within the aims of the program and included in the learning outcomes. A goal of the PhD Information is to encourage and support students with multiple backgrounds (i.e., professional, research-based, or community focused) through the admissions process and with funding. (See the description of the admissions process in 2.11). All students in the program are required to take an EDIAD-focused course from a pre-approved list or demonstrate the need for an exception. While the program design describes a default path, the committee will work with students to ensure a pathway that best fits with their background and needs.

2.2 Description of the target clientele of the program.

Top-performing graduates of master's programs in fields related to Information, including Master of Information Studies, Information Science, Library, Archives, Digital Media, or Digital Technology will be the primary target audience for this degree. Students who have completed a master’s in another discipline with a demonstrated research aptitude and interest in some

aspect of information management may also be accepted (with the expectation of completing additional courses). Professional librarians, archivists and information managers who have a mix of education and experience, and who increasingly require a PhD for job advancement (e.g., University Librarian positions) are included in the list of target clientele. We also recognize that a wide range of lived experiences will prepare applicants to complete a PhD; see admissions (2.11) for details.

We define information management as "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 (such as 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. 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.

While the DIS, as noted above, is a centre of expertise in this practice, there are many scholars at Dalhousie who are interested in this field as applied in a particular context. There is overlap between the work of DIS and health informatics, management information systems, digital humanities, and bioinformatics. The focus of the PhD Information is for students who wish to focus on the information management process.

2.3 Evidence of student demand and justification for projected enrolment. Projections should be evidence based and must include reference to one or more of the following: survey results (potential intake programs and post-graduate pathways to gauge interest/demand); pilot projects; requests from former students, external market survey; related course/program enrolments; surveys of comparator programs enrollment trends within Canada; and input from the Registrar's Office regarding potential for recruitment).

**In the case of articulated programs**, provide evidence of need for broader-based training that would include university-level competencies.

There is no PhD that specializes in information within the Atlantic Region. DIS regularly receives inquiries from alumni as well as external students interested in pursuing an information-focused PhD with us. To date this has meant students have had to either work within the IDPhD Program or pursue their PhD at one of the other Schools or Faculties of Information Studies across Canada or internationally. We have heard students express their wish to focus their PhD within our field, to allow them to pursue an academic career, or to further research and knowledge within the field of Information. Specifically, students are interested in applying an information perspective on critical topics at the intersection of people, information, and technology. FOM, as the only faculty in the Atlantic Region with a Department of Information Science, and one of only 8 universities in Canada that offers an Information program accredited by the American Library Association (ALA), is in a unique position to add to the scholarship on information through a PhD program.

Each year, approximately 50 students graduate from Dalhousie with Masters' degrees in Information Science. A total of 360 students graduated in 2020 from universities in the Maritime

region with Masters' degrees in "Computer Science and Information Science"; and 3,915 graduated Canada-wide.

The Department of Information Science is frequently sought out to supervise students. Faculty members with specializations relevant to the PhD Information are currently supervising a total of 8 IDPhD students and 7 Masters' thesis students.

The PhD Information degree is in demand in Canada. The University of Toronto PhD Information program has a total enrolment of approximately 50 students (and receives approximately 50 applications each year, enrolling roughly 10 new students each year). UBC has a total enrolment of approximately 15 students, and Western and McGill approximately 25 total students. At a planned steady state of 9-10 PhD students enrolled in the PhD Information at any time, the PhD Information would be near the median size of PhD programs at Dalhousie (13).

2.4 Evidence of the existence of an appropriate support network of related programs (undergraduate and as relevant, graduate) at the submitting institution.

The Faculty of Management hosts a range of related programs that create a support network we can rely on. The Master of Information (MI) degree has been continuously accredited by the American Library Association for the past 50 years. The Master of Information Management (MIM) provides a blended-learning Information education to mid-career professionals. Combined, the two programs graduate 50 students each year. The MI is available as a combined degree with the Master of Public Administration (MPA) and Master of Resource and Environmental Management (MREM) degrees. The Bachelor of Management includes information content, a mandatory data literacy course, and research methods, all taught by Information Science faculty members. The newly launched Major in Managing Data and Information in the Bachelor of Management grew quickly to 27 students in two years.

There are also related programs not specifically targeted, but where students might graduate and find their interests align closely with the field of information. These include the Master of Digital Innovation, the Master of Applied Computer Science and Master of Computer Science, and the Master of Science in Business with a concentration in Management Information Systems.

2.5 **Identify the external consultant hired to review the proposed program.** The expert is to be selected according to established standards (see Appendix 4A) and his/her Terms of Reference are expected to cover at a minimum the elements highlighted in the MPHEC's Generic Terms of Reference for **External Consultants** (see Appendix 4B). **Append** the consultant's report to the proposal and, where possible, append a copy of the site visit agenda and the consultant's CV.

Names for consideration include the following:.

Kim Dalkir
Associate Professor
School of Information Studies
McGill University
kimiz.dalkir@McGill.Ca

Heidi Julien, PhD
Professor of Information Science
University at Buffalo Graduate School of Education
heidijul@buffalo.edu

Caroline Haythornthwaite
Professor Emerita
Syracuse University, School of Information Studies
chaythor@syr.edu

Dr Diane Pennington
Senior Lecturer, Computer and Information Sciences
Strathclyde iSchool. – soon to be in Edinburgh
diane.pennington@strath.ac.uk

2.6 Summary of the external consultant's main conclusions/recommendations and how these were/will be addressed. Please ensure your requirements meet the minimum standards in the Degree Level Qualifications Framework

Click here to enter text.

2.7 Identify other external experts involved in program development and **append** their written assessment or comments to the proposal. Provide a summary of how other experts' comments were addressed.

**In the case of articulated programs**, include evidence of consultation with *an advisory industry/sector group* (see section 2.3.1.1 of the *Policy*), comprising a variety of employers and practitioners from the relevant field(s), on the program design and market place requirements.

Click here to enter text.

2.8 Using the table provided as an example (see "Tables to be included in Proposals for New Graduate Programs – **Table 2.8 Roll-Out**"), outline the year-by-year (or term-by-term) roll-out of the program, accounting for its various components and other learning activities (e.g., thesis, dissertation, major project,) and identifying their links to the program objectives; expected program duration should be stated as well as justified.

**In the case of articulated and other collaborative programs**, identify the institution at which the student is enrolled during each term; when students will be straddling more than one institution at one point in the program, or throughout, outline how students should be considered for enrolment count purposes. If two or more credentials can be earned through program completion, identify the exit point(s) for each credential.

We anticipate that the typical structure and timeline of the full time PhD will be as follows, while we recognise individual students may work with the committee to set an individual timeline, based on the students life circumstances.

Year 1 – Course work, EDIAD component and planning for comprehensives
Year 2 – Comprehensives & Thesis Proposal
Year 3 – Thesis work
Year 4 – Defend thesis

Students will also be able to complete the PhD Information over eight years on a part-time basis. The part-time option allows students the flexibility to combine their program with their professional careers and to reduce barriers to completion.

Entry to the PhD Information is a new program. The program will be rolled out through sequential offerings of the program components in the Program Delivery Table for Full-Time Students:

| Year | Program Component | Learning Objective |
|---|---|---|
| YI | Course Work:<br><br>Research Paradigms in Information Science<br><br>Elective Course(s)<br><br>EDIAD related Course | Through the course work, aspects of all the learning outcome categories outlined below will be met<br><br>• Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Professional Responsibility<br>• Global Information Awareness and Responsiveness |
| Y2 | 2 comprehensives<br><br>Thesis Proposal | These components will reflect the following learning outcomes:<br><br>• Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Professional Responsibility<br>• Global Information Awareness and Responsiveness |
| Y3 Y4 | Thesis work | The thesis will demonstrate the outcomes related to:<br><br>• Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Global Information Awareness and Responsiveness |

We anticipate the following schedule for Part-Time students:

| Year | Program Component | Learning Objective |
|---|---|---|
| YI | Course Work: | Through the course work, aspects of all the learning outcome categories outlined below will be met |

| | | |
|---|---|---|
| | Research Paradigms in Information Science<br><br>Elective Course(s) | • Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Professional Responsibility<br>• Global Information Awareness and Responsiveness |
| Y2 | EDIAD related Course<br><br>1 Comprehensive | Through the course work, aspects of all the learning outcome categories outlined below will be met<br><br>• Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Professional Responsibility<br>• Global Information Awareness and Responsiveness |
| Y3 | 2nd comprehensive | These components will reflect the following learning outcomes:<br><br>• Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Professional Responsibility<br>• Global Information Awareness and Responsiveness |
| Y4 | Thesis Proposal | These components will reflect the following learning outcomes:<br><br>• Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Professional Responsibility<br><br>Global Information Awareness and Responsiveness |
| Yr's 5-8 | Thesis work | The thesis will demonstrate the outcomes related to:<br><br>• Intellectual Reasoning and Knowledge<br>• Research and Scholarship<br>• Global Information Awareness and Responsiveness |

2.9 Description of other promotion/qualification and graduation requirements: e.g., minimum average in specific courses/the overall program; thesis proposal approved by end of first year; comprehensive examinations; language requirements (e.g., must complete # credits in *XYZ*); residency requirements (i.e., required number of terms studying on-site); service requirements (e.g., teaching in undergraduate programs, teaching assistantships/research assistantships, volunteer with the community); internship/clinical placements.

The PhD in Information will be a research-focused doctoral degree program where candidates move expeditiously from initial courses through comprehensive exams to thesis proposal, research, defence, and submission. Course requirements will consist of a range of coursework from a minimum of three graduate courses totalling at least 7.5 credit hours, to five courses depending on the student's background, and the thesis topic. The decision regarding the specific courses or activities for a student will be at the discretion of the Admissions Committee or the Supervisory Committee, per Faculty of Graduate Studies guidelines. Supervisory committees are charged with ensuring that a) students have sufficient grounding in the field of information to undertake doctoral research, b) that students' exposure to research and/or practice is aligned with each student's individual interests while keeping suitable options open to the student, and c) the student has appropriate methods training to carry out original research in the field.

One new 3 credit hour course – **Research Paradigms in Information Science** - will be created to support the PhD. Students will select a second required course from available graduate courses offered at Dalhousie University, with the approval of their supervisory committee; the current offerings of graduate courses at within the Master of Information (MI) program and other graduate programs within the FOM are varied and can easily be adapted to the needs of PhD students. For example, INFO 6682 Human Information Interaction allows students to complete a small research study on a topic of their interest; this class has previously been adapted for PhD students. Other MI classes are similarly adaptable to the needs of doctoral students, and doctoral students from across the University routinely take these courses. Depending on the committee's assessment other courses may be selected from those existing within FOM or other relevant Dalhousie Faculties, to fit with the needs of the student and their thesis work.

A third required course will be a one with a strong EDIA focus, from an approved list of courses maintained by the PhD Information program committee. The current list of existing courses includes INFO 6500 Community-Led Services (3 credit hours), INFO 6xxx Antiracism and Diversity in the Information Professions (3 credit hours), and BUSI xxxx Equity, Diversity, Inclusion, Accessibility and Decolonization Lenses at the Workplace (1.5 credit hours).

Supervisory committees will be constituted per section IX of the Dalhousie Graduate Calendar.

The program will include two Comprehensive examinations that will normally be taken during the second year of study, after coursework is complete. The format and focus of these comprehensive examinations will be determined collaboratively by the student and their supervisory committee. One of the comprehensives may be in the form of an oral examination. Following these examinations and normally before the end of the second year of study, the student will prepare a thesis proposal and defend it before the supervisory committee.

The thesis dissertation will typically be prepared per section X of the Dalhousie Graduate Calendar. This section stipulates that theses may be prepared as a monograph, but students will also be encouraged to construct their theses with a minimum of three journal manuscripts embedded within the document. This approach helps ensure that graduates build a strong publication record during their program. However, the PhD Information also acknowledges that

different ways of knowing, and of sharing knowledge, are valid and appropriate, and with the approval of the supervisory committee and program director, alternate mechanisms for demonstrating knowledge will be considered provided they are consistent with an inclusive and rigorous approach to knowledge mobilization and can be assessed using a suitable evaluative framework.

The PhD program is designed to be completed within four years, but it is not required to complete the program within that time.

2.10 Rationale for the choice of program name and credential(s) to be granted, including comment on the process of selecting the name and credential(s), taking into consideration the following: Does the proposed name align with established Dalhousie practices, and can it be accommodated within Banner? Does it align with national and international standards? Will it be clear to applicants?

**In the case of an articulated or other collaborative program**, if two or more credentials will be awarded, specify which institution(s) will award the credential(s) and identify any regulations (e.g., to be awarded a degree, 50% of program content must be completed at X university) that were taken into account.

The PhD Information aligns with the existing Master of Information credential. It aligns with the national and international trend to refer to Information as the broad field that includes programs that formerly were called Library and Information Science. Other institutions in Canada use similar names:

Toronto: PhD in Information

McGill: PhD in Information Studies

Western: PhD in Library & Information Science

UBC: PhD in Library, Archival & Information Studies

UdeM: PhD in Information Sciences

2.11 Admission requirements and standards specific to the program, including, where applicable, a description of the various admission routes.

**In the case of an articulated or other collaborative program**, provide details on the admission requirements of each program/each participating institution.

Entry to the program will be primarily top-performing graduates of master's programs in fields related to Information, including Master of Information Studies, Information Science, Library, Archives, Digital Media, or Digital Technology. Students who have completed a master's in another discipline with a demonstrated research aptitude and interest in some aspect of information management may also be accepted (with the expectation of completing additional courses).

Additionally, the PhD in Information will adopt a holistic view to admissions, accepting students with backgrounds that are non-traditional and consistent with the PhD Information's goal of inclusion. This may include students whose preparation includes work in government, industry and communities that has resulted in a developed knowledge of management and experience in communicating information concepts in various settings. The admissions process will consider students' educational, social, and cultural backgrounds in addition to their GPA. Application materials will be designed to elicit a range of applicant attributes (e.g., communications skills, background). Students will be asked to describe their knowledge, skills, and abilities, which gives them the opportunity to advocate for their strengths and how this will be incorporated into

their PhD pathway. The process will invite applicants to share information about service to their community, their personal or professional ethics, previous research (broadly defined), and any barriers they overcame in their journey to applying to a PhD.

Students who complete a PhD in Information may pursue alternative career paths in addition to academia. Information management practitioners in government, business, as well as more traditional library and archival settings are interested in doctoral studies, and some positions in academic libraries, particularly senior leadership positions such as University Librarian or Dean of Libraries, may require a doctorate. PhD graduates who specialize in subfields such as human-information interaction or multimedia data science often contribute directly to a region's innovation economy in product management, entrepreneurial, or data science research roles.

The table below summarizes the admission requirements for PhDs in Information in Canada

| **PhD Program** | **Admission Requirements** |
|---|---|
| UBC Library, Archival and Information Studies PhD | • Graduate degree in MLIS field preferred<br>• First class standing (grade average below a B+ will not be considered)<br>• suitability for advanced graduate work, determined via the application and supporting documentation.<br>• Identify potential supervisor<br>• Research Statement (500 words)<br>  ○ Describe research interests and how the school/prospective faculty advisor is able to support this research<br>• Personal Statement (500 words)<br>  ○ Outline research experience, reasons for choosing UBC, qualifications, and career objectives<br>• 3 References<br>• Transcripts |
| University of Western Ontario PhD in Library & Information Science (PhD LIS) | • Education: 4-year honors undergraduate degree, ALA accredited MLIS degree or Master's degree in another field, minimum 78% average for last degree<br>• Short statement (No longer than 1000 words) of research interests including: outline of research topic, how prior studies/interests have led to current research interests, significance of topic to the field of LIS, assess how your research interests fit with those of the faculty.<br>• Sample of writing<br>• CV<br>• Transcripts<br>• 2 academic references |
| University of Toronto<br><br>PhD in Information | • An appropriate Master's degree from a recognized university (may be in any discipline or area of study)<br>• A- equivalent for consideration (does not guarantee admittance)<br>• Research statement (no more than 1,500 words): describe your research interests and direction and how they align with the Faculty of Information research environment, anything in your education and professional background that is relevant to these interests, potential supervisors |

| | |
|---|---|
| | • Writing sample (5,000-10,000 words)<br>• CV<br>• 3 academic references<br>• Transcripts |
| McGill University<br><br>PhD in Information Studies | • MI or MLIS (Master's degree in other fields will be considered in relation to the proposed research)<br>  ○ An applicant with an MI or MLIS will normally be admitted into PhD 2.<br>  ○ An applicant with a master's degree in another field may be considered for admission as a PhD 2 but may be required to register for courses to upgrade background knowledge in information studies.<br>  ○ A candidate who holds only a bachelor's degree from McGill University or an approved institution in Information Studies or equivalent in exceptional circumstances may be admitted to PhD 1.<br>• A CGPA of at least 3.0 out of 4.0 at both undergraduate and graduate level required<br>• Identify and reach out to potential faculty supervisors<br>• Complete online application form<br>• Transcripts<br>• CV<br>• 2 academic references<br>• Letter of application – identifies proposed research topic, potential supervisors, and expected professional directions<br>• Short summary (3-4 pages) identifying main research questions, research trends that have led to the isolation of the questions and ways in which the research could be conducted |

| | |
|---|---|
| Université de Montréal<br>PhD in Information Sciences | • Master's degree in information science field or related discipline<br>• Average of 3.3 out of 4.3 or equivalent during master's studies<br>• Have sufficient knowledge of French and English<br>• Cover letter describing applicant's motivations to undertake a doctoral program and the reasons why they choose the program<br>• Identify potential supervisor<br>• CV containing title/dates of diplomas/degrees achieved, experience working in information sciences or related fields, list of scientific or professional publications and communications written or submitted by candidate<br>• 3 reference letters<br>  ○ One must be written by the prospective professor<br>• Outline of research projects (1,500 – 2,000 words) including:<br>  ○ General description of the field or research topic and objectives<br>  ○ Description of originality of the project and the expected results<br>  ○ Summary bibliography<br>  ○ An interim schedule<br>  ○ A study financing plan, covering the four years of the program<br>• Transcripts |

2.12 Confirmation of the delivery mode(s) to be used (e.g., traditional classroom, technology-mediated, other distance education methods [please specify], experiential learning, and labs).

The PhD in Information will follow the requirements for doctoral degrees at Dalhousie, per Section II of the Graduate calendar. As part of their graduate student program, doctoral students are required to be on campus for at least four terms in the first two years of their program. Courses will be delivered primarily in-person, but where courses are shared with other programs, the delivery method chosen and approved for that program will be followed.

2.13 Comparison of the proposed program with other comparable programs offered elsewhere in the Maritimes, Canada or the United States.

There are no similar programs in the Atlantic Region, the nearest being the PhD program of the École de bibliothéconomie et des sciences de l'information, Université de Montréal, and of the School of Information Studies, McGill University. The former is a French-language program with a focus on traditional library and information sciences, and the latter is an iSchool focused on Human Information Interaction. Both programs are thus distant both geographically and in their topical focus. A core rationale for this proposal is to provide a regional centre for Information Science research.

Summary of the Canadian PhD in Information (LIS) Landscape

| **University** | **Type of Degree** | **Length** | **Admission** | **Key Points** |
|---|---|---|---|---|

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|---|---|---|---|---|
| University of British Columbia | Library, Archival and Information Studies PhD | 4-6 years | • MLIS degree preferred, must be B+ average or higher<br>• Identify potential supervisor<br>• Research Statement and Personal statement<br>• 3 references, transcripts, and CV | • 2 academic years of courses with comprehensive exams<br>• Thesis proposal and defence<br>• Typical areas of study: human information, knowledge organization, digital archives/media, Indigenous information, data management, digital cultural heritage and history of the book |
| University of Western Ontario | Library & Information Science PhD | 4 years | • ALA accredited MLIS degree with minimum 78% average<br>• Short statement of research interests<br>• Sample of writing<br>• 2 references, transcripts, CV | • Optional co-op terms<br>• Qualifying examinations at end of second year<br>• Thesis proposal and defence<br>• Required attendance at all LIS colloquia |
| University of Toronto | Information PhD | 4-6 years | • Relevant Master's degree with minimum A- average<br>• Research statement<br>• Writing sample<br>• 3 references, transcripts, CV | • Complete core courses during first year, electives and comprehensive examination by end of second year<br>• Thesis proposal and defence<br>• Fields of study: archives/records management, information policy, cultural heritage, information systems, knowledge management, library and information science, media technology, philosophy of information |
| McGill University | Information Studies PhD | 4 years | • MI or MLIS preferred<br>• CGPA of 3.0 | • Comprehensive exams serve as oral thesis proposal defence<br>• Thesis and defence |

| | | | | |
|---|---|---|---|---|
| | | | • Reach out to potential supervisors<br>• Online application form<br>• Letter of application and short summary of research questions<br>• 2 references, transcripts, CV | • 4 core courses + electives, completed by end of second year |
| Université de Montréal | Information Sciences PhD | 4 years | • Master's degree in Information Science field or related<br>• Average of 3.3 or equivalent<br>• Sufficient knowledge of English and French<br>• Identify potential supervisor<br>• Outline of research project<br>• 3 references, transcripts, CV | • Offered entirely in French<br>• Students complete core courses and then general electives or museology elective focus<br>• Thesis proposal and defence |

2.14 Discuss the impact the proposed program will have on other programs and academic units at Dalhousie (enrolment, course offerings, potential collaborations, etc.). Provide letters of support, as appropriate.

We expect that some students who would otherwise have enrolled in the IDPhD program might instead enroll in the PhD in Information. Given the nature of the IDPhD program, we do not expect this to have resource implications.

The small number of students in this program will not have a discernable impact on course enrolments.

TBD depending on conversation with CS and other units on campus

## 3. Student/Learning Outcomes

Please consult with the Centre for Learning and Teaching when completing 2.4 below: see Proposal Development and Consultation

*Thinking about everything provided under Section 2, please provide the following:*

3.1 Define the learning outcomes at both the degree and the discipline/specialization/field levels.

Upon completion of Dalhousie University's PhD in Information program, students will be equipped with the following learning outcomes:

**Intellectual Reasoning and Knowledge**

- Depth and breadth of understanding of a substantial body of knowledge across the field of information studies
- Ability to describe, analyse and interpret professional and scholarly literature, research data, and information resources to communicate their implications for knowledge and practice
- Appreciation of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines in information studies and beyond

**Research and Scholarship**

- Demonstrated expertise in conceptualizing, designing, conducting, synthesizing, and evaluating ethical research that generates new knowledge, promotes reflective inquiry, uncovers solutions, and informs practical applications
- Capacity to produce original, advanced scholarship of a quality to satisfy peer review for academic and practitioner publication
- Proficiency in communicating complex and/or ambiguous ideas, social and policy issues, and conclusions clearly and effectively for academic, professional and community audiences

**Professional Responsibility**

- Qualities, competencies, and transferable skills necessary for employment requiring the exercise of personal responsibility and integrity, maintenance of high ethical standards, and initiative in complex situations
- Cultivation of sustainable, productive, collaborative relationships to respond to informational, civic, and social challenges, creating positive impact
- Engagement with and contribution to service activities for local, national, and/or international professional associations and communities

**Global Information Awareness and Responsiveness**

- Understanding of how complex, interdependent, informational global systems shape and are shaped by the characteristics and behavior of individuals, communities, and institutions
- Critical and reflective orientation toward social and cultural issues of race, Indigeneity, gender, class, sexuality, language, and disability
- Enthusiasm for learning and leveraging emerging technologies to respond to informational, civic, and social challenges, creating positive impact

3.2 Using the table provided as an example (see "Tables to be included in Proposals for New Graduate Programs - **Table 3.2 Student Outcomes**"), identify the mechanisms through which the student/learning outcomes will be achieved/measured. Dalhousie is interested in how the outcomes are measured with more specificity than general course alignment, and would like to see measurable, well-written outcomes appropriate for student learning and ability. A summary curriculum map may be added in the appendices to demonstrate program cohesion.

| **Learning Outcome** | **Mechanisms through which the Learning Outcomes will be achieved** |
|---|---|

| | |
|---|---|
| Depth and breadth of understanding of a substantial body of knowledge across the field of information studies | Required Course – Research Paradigms in Information Science<br><br>Elective Courses<br><br>Comprehensive Exams |
| Ability to describe, analyse and interpret professional and scholarly literature, research data, and information resources to communicate their implications for knowledge and practice | Required Course – Research Paradigms in Information Science<br><br>Elective Course(s)<br><br>Comprehensive Exams<br><br>Thesis Proposal<br><br>Thesis |
| Appreciation of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines in information studies and beyond | Required Course – Research Paradigms in Information Science<br><br>Elective Courses<br><br>Comprehensive Exams<br><br>Thesis Proposal<br><br>Thesis |
| Demonstrated expertise in conceptualizing, designing, conducting, synthesizing, and evaluating ethical research that generates new knowledge, promotes reflective inquiry, uncovers solutions, and informs practical applications | Required Course – Research Paradigms in Information Science<br><br>Elective Courses<br><br>Comprehensive Exams<br><br>Thesis Proposal<br><br>Thesis |
| Capacity to produce original, advanced scholarship of a quality to satisfy peer review for academic and practitioner publication | Thesis |
| Proficiency in communicating complex and/or ambiguous ideas, social and policy issues, and conclusions clearly and effectively for academic, professional and community audiences | Required Course – Research Paradigms in Information Science<br><br>Elective Courses<br><br>Comprehensive Exams |

| | |
|---|---|
| | Thesis Proposal<br><br>Thesis |
| Understanding of how complex, interdependent, informational global systems shape and are shaped by the characteristics and behavior of individuals, communities, and institutions | Required Course – Research Paradigms in Information Science<br><br>Elective Course<br><br>EDIAD Course |
| Critical and reflective orientation toward social and cultural issues of race, Indigeneity, gender, class, sexuality, language, and disability | EDIAD Course |
| Enthusiasm for learning and leveraging emerging technologies to respond to informational, civic, and social challenges, creating positive impact | Required Course – Research Paradigms in Information Science<br><br>EDIAD Course |

3.3 Description of any accreditation requirements. This should include a summarized description of features/elements of the program that are governed by external accreditation requirements. Please clearly justify which specific program elements are inflexible due to the accreditation requirements (if any).

This is not an accredited degree program. The MI program is externally accredited by ALA, but there is currently no accreditation process for PhD programs in the information field. However, we expect that a robust PhD program will contribute to helping ensure the faculty complement teaching in the Master of Information meet ALA accreditation standards. In particular, we expect a PhD program to help with creating a stimulating research environment (ALA Standard III.2), faculty member recruitment and retention (ALA Standard III.3), demonstrating a sustained record of research and scholarship (ALA Standard III.4), and the ability to conduct research (ALA Standard III.5).

3.4 Define the anticipated graduate outcomes, interpreted in this context to include anticipated measures of graduate success (e.g., intended academic/career pathways, relevance of graduates to anticipated employers/field, etc.). Available evidence (e.g., letter of support from potential admitting institutions and/or employers) that the program, as designed, will achieve these outcomes is to be appended.

Students graduating with a PhD in Information will be well positioned to secure research, teaching, and senior management and administrative positions both in Canada and internationally. Graduates will have the knowledge and experience to promote information studies and management through teaching, practice, and research in universities, memory institutions, government, and business.

Career Path: University Professor in IM, Information & Library Studies, and related fields. Ability to teach general and specialized information management courses at the undergraduate or graduate level. Advance the fields of data, information, and knowledge management by incorporating diverse voices

and emerging technologies. Educate and supervise future graduates in information studies theory and best practices.

Career Path: Senior Management Positions in Galleries, Libraries, Archives, and Museums (GLAM fields). E.g., Dean of University Libraries, Director of Special Collections, Provincial Archivist, Head of a Public Library System or Manager of a specific aspect of the system (Collections, Programming, Access, etc.).

Career Path: Government. Senior Management Positions in various government agencies at multiple levels (federal, provincial, municipal). Examples include Dr. Lori McCay-Peet (Senior Corporate Information Management Architect, Province of Nova Scotia) and Dr. Suzuette Soomai (Regional Senior FAM, Fisheries and Oceans Canada)

Career Path: Senior positions in non-academic information professions both nationally and internationally. Graduates with coursework and experience related to specific fields, such as health, law, or business, would be competitive for senior positions in those fields working in information and knowledge management, ethics and privacy policy, information seeking behaviour and user experience design, or research and analysis.

## 4. Human Resources

For 4.1 to 4.7 (below): for all proposals, please clearly indicate the impact on the staff and faculty complement, including the number and timing of new hires (if any). If there are no anticipated hires, please clearly explain how existing resources will be adequate to implement and sustain the program (e.g., capacity for increased workload).

4.1 Complete and append the summary table (see "Tables to be included in Proposals for New Graduate Programs - **Table 4.1 Faculty Resources**") for all faculty to support the program.

4.2 **Append** to the proposal the CVs of all faculty listed in the table above, refer to Appendix 5 for *Guidelines for Information to be Included in Faculty Curriculum Vitae.* By submitting the CVs, the institution attests to have received permission to distribute the CV, for the purposes of this program proposal assessment, from all faculty and staff whose CVs are included and that measures are in place to ensure the truthfulness and completeness of the information contained in the CVs.

4.3 Description of the composition of the faculty to support the program, for example:

4.3.1 Academic/professional credentials required of faculty teaching courses in the program

The new course introduced for the PhD will be collaboratively taught by tenured/tenure stream faculty members within the Department of Information Science (DIS).

4.3.2 Academic/professional credentials required of faculty acting as thesis/ research/clinical/ exhibition supervisors in the program (include a description of the academic/professional credentials of faculty who participate on such committees, but not as the supervisor, where these credentials differ)

Supervision of PhD students will be done by associate or full professors. Assistant professors can be co-supervisors if the other supervisor is an associate or full professor. Other faculty members (adjuncts, lecturers, fellows, etc.) can serve on PhD committees subject to the requirements of the Graduate Calendar, but not in a supervisory capacity.

4.3.3 Expected vs. current teaching, mentoring, supervision, etc. responsibilities of faculty in the program

The Faculty of Management's workload policy describes the expectations for teaching, research, and supervision for all faculty members. The introduction of this program will not change the workload assigned per the policy. However, it may mean faculty

members have the opportunity to supervise additional PhD students in support of the research.

Expected new supervision load:

- 1 to 2 rolling PhD supervisions
- 1 to 2 rolling PhD committee memberships

Expected new service load:

- Serving on the PhD program committee.

4.3.4 Proportions of full-time to part-time faculty for the program

Supervisors of PhD students will be full-time faculty members at Dalhousie.

4.4 Description of additional staff resources that will be drawn upon to support the program (e.g., adjunct faculty, guest lecturers, administrative support).

Adjunct faculty may participate in committees and give guest lectures in PhD courses. Lecturers may give guest lectures in their areas of expertise. Administrative support will be provided by the current staff of the School with additional support from a student assistant.

4.5 Description/evidence that an appropriate structure(s) (such as an Office of Graduate Studies) is in place to support the program.

The Program will be overseen by Faculty of Graduate Studies, which approves applications for participation on committees, quality standards, proper governance and progress reporting.

4.6 Human resource deployment plan for the first five years that takes into account the proposed program as well as current offerings.

There are no changes to available human resources. Supervision responsibilities will depend on the number of applications to the program and faculty member interest.

4.7 Estimate of additional human resource needs beyond the first five years.

None expected.

4.8 Evidence of appropriate supervisory capacity for thesis/project elements within the program.

DIS faculty members are experienced in supervising research students.

The Master of Information and Master of Digital Innovation (formerly Electronic Commerce) both include thesis streams, so DIS faculty members have supervised many Master's thesis students and served on multiple Master's thesis committees in these and other Master's programs.

DIS faculty also participate in the IDPhD program; 5 faculty members have PhD supervision experience and are equipped to mentor colleagues, in addition to colleagues from outside the School.

The fundamentally interdisciplinary nature of information studies research means that we have served on PhD committees in many disciplines, which offers a broad perspective on the different ways to approach PhD training and mentorship. This also means we would welcome faculty members from other fields as members on doctoral committees, including information-focused

colleagues (such as those in the Faculty of Management, Dalhousie Libraries, Faculty of Computer Science, Health Informatics, Faculty of Arts and Social Sciences etc.) and colleagues with expertise in areas where information is essential in practice. In other words, the pool of faculty members we expect to contribute is broader than DIS faculty members.

## 5. Resource Implications

Proposers must provide complete and accurate information. The proposal must demonstrate an awareness of resource needs including how the proposed program will affect the University infrastructure. To assist proposers and confirm that resources identified for the program to be successful will be in place (i.e., program is feasible), all proposals for new programs are to be circulated to Academic Support Units for consideration and comment. To facilitate these reviews, please ensure that the appropriate and complete information [LINK] is included in your response below (or cross reference within the form).

5.1 Description of the extent to which *current resources* in terms of academic and support staff, library, space, equipment, etc. would be used. [**Append** any relevant reports (e.g., library resources).]

Because of the MI thesis stream and the information-related research in the Faculties of Management and Computer Science, and the University Libraries, Dalhousie has sufficient research materials to support a PhD Information. The University and region also have strong centres in the practice of Information management, including a robust GLAM sector, technical industry, centres for analytics and data, and more.

No additional academic and support staff FTEs are required; we anticipate managing the administrative and teaching requirements of the program within existing resources. We do budget for a part-time student assistant to support the administrative staff and program director in managing applications and processes in the PhD.

There is student research space throughout the Kenneth C. Rowe Management Building. No additional office space or student space is required. This is not a large program relative to any existing programs in the Faculty of Management, and the number of students will not create a discernable change in the overall use of the building.

5.2 Description of *additional resources* needed in the same areas outlined under bullet 5.1 above. This section may need to be revised pending the outcome of reviews by Academic Support Units (esp. Facilities Management, ITS, Libraries) if 'gaps' are identified. If there are no anticipated resources needed, please clearly explain how existing resources will be adequate to implement and sustain the program.

See above.

5.3 Using the table provided as an example (see "Tables to be included in Proposals for New Graduate Programs - **Table 5.3 Budget**"), identify the anticipated costs/revenues (incremental and total) in **each** of the first years of implementation where the final year demonstrates a steady state for the program (i.e., when the program is fully operational, usually by year three for master's level programs and year five for doctoral-level programs).

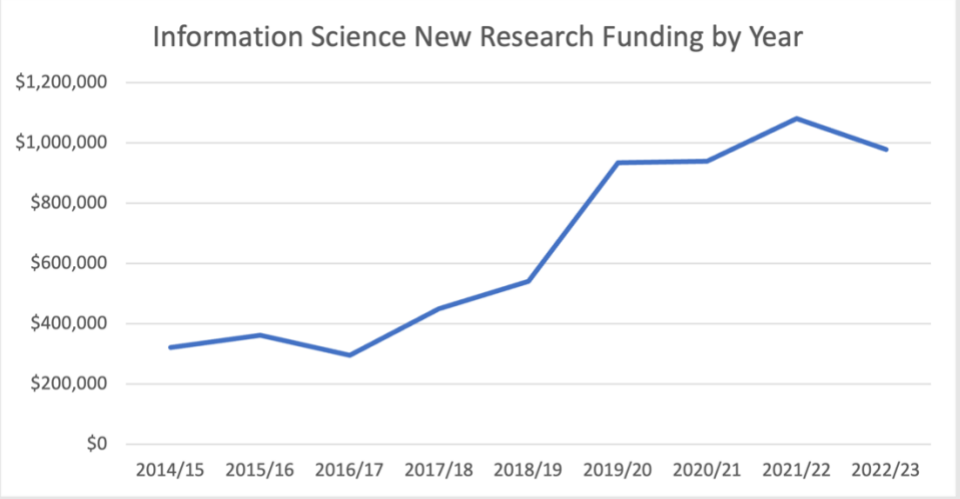
5.3.1 Clearly describe the intended fee structure for students within the program (i.e., course-based or thesis-based, fee schedule (per-course or program fee, full-time to continuing fee transition, if applicable), part-time structure if permitted.

Doctoral programs at Dalhousie use a program fee model, with a program fee paid at the full-time rate throughout a student's time in the program (6,714.00 in tuition per year, not including mandatory fees, in 2022-2023). When Dalhousie introduces a part-time PhD option, that will be an option for students in the PhD Information. There are no international differential fees for PhD students.

5.4 Description of student financial support to be available, especially in the case of a doctoral program, including the source(s) with amounts, as well as the number/proportion of students expected to be funded, for how long, and at what level.

Students will be admitted only if appropriate financial support is identified (by them or by the program) for at least the first two years of their degree. For most students, we expect a minimum of $20,000 per year (amount will be adjusted to match the FGS minimum funding levels). For most students, this support will be from a combination of RA funding, external scholarships, TA and other teaching assignments, and internal funds. Other sources of funding or support will be evaluated on a case-by-case basis.

The research funding newly available to SIM researchers through grants and contracts has consistently been close to $1,000,000 per year over the past 4 years, a consistent record of substantial financial support available to students as RAs (Note that this includes only members of the School of Information Management prior to July 1, 2023. The Department of Information Science is larger.) Grant holders routinely employ grant-funded employees to undertake research that would be appropriate for PhD students, and currently support several PhD students.




PhD students associated with DIS have a strong record of attracting external funding. The IDPhD students currently supervised or co-supervised by a DIS faculty member are funded as follows:

- NSGS + supervisor top-up + TA
- NSGS + supervisor top-up + part-time course instructor / TA
- Killam pre-doctoral award + President's Award
- MITACS + small supervisor top-up + Supported by employer
- Supported by a scholarship from their country of citizenship
- NSGS + supervisor top-up + TA

The course-based Master of Information, undergraduate information-focused electives, and the information-related courses in the Bachelor of Management program routinely require TA support. We are also undertaking efforts to make information-focused undergraduate courses more widely available at the university, which will require qualified part-time course instructors. We also intend to offer qualified PhD students the opportunity to teach or co-teach courses as part-time instructors, subject to the terms of the CUPE collective agreement.

For top-ranked students with supervisor support but without external funding at the time of application, we will make an offer with funding that will include a TA180 ($5,390), a minimum of $5,840 in funding from the supervisor, and $8,770 in scholarship funding from the program, per year for 4 years (unless external funding is received later in their degree – see below). The TA180 may be replaced with a part-time instructor appointment for a 3 credit-hour course ($6,478) or by equivalent funding from the supervisor. Students will not be expected to TA during their first term and will instead receive a higher contribution from the program.

We aim to offer competitive top-up funding to recipients of external scholarships, including the President's Awards for Tri-Council doctoral scholarships (which covers the full tuition amount, so roughly $9000 in the first year of the program). Students with external funding will be offered a TA180 ($5,390), a minimum of $2,000 from the supervisor, and $2,750 from the program, per year for 4 years. (Matching funds from the program may only bring a student's total funding package up to $40,000/year.)

5.5 If resources are required but not in place/available at the time of submission, a detailed, credible plan outlining how the funding will be acquired, along with letters of support from potential contributors, is to be submitted. This documentation may be labelled as proprietary which would limit circulation.

N/A

5.6 Identification of possibilities of collaboration with other institutions in the region (university or non-university), or elsewhere in Canada, in the delivery of the program and the steps taken to that effect.

N/A

5.7 Description of the impact that the use of financial resources for the proposed program will have on other existing programs, including the elimination or reduction of the scope of programs to accommodate the new one. (For example, an accounting of funding for course release for existing faculty members to teach, supervise or provide coordination/management support for this new program; reduction in classroom or laboratory space availability.)

Click here to enter text.

## 6. Additional Information (General)

6.1 Scheduled date of program review, once implemented. (Newly-established programs are to be reviewed within two years after the first cohort has graduated.) 09/01/2030

6.1.2 Describe the evaluation procedures that will occur following the implementation of the program. How will instructional and supervisory resources, curriculum, etc. be evaluated?

The responsible School / department will follow the academic program review guidelines to complete a review of the program.

6.2 Any additional information to demonstrate that the academic environment in which the proposed program is to be offered supports scholarship, such as original research, creativity and the advancement of professional knowledge as relevant to the program.

The University and region also have strong centers in the practice of Information management, including a robust GLAM sector, technical industry, centers for analytics and data, and more.

6.3 Any other information the submitting institution believes would assist the MPHEC in completing its assessment of the proposed new graduate program.

Click here to enter text.

## 7. Additional Information for Technology-Mediated and Other Distance-Delivery Programs

If you are proposing a new distance-delivery program, consultation with Academic Technology Services (see Academic Support Units) is required to assist in completing this section and verifying support for the new program.

7.1 Description of how the delivery mode(s) will contribute to and enhance learning and create a community both among students and between students and faculty.

N/A

7.2 Description of support available to faculty (required and optional pedagogical training, technical support for course design and then instruction, etc.) and to students (required and optional orientation to technology use, communications on expectations for interaction and performance, etc.).

N/A

7.3 Description of faculty availability to students, faculty-to-student feedback, and opportunities for interaction with other students, within this program.

N/A

7.4 Description of the mechanisms in place to ensure the following for the proposed program:

7.4.1 Reliable, sufficient, and scalable course-management systems

N/A

7.4.2 Appropriate hardware, software, and other technological resources and media

N/A

7.4.3 Well-maintained and current technology and equipment

N/A

7.4.4 Sufficient infrastructure to support existing services and expansion of online offerings

N/A

## 8. Additional Information Requirements for Collaborative Programs (including Articulated Programs)

8.1 Description of the main components that each institution brings to the program (e.g., disciplinary expertise, faculty resources, a variety of graduate-level courses, supervisory capacity, practical experience).

N/A

8.2 Describe **and append** the signed inter-institutional agreement(s) that are in place to assure the quality of the proposed program and that outline the division of responsibilities for all relevant aspects of the program, including its management and/or delivery and the means through which the standards of the program will be maintained, with clear channels of authority and accountability. In addition to any other information that may be provided, the proposal is to include a description of agreements pertaining to the following:

- The units responsible, at each participating institution, for the academic leadership of the program, detailing the various levels and types of responsibilities. This can include, but is not limited to, responsibility for overall management of the program and its component parts; quality assurance monitoring and program review; defining procedures and assessment criteria to ensure proper follow-up; and communications within and outside the institutions.
- The units responsible, at each participating institution, for administrative functions for the program, detailing the various levels and types of responsibilities. This can include, but is not limited to: registration; enrolment reporting; student advising/services; and decisions relating to an individual's progress through the program (e.g., assessment and appeals).
- Cost and revenue-sharing, both in terms of the short-term (implementation of the program) and the long term (maintenance and upgrades). This includes an agreement to the effect that each institution

will be funded directly for the part of the program they deliver; when students are registered with and pay fees to the particular institution where they are taking the courses. When students are moving from one institution to the other, in any given term or year, other arrangements should be made and outlined.

- Procedures/standards for student admissions and progression through, and graduation from, the program(s), and the harmonization of these components across the two (or more) institutions.
- Information and reporting requirements for the transcripts and credential(s) to be granted at both (all) institutions.
- Procedures for resolving any differences that might arise between the parties to this collaborative agreement.
- Procedures for the protection of students should the arrangement be terminated.

N/A

8.3 Describe the evaluation procedure and cycle that would follow the implementation of the program. The evaluation procedure should address how the institution will take into account the components offered by **each** institution. An integrated and cooperative mechanism should be in place to evaluate **the entire program** (i.e., the program as a whole, including transition between institutions) while addressing each partner's policies and procedures, frequency of reviews, standards and scope of program review.

**For articulated programs in particular**, the policy must include a graduate follow-up process to measure the success of the program in meeting its objectives (to provide graduates with a more timely access to significant jobs or earnings and to ensure that they have acquired both occupation-specific and general post-secondary education competencies).

N/A

8.4 For **articulated** programs, describe the **inter-institutional coordinating mechanism** (see section 2.3.1.1 of the *Policy*) and append its Terms of Reference as well as list of members.

N/A

## APPENDICES

Please ensure that **each of the following are appended/included**, as applicable, when submitting a completed program proposal:

- ☐ A list of appendices to the program proposal
- ☐ Detailed course descriptions for each compulsory and required elective course including: calendar entry, course objectives, main themes, prerequisites, student evaluation (assessments), and preliminary bibliography (and availability) – complete syllabi, as per the Syllabus Policy (syllabi not compliant with the policy may not be accepted as part of a submission). Any syllabi for proposed new courses must be consistent with APCC requirements for new course proposals.
- ☐ Calendar entry/description for program
- ☐ Letters of support from potential admitting institutions
- ☐ Letters of support from potential employers, and relevant professional organizations (and for articulated programs, from an advisory industry group)
- ☐ Letters of support/collaboration from other programs/academic units, as appropriate
- ☐ Faculty CVs
- ☐ Detailed budget, including completed table of enrolments
- ☐ Letters from external sources of funding commitment/intent to fund
- ☐ If you are proposing new, tenure-track faculty hires, letter of support from the Provost and verification of financial support
- ☐ If you are proposing new, non tenure-track faculty or staff hires, letter of support from the Dean and verification of financial support
- ☐ If you are proposing an ERBA-exempt program, confirmation of presidential approval.

- ☐ Written correspondence (as evidence of consultation) from post-secondary institutions within and outside the region that offer similar, equivalent, or comparable programs
- ☐ Report(s) from external consultant(s)
- ☐ Written correspondence/reports from external experts consulted during program development
- ☐ Evidence of student demand (e.g., survey results; analysis of a pilot project)
- ☐ Signed inter-institutional agreements (for articulated and other collaborative programs)
- ☐ Terms of Reference, and list of members, for the inter-institutional coordinating mechanism (for articulated programs)
- ☐ Letter of AACHHR support (for health-related programs)

## CHECKLIST

- ☐ All of the information requirements have been addressed, **including assessment by external expert**
- ☐ All relevant appendices are attached
- ☐ Description of the timeframe/phase-out plan where an existing program will be terminated with the introduction of the new program
- ☐ Program roll-out table is complete and detailed course descriptions are appended
- ☐ Student/learning outcomes table is complete
- ☐ Faculty table is complete
- ☐ Human resources deployment plan is provided
- ☐ The proposal demonstrates that there is an appropriate academic environment to support the proposed program
- ☐ Explanation of how comments from experts/assessors/consultants etc. were addressed is included- including comments from Academic Support Units
- ☐ Any additional information to help the MPHEC assess the quality of the proposed program
- ☐ Signature (or appended letter) confirming the collaborative submission, and principal applicant, where applicable– letter/submission by Provost following Senate approval

## ACADEMIC SUPPORT UNIT STATEMENTS (including tracking sheet)

- ☐ Centre for Learning and Teaching
- ☐ Financial Services
- ☐ Office of the Registrar
- ☐ Facilities Management
- ☐ University Libraries
- ☐ Information Technology Services (only if assessment is required. See: Academic Support Units [LINK])
- ☐ Academic Technology Services (only if assessment is required: See: Academic Support Units [LINK])
- ☐ Co-op Office (only if assessment is required: See Academic Support Units [LINK])

Appendix A – Draft Syllabus

**Faculty of Management**
**INFO xxxx.xx**
**Research Paradigms in Information Science**
**Fall 2024**

**Course Type (F2F):**
**Instructor name/title: Dr. Sandra Toze – Lead, Various Faculty**
**Office**: 4014
**Contact info (E-mail)**: stoze@dal.ca
**Office hours**: TBC
**Course website**: TBC

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## COURSE DESCRIPTION

Information science, often simply defined as the 'science of information' is "the systematic study and analysis of the sources, development, collection, organization, dissemination, evaluation, use, and management of information in all its forms, including the channels (formal and informal) and technology used in its communication" (ODLIS, 2004). Given the broad and interdisciplinary nature of the field, through this advanced seminar course we will examine the key concepts including information, data and knowledge, and how we define, understand, and measure them. To better understand the research within this field, the range of research paradigms, models and theories that are utilized will be discussed, with a focus on user-centred approaches, and how the field is considering key issues surrounding equity, diversity, inclusion, accessibility and decolonization.

## COURSE PRE-REQUISITES

None

## LEARNING OUTCOMES

**Through this course students will gain:**

- An understanding of how complex, interdependent, informational global systems shape and are shaped by the characteristics and behavior of individuals, communities, and institutions
- An appreciation of the depth and breadth of knowledge across the field of information studies;
- An ability to describe, analyse and interpret professional and scholarly literature, research data, and information resources to communicate their implications for knowledge and practice;
- An awareness of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines in information studies and beyond;
- Expertise in conceptualizing, designing, conducting, synthesizing, and evaluating ethical research that generates new knowledge, promotes reflective inquiry, uncovers solutions, and informs practical applications
- A critical and reflective orientation toward social and cultural issues of race, Indigeneity, gender, class, sexuality, language, and disability

## INSTRUCTIONAL METHODS

This will be a seminar course, with multiple Faculty members facilitating sessions, related to their research methods and agendas.

**LEARNING MATERIALS**

In addition to these general resources, each module will have reading selected by the facilitating faculty member:

Connaway, L. S., & Radford, M. L. (2021). Research methods in library and information science, 7th Edition. Libraries Unlimited.

Hartel, J. (2019). Turn, turn, turn. Proceedings of the Tenth Inter-national Conference on Conceptions of Library and Information Science, Ljubljana, Slovenia, June 16–19, 2019.Information Research,24(4).

Ma J, Lund B. The evolution and shift of research topics and methods in library and information science. J Assoc Inf Sci Technol. 2021;72:1059–1074. https://doi.org/10. 1002/asi.24474

Mehra, B. (Ed.). (2021). *Social justice design and implementation in library and information science*. Taylor & Francis Group.

Twidale, M. B., Nichols, D. M., & Lueg, C. P. (2021). Everyone everywhere: A distributed and embedded paradigm for usability. *Journal of the Association for Information Science and Technology*, *72*(10), 1272-1284.

**METHODS OF EVALUATION**

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the FOM Grading Policy.

| COMPONENT | DETAILS | DUE DATE | VALUE/WEIGHT |
|---|---|---|---|
| **Syntheses** | Write 5 short (three to four (one & half spaced) page papers based on five topic areas covered in<br><br>the course. These syntheses should summarizes the essence of the weekly readings. What are the issues? They should be concise, clear and coherent, and with a reference list; you may include additional<br><br>references to support, refute or augment any point you wish to | **Morning of class** | 50% |

| | | | |
|---|---|---|---|
| | make. You may, indeed, choose any<br><br>approach or theme that you deem pertinent and appropriate.<br><br>Depending on the topic you can also find a research study from information science that uses the approach or theory to be<br><br>discussed that week. Assess whether you believe it to be an exemplary application of that<br><br>method/theory/model, and, if necessary, explain how you would re-design the study. | | |
| **Major Paper** | Choose any of the methods/theories/models discussed (or another not covered in this course) and write a comprehensive research paper that describes it and critiques it. Include a comprehensive review of its<br><br>application in information science, and/or its potential for use in information science research areas.<br><br>The paper should follow the format for the Journal of Documentation (or another publication approved by the Instructor, and be treated like a draft paper for submission. | **End of term** | 40% |
| **Participation** | Students must be prepared and actively contribute to the seminar discussions. | **Over the term** | 10% |

**PARTICIPATION EVALUATION RUBRIC**

| CRITERIA | WEIGHTING | INDICATORS |
|---|---|---|
| Preparation | 40% | The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.) |
| Quality of contributions | 40% | The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward. |
| Frequency of participation | 10% | The student is actively engaged in the class and/or discussions at all times. |
| Attendance/Punctuality | 10% | The student is always punctual and no unexcused absences. |

**CLASS POLICIES**

**Citation Style**

FOM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

**Late penalties for assignments**

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

**Missed or Late Academic Requirements due to Student Absence:**

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

**FOM GRADING POLICY**

| | | |
|---|---|---|
| A+ | 90-100 | Demonstrates original work of distinction. |
| A | 85-89 | Demonstrates high-level command of the subject matter and an ability for critical analysis. |
| A- | 80-84 | Demonstrates above-average command of the subject matter. |
| B+ | 77-79 | Demonstrates average command of the subject matter. |
| B | 73-76 | Demonstrates acceptable command of the subject matter. |
| B- | 70-72 | Demonstrates minimally acceptable command of the subject matter. |
| F | <70 | Unacceptable for credit towards a Master's degree. |

**ACCOMMODATION POLICY FOR STUDENTS**

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require

their use will be able to fully participate.

**ACADEMIC INTEGRITY**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

**Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

## UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

### ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

### STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

### RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

### FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

## COURSE SCHEDULE

| Date of Class | Topics & Assignments |
|---|---|
| Week 1 | What is Information Science – Nature of Information Science as a Discipline and the key concepts |
| Week 2 | Paradigms in Information Science Research |
| Week 3 | Investigating Key Theories and Models |
| Week 4 | What and How do we Measure -1 |
| Week 5 | What and How do we Measure - 2 |
| Week 6 | Information Science and Social Justice |
| Week 7 | Decolonization within the Field |
| Week 8 | Considering Equity and Diversity |
| Week 9 | Accessibility |
| Week 10 | Human Centred Approaches |
| Week 11 | Ethics and Information Science |
| Week 12 | Emerging Trends |

**Appendices in red - to follow**

A. External Reviewer CV

B. FT and PT PhD pathways

C. Table 4.1 Faculty Resources

D. University Library Review

E. Centre for Teaching & Learning Review

F. Table 5.3 Budget

G. Faculty CVs

H. Office of the Registrar Review

I. Facilities Management

J. ATS Review (if required)

K. Co-op Review (if required)

# Appendix B

| PhD in Information (FT pathway) | | | | | |
|---|---|---|---|---|---|
| | Credit Hrs | **Y1** | | Credit Hrs | **Y2** |
| Coursework | 3 | Research Paradigms in Inforamtion Science | Coursework | 3 | Comprehensive 1 |
| Coursework | 3 | Equity, Diversity, Inclusion, Accessiblity, Decolonization related course | Coursework | 3 | Comprehensive 2 |
| | | | Thesis Work | 0 | Thesis Proposal |
| | Credit Hrs | **Y3** | | Credit Hrs | **Y4** |
| Thesis Work | 0 | Thesis Work | Thesis Work | 0 | Thesis Work |
| | | | Total Credit Hrs. | 12 | |

| PhD in Information (PT pathway) | | | | | |
|---|---|---|---|---|---|
| | Credit Hrs | **Y1** | | Credit Hrs | **Y2** |
| Coursework | 3 | Research Paradigms in Information Science | Coursework | 3 | Equity, Diversity, Inclusion, Accessiblity, Decolonization related course |
| | | | Thesis Work | 3 | Comprehensive 1 |
| Block | Credit Hrs | **Y3** | | Credit Hrs | **Y4** |
| Coursework | 3 | Comprehensive 2 | Thesis Work | 0 | Thesis Proposal |

| | Credit Hrs | **Years 5, 6, 7, & 8** |
|---|---|---|
| Thesis Work | 0 | Thesis Work |
| Total Credit Hrs. | 12 | |

# Appendix F

**Dalhousie University**
**Program: PhD Information**

**Faculty of Management**
**Financial Impact**

| | | 23/24 | 24/25 | 25/26 | 26/27 | 27/28 | 27/28 |
|---|---|---|---|---|---|---|---|
| | | $ | $ | $ | $ | $ | $ |
| New Students | | 2 | 2 | 2 | 2 | 2 | 2 |
| Graduated Students | | | | | | 1 | 2 |
| Enrolment | | 2 | 4 | 6 | 8 | 9 | 9 |
| **Revenue** | ERBA Tuition Proxy | Estimated ERBA allocation to Faculty | | | | | |
| **Tuition** | 8,730 | | | | | | |
| | 8,992 | | 10,790 | | | | |
| | 9,261 | | | 22,227 | | | |
| | 9,539 | | | | 34,341 | | |
| | 9,825 | | | | | 47,162 | |
| | 10,120 | | | | | | 54,649 |
| **Departmental allocation, Scholarshp Funding From FGS*** | | - | 12,000 | 21,600 | 29,280 | 35,424 | 40,339 |
| **Transfer from SIM research overhead account** | | 22,922 | 20,000 | 10,000 | 10,000 | - | - |
| **Total Revenue** | | 22,922 | 42,790 | 53,827 | 73,621 | 82,586 | 94,988 |
| **Expenditures** | | | | | | | |
| **Academic** | | | | | | | |
| Part time Faculty to cover teaching responsibilities in other programs | | 6,478 | 6,608 | 6,740 | 6,875 | 7,012 | 7,152 |
| Administrative Support student assistant | | 5,000 | 5,100 | 5,202 | 5,306 | 5,412 | 5,520 |
| **Operating** | | | | | | | |
| Student Financial Support | | 22,922 | 32,321 | 42,088 | 61,532 | 62,762 | 64,019 |
| **Total Expenditures** | | 34,400 | 44,029 | 54,030 | 73,713 | 75,186 | 76,692 |
| **Annual Surplus / (Deficit) to Faculty** | | (11,478) | (1,239) | (202) | (91) | 7,400 | 18,297 |
| **Cumulative Surplus / (Deficit) to Faculty** | | (11,478) | (12,717) | (12,919) | (13,010) | (5,610) | 12,687 |

**Variables**

| | |
|---|---|
| **FGS Value of a Point*:** | 2000 |
| **New Students Per Year:** | 2 |

***Note**: This includes a notional amount for auxiliary rounds of funding, approximately $300 lower than the value of a point in 2022. The exact amount will vary from year to year.

**Key Results**

| | |
|---|---|
| **Total Investment from Overhead Account** | 62,922 |
| **Total Investment from Operating Budget** | (12,687) |

* Funding from FGS assumes all the previous years students had GPAs > 3.7, and $2,000 per allocation point.

# Appendix H

DALHOUSIE UNIVERSITY

FACULTY OF MANAGEMENT

**INFO6850 Knowledge Justice**
**Fall 2023**

**Course Type In-person**


- **Instructor: Dr. Stacy Allison-Cassin (she/her)**
- **Office: Room 4024. Kenneth C. Rowe Management Building**
- **Office Drop-in Hours:** 9:30 am – 11:00 am on Fridays or by appointment
- **Email:** stacy.allison@dal.ca


**Dalhousie University**

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.[1]

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

## COURSE DESCRIPTION

Epistemic injustice is an injustice related to knowledge and one's position as a "knower" or holder of knowledge. Epistemic injustice and related concepts such as epistemicide, epistemic oppression, and knowledge justice are of growing interest within the study of information and within information work. The purpose of this course is to introduce students to concepts and considerations of epistemic injustice, power, and the ways information organizations and practices are implicated as sites of injustice. Students will learn practices related to knowledge justice to work toward collective justice and the betterment of the field and the profession of information.

## COURSE PREREQUESITES

None

## LEARNING OUTCOMES

[1] For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

Upon successful completion of this course, you will be able to:

- Describe concepts such as epistemic injustice, and knowledge equity and effectively connect these concepts to the work of libraries, archives, and other information organizations
- Link the equitable circulation of information and professional information practices to the goals of human rights frameworks and international objectives such as United Nations Sustainable Development goals and in Canada such as the TRC.
- Demonstrate knowledge of techniques for more equitable approaches to knowledge.
- Describe the connection of issues of epistemic justice to information professions

### *LEARNING MANAGEMENT SYSTEM SITE INFORMATION*

The course has a Brightspace site. Brightspace can be accessed using a web browser. Brightspace will be used to provide access to course syllabus, readings and resources, communicate announcements, and will be where you will find assignment information. All course assignments should be submitted via Brightspace unless other arrangements have been made.

*It is your responsibility to monitor Brightspace for communication and announcements related to the course.

### INSTRUCTIONAL METHODS

The course will be taught in-person. The course format will be a mix of lectures and in class activities.

### LEARNING MATERIALS

There is no textbook for this class. All learning materials will be provided through Brightspace.

### METHODS OF EVALUATION

See the Grading Policy.

| COMPONENT | BRIEF DETAILS | DUE DATE | WEIGHT |
|---|---|---|---|
| Course Reflection Journal (10) | Throughout the course you will produce 10 short weekly reflections on your learning. Weekly reflections are a way for you to articulate and document your learning, ask questions, and keep in communication with the instructor. They can be as long or as short as needed (you decide). They are marked on a pass/fail basis. You will receive one mark for every submission. | Throughout the term | 10% |
| Participation | Active participation in class activities is key to a positive learning environment. Participation comes in various forms, from contributing to class discussions, taking part in class activities, or assisting with group notetaking. | Instructor evaluated throughout the term. | 15% |
| Collaborative Reading Annotation x 3 | Students will use the online collaborative annotation tool Hypothesis to engage in discussions of selected readings (3). Each submission is worth 10%. A rubric | September 22nd, October 13th and November 10th | 30% |

| | | | |
|---|---|---|---|
| | and more detailed instructions will be provided in Brightspace. | | |
| Course Project Proposal | In preparation for the course project, students will submit a plan for their course project outlining the form the project will take, the topic area, group members (if applicable), anticipated roles of group members and tools of software needed, and an abstract describing the project (no more than 500 words). | Oct. 27th | 15% |
| Course Project (Groups Possible) | **Course Project**<br><br>Working alone or in a group, choose to engage in an alternative form of communication of your learning. Possible options are a zine, poster presentation, podcast, video, book display, digital exhibit, etc. Completed projects can be posted to the internet.<br><br>Final submissions should include a brief report outlining the roles and work of each group member (if applicable), an abstract outlining the project, and citations.<br><br>Workshop time will be given in class to work on the course project. | Final product due December 8th | 30% |

## INTEGRATION OF MI Competencies

| **Learning Outcomes.**<br><br>**At the end of this course, you will be able to:** | **Relevant MI Core Competencies** |
|---|---|
| Understand and describe concepts such as epistemic injustice, knowledge justice and effectively connect these concepts to the work of information management contexts such as libraries, archives, and cultural heritage organizations. | • Commitment to equity, diversity, inclusion, accessibility, and decolonization<br>• User-centered design<br>• Evidence-based practices<br>• Leadership |
| Analyze and critique issues related to justice and information in relation to human rights frameworks and international objectives such as United Nations Sustainable Development goals and reports and policy in Canada such as the Report of the Truth and Reconciliation Commission. | • Commitment to equity, diversity, inclusion, accessibility, and decolonization<br>• Leadership<br>• Management<br>• Adaptation |

| | |
|---|---|
| Articulate factors that create inequities in access to information, injustice within scholarly communication, and injustice in digital systems with a focus on key issues such as platform capitalism, injustice and AI, inequity in scholarly networks and publishing, and information situations such as healthcare. | • Commitment to equity, diversity, inclusion, accessibility, and decolonization<br>• Digital and technological literacy<br>• Management<br>• Adaptation<br>• Learning<br>• User-centered design |
| Invent and defend solutions to create more just approaches to knowledge in information management. | • Evidence-based practices<br>• Management<br>• Adaptation |

## Course Topic and Reading Schedule

| Date | Topic | Required Reading and Preparation Materials |
|---|---|---|
| Sept. 8th | Week 1. Provocations and Introductions | Sikri, K. (2020, October 22). *Academia: A Provocation by Kanishka Sikri*. https://www.youtube.com/watch?v=H_acOkr3Nao |
| Sept. 15th | Week 2. Foundations and Theories of Epistemic Injustice | Fricker, Miranda. Introduction. *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press, 2007. https://www.doi.org/10.1093/acprof:oso/9780198237907.001.0001<br><br>Fricker, Miranda. Chapter 1. *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Oxford University Press, 2007. https://www.doi.org/10.1093/acprof:oso/9780198237907.001.0001<br><br>Pohlhaus, G. (2017). Varieties of Epistemic Injustice. In *The Routledge Handbook of Epistemic Injustice*. Routledge Handbooks Online. https://doi.org/10.4324/9781315212043.ch1 |
| Sept. 22nd | Week 3. Deepening Understandings of Epistemic Injustice | Dotson, K. (2014). Conceptualizing Epistemic Oppression. *Social Epistemology*, *28*(2), 115–138. https://doi.org/10.1080/02691728.2013.782585<br><br>Haraway, D. (1988) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. Feminist Studies, 14(3), 575-599. |

| | | |
|---|---|---|
| | | Hill Collins, P. (2017). Intersectionality and epistemic injustice. In I. J. Kidd, J. Medina, & G. Pohlhaus, Jr. (Eds.), The Routledge handbook of epistemic injustice Routledge. https://doi.org/10.4324/9781315212043-11 |
| Sept. 29th | Week 4. Epistemic Injustice and Information Studies | Oliphant, T. (2021) Emerging (information) realities and epistemic injustice. *Journal of the Association for Information Science and Technology* 90. https://doi.org/10.1002/asi.24461<br><br>Pantazatos, A. (2017). Epistemic Injustice and Cultural Heritage. In I. J. Kidd, J. Medina, & G. Pohlhaus, Jr. (Eds.), *The Routledge Handbook of Epistemic Injustice*. Routledge Handbooks. https://www.routledgehandbooks.com/doi/10.4324/9781315212043.ch35<br><br>Patin, B., Sebastian, M., Yeon, J., & Bertolini, D. (2020). Toward epistemic justice: An approach for conceptualizing epistemicide in the information professions. *Proceedings of the Association for Information Science and Technology*, *57*(1), e242. https://doi.org/10.1002/pra2.242 |
| Oct. 6th | Week 5. Situating ourselves | Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241–1299. https://doi.org/10.2307/1229039<br><br>Kovach, M. (2009). "Epistemology and Research: Centring Tribal Knowledge." In *Indigenous methodologies: Characteristics, conversations and contexts.* University of Toronto Press.<br><br>Morales, M. E., & Williams, S. (2021). Moving toward Transformative Librarianship: Naming and Identifying Epistemic Supremacy. In *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory*. MIT Press. https://direct.mit.edu/books/edited-volume/5114/chapter/3075316/Moving-toward-Transformative-Librarianship-Naming |
| Oct. 13th | Week 6. Capitalism and Information | Movie, Paywall The. *Paywall: The Business of Scholarship (Full Movie) CC BY 4.0*, 2018. https://vimeo.com/273358286.<br><br>Zuboff, S. (2019). Surveillance Capitalism and the Challenge of Collective Action. *New Labor Forum*, *28*(1), 10–29. https://doi.org/10.1177/1095796018819461<br><br>Ellenwood, D. (2020). "Information Has Value": The Political Economy of Information Capitalism *In the Library With the Lead Pipe*. https://www.inthelibrarywiththeleadpipe.org/2020/information-has-value-the-political-economy-of-information-capitalism/ |

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| | | Larivière, V., Haustein, S., & Mongeon, P. (2015). The Oligopoly of Academic Publishers in the Digital Era. *PLOS ONE*, *10*(6), e0127502. https://doi.org/10.1371/journal.pone.0127502 |
| Oct. 20th | Week 7. (In)Equity in Scholarly Knowledge Production | Grande, S. (2018). Refusing the University. In *Toward What Justice?* (pp. 47–65). Routledge. https://doi.org/10.4324/9781351240932-4<br><br>Hudson, M. (2021). Indigenous Data Sovereignty: Towards an Equitable and Inclusive Digital Future. *A Digital New Deal: Visions of Justice in a Post-Covid World*. Retrieved April 5, 2021, from https://itforchange.net/digital-new-deal/2020/11/01/indigenous-data-sovereignty-towards-an-equitable-and-inclusive-digital-future/<br><br>Inefuku, H. W. (2021). Relegated to the Margins: Faculty of Color, the Scholarly Record, and the Necessity of Antiracist Library Disruptions. In S. Leung & J. R. Lopez-McKnight (Eds.), *Knowledge Justice*. MIT Press. https://direct.mit.edu/books/oa-edited-volume/5114/chapter/3075324/Relegated-to-the-Margins-Faculty-of-Color-the<br><br>**Podcast.** Knowledge Equity Lab, & The Scholarly Publishing and Academic Resources Coalition (SPARC). (2021). *Knowledge By Whom? For Whom?* (No. 1). Retrieved April 25, 2021, from http://openresearch.community/posts/the-inaugural-issue-of-the-unsettling-knowledge-inequities-podcast-discusses-equity-and-inclusion<br><br>**Review**<br><br>SPARC. “Right to Research Coalition.” https://sparcopen.org/our-work/r2rc/.<br><br>Open Access. (n.d.). *Canadian Association of Research Libraries*. Retrieved September 13, 2021, from https://www.carl-abrc.ca/advancing-research/scholarly-communication/open-access/<br><br>Budapest Open Access Initiative (2022, March 15). 20th Anniversary Recommendations. Retrieved April 26, 2022, from https://www.budapestopenaccessinitiative.org/boai20/ |
| Oct. 27th | Week 8. Citation Justice | Ahmed, S. (2013). “Making Feminist Points.” Feministkilljoys. http://feministkilljoys.com/2013/09/11/making-feminist-points/<br><br>*Citation Practices Challenge*. (n.d.). Organized by Eve Tuck, K. Wayne Yang, & Rubén Gaztambide-Fernández https://docs.google.com/forms/d/e/1FAIpQLSdpbmsJDZ3-zwca-dgGjfePrT_6koBTZRWlvh80fmoYYQRrIw/viewform?usp=embed_facebook |

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| | | Kumar, N., & Karusala, N. (2021). Braving Citational Justice in Human-Computer Interaction. In *Extended Abstracts of the 2021 CHI Conference on Human Factors in Computing Systems* (pp. 1–9). Association for Computing Machinery. http://doi.org/10.1145/3411763.3450389<br><br>Kwon, D. (2022). The rise of citational justice: How scholars are making references fairer. *Nature*, *603*(7902), 568–571. https://doi.org/10.1038/d41586-022-00793-1<br><br>**Review**<br><br>Cite Black Women Collective<br><br>Gender Balance Assessment Tool |
| Nov.3rd | Week 9. Power, Knowledge, Resistance, and Refusal | Andrews, N. (2018). Reflections on Resistance, Decolonization, and the Historical Trauma of Libraries and Academia. In K. P. Nicolson & M. Seale (Eds.), *The Politics of Theory and the Practice of Critical Librarianship*. Library Juice Press. https://web.p.ebscohost.com/ehost/ebookviewer/ebook?sid=05a23b92-7514-475a-b189-f491cdeda254%40redis&ppid=pp_181&vid=0&format=EB<br><br>Causevic, A., Philip, K., Zwick-Maitreyi, M., Lewis, P. H., Bouterse, S., & Sengupta, A. (2020). Centering knowledge from the margins: Our embodied practices of epistemic resistance and revolution. *International Feminist Journal of Politics*, *22*(1), 6–25. https://doi.org/10.1080/14616742.2019.1701515<br><br>Medina, J. (2013). The Epistemology of Resistance: Gender and Racial Oppression, Epistemic Injustice, and the Social Imagination. Oxford University Press. Retrieved 11 May. 2021, from https://oxford-universitypressscholarship-com.myaccess.library.utoronto.ca/view/10.1093/acprof:oso/9780199929023.001.0001/acprof-9780199929023<br><br>Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society,* 3(3), 1-25. |
| Nov. 10th | Week 10. Indigenous Knowledges, Equity, and Justice | Corbiere, A. 'Audio of Text: Art of Tradition.' In Afterlives of Indigenous Archives, edited by Ivy Schweitzer and Gordon Henry. 202-211. Hanover, NH: Dartmouth College Press, 2019. https://digitalcommons.dartmouth.edu/facoa/3983/<br><br>Bruce Granville Miller, *Oral History on Trials: Recognizing Aboriginal Narratives in the Courts*, 2011, Chapter 2. https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma990030486670107190 |

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| | | O'Neal, J. (2015). "The Right to Know": Decolonizing Native American Archives. *Journal of Western Archives*, *6*(1). https://doi.org/10.26077/fc99-b022<br><br>Robinson, D. (2020). *Hungry listening: Resonant theory for indigenous sound studies*. University of Minnesota Press. Introduction and Chapter 1. https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma990070182240107190 |
| Nov. 24 | Week 11. Human Rights Frameworks | Flyverbom, M. and G. Whelan (2019). "Digital Transformations, Informed Realities, and Human Conduct." In *Human Rights in the Age of Platforms*. https://direct.mit.edu/books/oa-edited-volume/4531/chapter-standard/202529/Digital-Transformations-Informed-Realities-and<br><br>Mathiesen, K. (2015). Human rights as a topic and guide for LIS research and practice. *Journal of the Association for Information Science and Technology*, *66*(7), 1305–1322. https://doi.org/10.1002/asi.23293<br><br>Design Practices: "Nothing about Us without Us." (2020). In *Design Justice* (1st ed.). Retrieved from https://design-justice.pubpub.org/pub/cfohnud7<br><br>United Nations. (2007) "United Nations Declaration on the Rights of Indigenous Peoples" 2007. https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html (Links to an external site.).<br><br>United Nations. (n.d). *Transforming our world: The 2030 Agenda for Sustainable Development \| Department of Economic and Social Affairs*. Retrieved January 9, 2021, from https://sdgs.un.org/2030agenda<br><br>United Nations. (10 December 1948). *Universal Declaration of Human Rights*. United Nations; United Nations. Retrieved April 25, 2021, from https://www.un.org/en/about-us/universal-declaration-of-human-rights<br><br>National Centre for Truth and Reconciliation. (n.d.). *Reports*. NCTR. https://nctr.ca/records/reports/ |
| Dec. 1st. | Week 12. Toward Knowledge Justice in the Information Professions | Brown, J., & Leung, S. (2018). Authenticity vs. Professionalism: Being True to Ourselves at Work. In *Sofia Leung*. Library Juice Press. https://dspace.mit.edu/handle/1721.1/121971 |

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| | | Dunbar, A. W. (2021). Introduction To Part II: The Courage of Character and Commitment versus the Cowardliness of Comfortable Contentment. In S. Leung & J. R. Lopez-McKnight (Eds.), *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory*. https://direct.mit.edu/books/edited-volume/5114/chapter/3075320/Introduction-To-Part-II-The-Courage-of-Character |

## CLASS POLICIES

**Attendance**
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

### Citation Style
MI courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

### Assignment Expectations

All assignments are to be submitted online via Brightspace unless stated otherwise. Do not send assignments to the instructor via email without prior agreement. Note: Brightspace will be set to close to submissions after the last submission date.

Proper formatting of citations is an important part of graduate and professional level work. Please use APA style. You may find it helpful to use Zotero to keep track of your research and create footnotes and bibliographies. Dalhousie libraries have many resources to assist with citations and keeping track of research resources.

Information Management Subject Liaison Librarian Lindsay McNiff is available for consultation to assist with research support. The LibGuide for Information Management and other supports in the Libraries are valuable resources. Please take advantage of them.

Written work should:
- Be submitted as a Word document or PDF
- Formatted using single space, 12-point Times New Roman font, page numbers in the top right corner. Use a single space between sentences and do not indent paragraphs.
- Do not include a cover page.
- Headings are strongly encouraged to increase clarity and organization of your writing.
- Make sure to put your name in the top right corner of the first page.

### ASSIGNMENT DEADLINES, LATE ASSIGNMENT POLICY, MISSED CLASSES

Students are strongly encouraged to submit assignments by the posted deadline.

If you are facing challenges in completing your assignment by the deadline, please contact the instructor as soon as possible. Requests for extensions must be ideally received by email a minimum of 48 hours in advance of the due date. Extensions are granted at the discretion of the instructor.

- Assignments are due by 11:59 pm Atlantic on the date they are due unless another deadline is stipulated. Submissions uploaded past this time will be considered late.
- Unexcused late assignments will not be accepted for class presentations and collaborative annotations. Group work requires participation of everyone.
- The final assignment deadline is set up along a "best by" date. Submissions received by the due date will receive full feedback. Submissions will be received up to seven days after the due date will be graded with no reduction in marks but will not receive full feedback. **Unexcused (you have not communicated with me and arranged for accommodation) late assignments will not be accepted seven days after the due date and will receive a grade of zero.**

Personal situations can create numerous challenging circumstances. If you are encountering any circumstances that are making it difficult to meet your course obligations and/or assignment deadlines, please let me know as soon as possible so that we can adjust and accommodate.

The Student Declaration of Absence is not required and should not be used for this course.

NOTE: It is your responsibility to communicate with the instructor via email when you will be absent from class or miss an assignment deadline.

### METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the SIM Grading Policy.

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| **A+** | **90-100** | Demonstrates original work of distinction. |
| **A** | **85-89** | Demonstrates high-level command of the subject matter and an ability for critical analysis. |
| **A-** | **80-84** | Demonstrates above-average command of the subject matter. |
| **B+** | **77-79** | Demonstrates average command of the subject matter. |
| **B** | **73-76** | Demonstrates acceptable command of the subject matter. |
| **B-** | **70-72** | Demonstrates minimally acceptable command of the subject matter. |
| **F** | **<70** | Unacceptable for credit towards a Master's degree. |

## ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or

experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

## ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

**Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

## UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

## ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

## STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

## DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

## INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

## RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

**FAIR DEALING POLICY**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

# Appendix I



Stacy Allison-Cassin

Updated February 2024

Department of Information Science
Dalhousie University
Halifax, NS
stacy.allison@dal.ca

**Education**

2021 Ph.D. (2021), Humanities, York University, Toronto, Canada
Dissertation title: *Fugitive Phrases: Arcade Fire, Music, and the Amorous Subject.*
Dissertation committee: Steve Bailey (supervisor), Victor Shea, Kevin Dowler.
External Examiner: David Hesmondhalgh, Leeds University.

2004 MISt, (2004), University of Toronto, Toronto, Canada

2002 MMus, Performance (2002), Duquesne University, Pittsburgh, U.S.A.

1999 Advanced Cert. in Music Performance (1999), University of Toronto, Toronto, Canada

1997 Honours BMus, (1997), Wilfrid Laurier University, Waterloo, Canada

## Professional Appointments

2022- Assistant Professor, Department of Information Science, Dalhousie University, Halifax, NS.

2020-2022 Assistant Professor, Teaching Stream, contractually limited appointment. School of Information, University of Toronto, Toronto, ON.

2005-2022 Associate Librarian, Libraries, York University, Toronto, ON
Teaching and Learning Librarian, Critical Pedagogy (Associate Librarian). Department of Student Learning and Academic Success, Scott Library, York University, Toronto, ON. 2018-Present (on leave Nov. 2020 – Dec. 2022)

W.P. Scott Chair in E-Librarianship (Associate Librarian)**,** Liaison for Philosophy. Research and Collections Department, Scott Library, York University, Toronto, ON. 2015-2017

Digital Humanities Librarian (Associate Librarian), Liaison for Philosophy, Research and Collections Department, Scott Library, York University, Toronto, ON. 2014-2015

Music Cataloguer (Associate Librarian), Bibliographic Services, Scott Library, York University, Toronto, ON 2005-2014 (on secondment as of 2014-2017)

2004 National Librarian, Canadian Music Centre, Toronto, ON. 2004-2005

## Publications

### Book Chapters

2023 Allison-Cassin, Stacy. "Indigenous Nationhood, Sovereignty and Linked Data: A Wikidata Case Study Examination of the Métis Nation." In B.M. Watson (Ed.) *Ethics in Linked Data*. (2023). Library Juice Press.

2014 Allison-Cassin, Stacy. "The Possibility of the Infinite Library: Exploring the Conceptual Boundaries of Work and Texts of Bibliographic Description." In S. D. Miksa (Ed.), *Functional future for bibliographic control: transitioning into new communities of practice and awareness*. (2014). London: Routledge.

### Edited Volumes

2022 Allison-Cassin, Stacy, and Dean Seeman, editors. Special Issue: Metadata as Knowledge. *KULA: Knowledge Creation, Dissemination, and Preservation Studies Journal*. August 2022.

### Refereed Articles

2020 Allison-Cassin, Stacy. "Bodies, Brains, and Machines: An Exploration of the Relationship between the Material and Affective States of Librarians and Information Systems." *Library Trends* 68, no. 3 (April 2, 2020): 409–30. https://doi.org/10.1353/lib.2020.0009.

2018 Allison-Cassin, Stacy, and Dan Scott. "Wikidata: A Platform for Your Library's Linked Open Data." *The Code4Lib Journal*, no. 40 (May 4, 2018). https://journal.code4lib.org/articles/13424.

2016 Allison-Cassin, Stacy. "A Scenes Approach to Metadata Models for Music." *Journal of Library Metadata*, vol. 16, no. 3–4, Oct. 2016, pp. 181–201. doi:10.1080/19386389.2016.1258891.

2012 Allison-Cassin, Stacy. "The Possibility of the Infinite Library: Exploring the Conceptual Boundaries of Works and Texts of Bibliographic Description." *Journal of Library Metadata*, vol. 12, no. 2–3, Apr. 2012, pp. 294–309. doi:10.1080/19386389.2012.700606 .

2006 Dilevko, Juris, et al. "Investigating the Value of Scholarly Book Reviews for the Work of Academic Reference Librarians." *The Journal of Academic Librarianship*, vol. 32, no. 5, Sept. 2006, pp. 452–66. doi:10.1016/j.acalib.2006.07.001.

**Refereed Conference Papers**

2023 Allison-Cassin, S., & Callison, C. The Respectful Terminologies Platform Project and Envisioning Indigenous Governance. *Proceedings of the Annual Conference of CAIS / Actes Du Congrès Annuel de l'ACSI*.

2022 "Indigenous Peoplehood, Nationhood, and Sovereignty: A Wikidata Case Study" DH Unbound. Online. May 2022.

2020 "Recognizing Indigenous Sovereignty and Imagined Futures in the Context of Linked Data." DH2020 Global Digital Humanities. With Dean Seeman, University of Victoria. Cancelled due to Covid-19.

2015 "Sounding it Out: The Mariposa Folk Festival and a Linked Open Data Digital Library."DH2015 Global Digital Humanities. University of Western Sydney, Sydney, Australia, 2015. Abstract with MJ Suhonos, Ryerson University; Anna St. Onge, York University & Nick Ruest, York University. July 3, 2015

**Book Reviews**

2021 Allison-Cassin, Stacy. "Book Review: Indigenous Research: Theories, Practices, and Relationships." *The International Journal of Information, Diversity, & Inclusion*. January 2021.

2018 Allison-Cassin, Stacy. "Book Review: Leveraging Wikipedia." *The International Journal of Information, Diversity, & Inclusion*, vol. 2, no. 4, Nov. 2018. https://publish.lib.umd.edu/IJIDI/article/view/558.

2006 Allison-Cassin, Stacy. "Frank Welsman: Canadian Conductor (Book Review)." *CAML Review / Revue de l'ACBM*, vol. 34, no. 3, Nov. 2006. https://caml.journals.yorku.ca/index.php/caml/article/view/1316

2005 Allison-Cassin, Stacy. "Traveling Music: Playing Back the Soundtrack to My Life and Times (Book Review)." *CAML Review / Revue de l'ACBM*, vol. 33, no. 3, Oct. 2005. https://caml.journals.yorku.ca/index.php/caml/article/view/1394

**Manuscripts in Process**

**Editing**

Allison-Cassin, Stacy, and Antoine Damiens, editors. *Counter Archives: Communities*. Concordia University Press, Anticipated 2024.

Allison-Cassin, Stacy, et al., editors. "Indigenous Knowledge and Data in Ethical Information Management." The Serials Librarian, 2024, pp. 1–1. Taylor and Francis+NEJM, https://doi.org/10.1080/0361526X.2022.2076762. In production. Anticipated early 2024.

**Articles and Book Chapters**

Callison, C., & Allison-Cassin, S. (2024). Imagining a Pathway to Move Forward in a Good Way: The Respectful Terminology Platform Project. *EA, Indigenous Abundance*. International Indigenous Librarians Forum, Honolulu. Accepted. Anticipated 2024

Allison-Cassin, S. Wikidata in Canada: A Review of the Library Landscape. In J.-M. Lapointe & S. Montreuil (Eds.), *Open Knowledge and Wikimedia Projects in Canada*. Presses de l'Université de Montréal. Accepted. Anticipated 2024

Allison-Cassin, Stacy, C. Callison & Robin Desmeules. "The Development of Indigenous Community Vocabularies in the Canadian Context: The First Nations, Métis, Inuit, Indigenous Ontology" Anticipated 2024.

**Selected Reports & Non-Refereed Publications**

2019 Association of Research Libraries Task Force. *ARL White Paper on Wikidata Opportunities and Recommendations*. Association of Research Libraries. 2019. https://upload.wikimedia.org/wikipedia/commons/7/70/ARL_White_Paper_on_Wikidata_Opportunities_and_Recommendations.pdf

2018 Allison-Cassin, Stacy and Mark Puente. "York, Ryerson Universities Host Summit on Decolonizing Description in Libraries, Archives". ARL Blog. July, 24, 2018. from Association of Research Libraries website: https://www.arl.org/news/york-ryerson-universities-host-summit-on-decolonizing-description-in-libraries-archives/

2017 Allison-Cassin, Stacy. "Research Libraries and Wikimedia: A Shared Commitment to Diversity, Open Knowledge, and Community Participation." *Wikimedia Foundation Blog*, https://blog.wikimedia.org/2017/10/04/libraries-wikipedia-york-university-project/

2017 Lih, Andrew, et al. *Wikipedia Weekly Podcast: WikidataCon 2017*. 127, http://wikipediaweekly.org/.

2009 Denton, William and Stacy Allison-Cassin. “One Big Library Unconference" *AccessOLA*, Winter 2009.

2009 Allison-Cassin, Stacy. “Sharing Creative Content Through the Creative Commons.” *YULibrary Faculty Newsletter*, Spring 2009.

2008 Allison-Cassin, Stacy.“The Scholarly Communication Initiative.” YULibrary Faculty Newsletter, Spring 2008.

2007 Allison-Cassin, Stacy and Mita Williams.“Scholr 2.0” Scholars Portal Whitepaper.” Scholars Portal. 2007. http://hdl.handle.net/10315/2878

2005 Allison-Cassin, Stacy. “The Canadian Music Centre and the Digital Delivery of Scores” *CAML Review / Revue de l’ACBM*, vol. 33, no. 1-2.

## Awards & Honours

2016 York University Research Leader

2010 York University Faculty Association Merit Award. $3000

2009 York University Faculty Association Merit Award. $2000

2008 York University Faculty Association Merit Award. $2000

2007 York University Faculty Association Merit Award. $2000

2006 York University Faculty Association Merit Award. $2000

## Grants

2024 *Archives in Action: Canadian AV Archival Policy Plan*. SSHRC Connections. (co-applicant). 49,994.00 (total grant)

2023 *The Respectful Terminology Platform Project*. Public Knowledge. Mellon Foundation. (PI) 1,400,000 USD.

2023 *Forward Linking.* SSHRC Partnership Development Grant. (co-applicant). 200,000.00 (total grant)

2023 International Federation of Library Associations Conference and Satellite Meeting. SSHRC Exchange. 2,000. (PI)

2022 *Linked Data Tools and Indigenous Terminologies: A Preliminary Study*. Dalhousie Belong Research Fellowship Awards. $4800.

2022 Black, Indigenous, Racialized Scholar/Research Grant Program. Research Seed Funding. “Métis Identity & Linked Data: Prototyping Expressions of Métis Nationhood and Peoplehood.” $5491.20 (unable to accept funding due to move to Dalhousie)

2021 Knowledge Equity Summer Institute Project. Initiative sponsored by SPARC and part of a larger grant project funded the Hewlett Foundation. $20 000

2020- Cyberinfrastructure grant, Canadian Foundation for Innovation (CFI). Scientific (i.e. Research) Team Lead for the “Navigating Scale” Theme. “Linked Infrastructure for Networked Cultural Scholarship (LINCS).” Award: $2,000,000.00

2020 Wikicite Satellite Meeting Grant. Wikimedia Project. Lead application and project by the IFLA Wikidata Working Group. Award: $10000 USD

2019- Archive/Counter-Archive (A/CA): Activating Canada's Moving Image Heritage. SSHRC Partnership Grant (York, Ryerson, Queen's, and Concordia). Collaborator, Technology Working Group; Knowledge Architecture Working Group. PI: Janine Marchessault, York U.

2019 York University Minor Research Grant. PI. “Research Meeting Travel: Linked Infrastructure for Networked Cultural Scholarship” Award: $970.00

2019 Wikimedia Deustchland. PI “Wikidata Conference Travel Scholarship.” Award: travel, accommodation, other expenses.

2019 Social Sciences and Humanities Research Council (SSHRC) Exchange (Travel) grant. PI “Canadian Communication Association Annual Meeting” Award: $427.72

2019 International Federation of Library Associations (IFLA) First Time Attendee Travel Grant. IFLA.

2019 Wikimedia Canada Program Grant. PI. “Indigenous knowledges Wikipedia Workshop.” Award: $450.

2019 LD4L Conference, Harvard. Linked Data 4 Libraries (LD4L) Project. Recipient. “LD4L Travel Scholarship” Award: $500 USD.

2018 Decolonizing the Internet Conference Travel Scholarship. Who’s Knowledge. Award: travel, accommodation, other expenses.

2018 LD4L Conference, Stanford. Linked Data 4 Libraries (LD4L) Project. PI. “LD4L Travel Scholarship” Award: $500 USD.

2018 WikiConference North America. PI. “Conference Travel Scholarship.” $500 USD.

2018 York University Indigenizing the Academy Event grant, PI. “In Our Own Words: Decolonizing Description in Library and Archival Practice.”

2018 York University Indigenizing the Academy fund. PI “Surfacing Knowledge, Building Relationships: Indigenous Communities, ARL and Canadian Libraries” $2052 (to support the employment of an Indigenous person)

2017 Young Canada Works federal grant to hire an Indigenous Digital Project Assistant to support the ARL Project. Matching funds supplied by York University Libraries. PI. Award: $6400

2017 York University Indigeneity in Teaching and Learning fund., PI

2016 Wikimedia Foundation Project Grant, PI. Music in Canada @ 150: A Wikipedia and Wikidata Project.”

2016 Music in Canada @ 150, York University Canada 150 Grant, PI

2015 Social Sciences and Humanities Research Council (SSHRC) Travel grant, PI.

2014 York University Minor Research Grant, for Mariposa Linked Open Data Research Project.

2011 Canadian Foundation for Innovation (CFI) Comparative Perspectives on Gender and Work. Collaborator. Collaborator.

2008 York University Minor Research Grant. Co-investigator. A Survey of Disciplinary Attitudes and Practices regarding Scholarly Communication at York University.

## Keynotes & Invited Talks

Allison-Cassin, S. (2023, November 6). Listening, Learning, and Change: Decolonization and Metadata. Dublin Core Metadata Initiative Annual Conference. Conference online and Daegu, Korea.

Allison-Cassin, S. (2023, October 24). *Sorting things out? Disruption and its Consequences* [Keynote]. Access Conference, Halifax.

Allison-Cassin, S. (2023, September 7). *The varied landscapes of Indigenous-focused descriptive work in Canada* [Keynote]. Kummargii Yulendji Symposium, online and Melbourne. https://about.informit.org/news/kummargii-yulendji-symposium/

Allison-Cassin, S. (2023, June 22). *Absence versus Prescence, Certainty versus Ambiguity: Creative Approaches to Ethical Data Practice*. [Keynote] International Conference on Computational Computing, Waterloo, Ontario. https://computationalcreativity.net/iccc23/

Allison-Cassin, S. (2022, November 28). *Linked Data, Libraries, and Decolonization*. Semantic Web in Libraries Conference (SWIB), online. https://swib.org/swib22/programme.html

## Invited Talks and Panels

2023 Allison-Cassin, S., & Callison, C. (2023, May 7). *Respectful Terminologies and Decolonizing Linked Data*. Making Links Conference, Guelph, Ontario. https://lincsproject.ca/docs/about-lincs/get-involved/events/2023-05-conference

2023 Allison-Cassin, S., Podruchny, C., & Rowe, R. K. (2022, August 25). *Examining the Roots of Universities in Violence Against Indigenous Communities*. SPARC's Knowledge Equity Series, online. https://sparcopen.org/event/examining-the-roots-of-universities-in-violence-against-indigenous-communities/

2022 Allison-Cassin, Stacy. "Sustainable Knowledge Organization and Indigenous Communities" LINCS Sustainability Symposium. June 2022. Keynote.

2022 Allison-Cassin, Stacy, Sharon Farnel (Alberta), Deanna Reder (SFU) "Ethics of Indigenous Digital Scholarship". DH Speakers Series. Digital Humanities at uOttawa, DH@Gueph, Centre de recherche interuniversitaire sur les humanités numériques. March 2022.

2022 Allison-Cassin, Stacy and Melissa Stoner, Jane Anderson, Camille Callison, Maui Hudson, Joy Owengo, Darcy Cullen. "Indigenous knowledge, standards, and knowledge management" Keynote panel session. NISO+ Conference, Tuesday, February 15, 2022.

2021 Allison-Cassin, Stacy and Melissa Stoner, University of California. "Metadata and Indigenous Knowledge/Non-Traditional Outputs" Keynote panel session. Moderators: Camille Callison (UFVa), Cindy Hoyle (Kansas City Public Library) National Information Standards Organization (NISO) DEIA Webinar Series. Dec. 6th, 2021

2021 Allison-Cassin, Stacy and Anahera Morehu. “Indigenous Librarianship.” Panel session: International Issues. Moderator: Camille Callison. New Librarianship Symposium. Nov. 11th, 2021 (online)

2021 Allison-Cassin, Stacy. With Lydia Pintscher (WMDE), Matariki Williams (Te Papa Tongarewa / Museum of New Zealand), "Perspectives and Provocations" Panel discussion. Moderator: Anasuya Sengupta. Decolonising the Internet’s Structured Data Wikidata Conference. Organized by Whose Knowledge?, Wiki Movimento Brasil, and Wikimedia Deutschland. October 13th, 2021 Oct. 13th, 2021 (online)

2021 Allison-Cassin, Stacy. “Indigenous Identities and Colonial Legacies in Library Description” British Columbia Library Association Annual Conference. May 7th, 2021 (online)

2021 Keynote: Allison-Cassin, Stacy. “Beginning Conversations on Indigenous LIS Curriculum Development.” Decolonizing the Curriculum Event. School of Information, Pratt Institute. April 15th 2021. (online)

2021 Allison-Cassin, Stacy. “Incorporating subject headings for Indigenous peoples/First Nations” OCLC Cataloging Community Meeting. January 15th, 2021. (online)

2021 Allison-Cassin, Stacy. “Vocabulary as Resistance and Reconciliation” LD4L Wikibase Working Hour. Feb. 11th, 2021. (online)

2020 Allison-Cassin, Stacy, Candice Sudlovenick, and Lisa Brinkley. “Ownership of Research Data, Part 2: Indigenous Research Data.” Presented by Research Data Canada, October 22, 2020. (online)

2020 Allison-Cassin, Stacy, and Richard Higgs. “Decolonization in Education: Role of the Academic Library.” Presented at the IFLA Academic Research Libraries Section Webinar series, August 20, 2020. (online)

2020 Allison-Cassin, Stacy, and Karim Tharani. “Critical Issues in Knowledge Equity.” Presented at the IFLA WikiCite Discussion Series, July 15, 2020. (online)

2020 Allison-Cassin, Stacy. “Social Justice, Human Rights, & Wikipedia Projects: Addressing systemic injustice on the Internet.” British Columbia Library Association Annual Conference. May 2020. Cancelled due to COVID 19.

2019 Allison-Cassin, Stacy. “Recognizing and Respecting Indigenous Sovereignty in Research and Education.” United Nations, New York, 2019. https://research.un.org/conferences/media.

2019 Allison-Cassin, Stacy. “Wikipedia and Libraries update”. International Federation of Library Associations, World Library Information Conference, Athens, August 2019.

2019 Allison-Cassin, Stacy. “Possible Pathways for Indigenous Ontologies in Canadian University Libraries” Canadian Association of Research Libraries Annual Meeting, Victoria, BC, May 2019.

2018 Allison-Cassin, Stacy. “Indigenous Data Sovereignty in the Open.” OpenCon, Toronto, October, 2018.

2017 Allison-Cassin, Stacy. “Diversity & Search” Markham Public Library, Nov., 2017.

2016 Allison-Cassin, Stacy. “The Linked Data Cloud, Cultural Heritage, and the Canadian Context” Canadian Linked Data Summit, Montreal, PQ, Oct. 24-26, 2016.

2009 Allison-Cassin, Stacy. “Scholarly Communication @ York” with Andrea Kosavic. Scholarly Communication, it’s core. University of Toronto at Mississauga, Mississauga, ON. Oct. 15, 2009.

## Invited Guest Lectures (Selected)

2022 Allison-Cassin, Stacy. “Decolonization and Knowledge Organization.” Knowledge Organization. School of Information, University of Ottawa. Nov. 2022

2022 Allison-Cassin, Stacy. “Decolonization and Copyright in the Context of Information Work”. Recurring guest lecture as part of the Creative Commons Certificate program in Open GLAM/Culture. Nov., July 2022.

2021 Allison-Cassin, Stacy. “Indigenous Matters in Librarianship: An Overview.” Critical Librarianship, Faculty of Information and Media Studies, Western University. July 8th, 2021.

2020 Allison-Cassin, Stacy. “Decolonizing Metadata & Linked Open Data” Course. Introduction to Indigenizing and Decolonizing LIS, Faculty of Information and Media Studies, Western University. Feb. 9th, 2020.

## Invited Workshops and Facilitation Activities

2023 Allison-Cassin, S., & Poitras, C. *Indigenous Cataloging: Centering First Nations Cultures, Communities, Collections*. Jumpstart Inclusive Cataloging. April 19, 2023.

2020 Allison-Cassin, Stacy. “Intro to Wikidata: Making Canadian artists stand out in the digital world.” Music Manager’s Forum Webinar Series. Sept. 16, 2020. Online.

2020 Allison-Cassin, Stacy. “Indigenous Knowledge Architecture and Metadata” Vulnerable Media Lab, Queen’s University, June 24-25, 2020. Online.

2019 Allison-Cassin, Stacy. “Wikidata: a do-it-yourself and do-it-together way of making Canadian artists stand out in the digital world.” Canadian Arts Presenting Association/l'Association canadienne des organismes artistiques (CAPACOA) Conference. November 15, 2019. Ottawa, Ontario.

2019 Allison-Cassin, Stacy. Wikidata Training Session. International Federation of Library Associations, World Library Information Conference, August 27th, 2019. Athens, Greece.

**Campaigns Organized**

“Music and Belonging” Music in Canada @ 150 Wikipedia project” Organized a national campaign to add structured content on Canadian music to Wikimedia projects. Included creating training materials, outreach, project webpages and coordinating activities at nine physical sites at universities and public libraries across Canada. Project funded via Wikimedia Foundation. 2017-2019.

“Music and Belonging” Music in Canada @ 150 Wikipedia project.” Organized and led one-day pre-conference session that included panel sessions, training and editing.

Lead Organizer, GLAMWiki Summit, Toronto, Ryerson, May 2019.

**Conferences organized**

2023 Canadian Association of Information Studies. June 2023. Online. Conference Co-Chair.

2023 IFLA World Library Information Congress. August 2022. Rotterdam, NL. Organized Standing Committee Session.

2022 IFLA World Library Information Congress. July 2022. Dublin, Ireland. Organized Standing Committee Session. July 2022.

2021 IFLA Wikicite Satellite Meeting. August 2020. Dublin, Ireland. Moved to online delivery.

2019 Toronto GLAM Wiki Summit. May 2019. Hosted by Ryerson University.

2018 Co-Chair. In Our Own Words: Decolonizing Description in the Library and Archival Community, June, 2018. Held jointed between York University Libraries and Ryerson University Libraries.

2017 Program Committee member, Advancing Linked Open Data (LOD) in the Humanities, July 2017.

2017 Organizer. Pre-Conference Workshop, Digital Humanities 2017, Montreal

2017 Chair/Organizer. "Music and Belonging: Canada @ 150 Music and Wikipedia Project" a one-day workshop and coordinated edit-a-thon events scheduled throughout 2017.

2017 Program Chair, Canadian Association of Music Libraries annual meeting. Joint meetings of the Canadian Traditional Music Society; International Association of the Study of Popular Music, Canada; Canadian University Music Society. Toronto, ON. 2016-2017.

2016 Chair. "LODLAM (Linked Open Data in Libraries, Archives, and Museums, Toronto" Hackfest and THATCamp held jointly between York University and Ryerson University. May 12-13, 2016.

2008 Co-Chair. "One Big Library Unconference" Centre for Social Innovation. Toronto. June 2008.

2006 Local Arrangements Chair. Canadian Association of Music Libraries annual meeting. Congress of the Social Sciences and the Humanities. Toronto, ON. 2006.

**Panels Organized**

2020 *"Perspectives on Openness": Honouring Indigenous Ways of Knowing*. Panelists: Alan Ojiig Corbiere, Sean Hilliar, Deborah McGregor. Chair: Stacy Allison-Cassin. York University. Oct. 20th 2020.

2020 **"**Indigenous Issues in Technical Services: A Roundtable Discussion." Camille Callison, Robin Desmeules, Trina Grover, Carol Rigby, Stacy Allison-Cassin, Kelly Buehler. Ontario Library Association, Toronto, ON, January 2020

2019 "GLAM models for participation: Campaigns, and Wikimedian-in-Residence" Amy Furness, Art Gallery of Ontario; Dawn Bazely, York University; John Dupuis, York University, Alex Jung, University of Toronto. Chair: Stacy Allison-Cassin. GLAM Wiki Summit, Toronto, ON, May 2019.

2018 **"**Indigenous research & access" Shiri Pasternak, Co-director, Yellowhead Institute, Ryerson, Ruth Kolezar-Green, Special Advisor to the President on Indigenous Issues, Assistant Professor, Faculty of Social Work, York, Jesse Thistle, PhD student, History, York, Trudeau Scholar. Chair: Stacy Allison-Cassin. In Our Own Words: Decolonizing Description in the Library and Archival Community, June, 2018.

2018 "Reconciliation and Social Justice through Collaboration with Indigenous Communities in Wikimedia Projects" Creative Commons Summit Global Summit, Toronto, ON, April 13th, 2018. With Kyl Morrison, Indigenous community activist and educator, Anna St.Onge, York, Alex Stinson, Wikimedia Foundation.

2015 "Playing for keeps? Digital pedagogy, student work and preservation" Digital Curation Lessons Learned: Failing Better. Ontario Council of University Libraries (OCUL) Digital Curation Summit, McMaster University, Hamilton, ON. Oct. 16, 2015. With Myron Groover, McMaster University and Lydia Zvyagintseva, UTSC

**Papers and Presentations**

2023 Allison-Cassin, S., & Callison, C. (2023, August 19). *The Respectful Terminologies Platform Project* [Presentation]. Empire, Indigeneity, and Colonial Heritage Collections Confronting Difficult Pasts, Enabling Just Futures, Leiden, Netherlands.

2023 Allison-Cassin, S., & Callison, C. (2023, August 21). *The Respectful Terminology Platform Project & the Indigenous Vocabulary Development, Workflows, and Governance. Session Title. Identifiers for Identities: Rectifying the (Mis)Representation of Demographic Groups* [Presentation]. IFLA World Library and Information Congress, Rotterdam.

2021 "Wikidata, the LINCS Project, and the Mariposa Folk Festival Dataset" Digital Humanities Conference, University of Toronto. October 22nd, 2021 (online)

2021 "Wikimedia Projects, Libraries, and the UN Sustainable Development Goals." with Alex Stinson, Wikimedia Foundation. World Library Information Congress, International Association of Library Associations. August 19th, 2021 (online)

2021 "Wikidata In The Classroom." with Adam Cavanaugh, Cora Coady and Julia Gilmore. LD4 Conference on Linked Data. July 21st, 2021. Online.

2020 "Collaborative constructions: Linked data and Canadian cultural scholarship" with Kim Martin; Lisa Goddard; Sharon Farnel; Susan Brown; Dan Scott. Access Conference, Oct. 2020.

2020 "First Nations, Métis, and Inuit Ontology Development" with Camille Callison, UManitoba; Robin Desmeules, McGill; Lisc Daley, Legislature of the North West Territories. Ontario Library Association, Toronto, ON, 2020

2020 "GLAMming in the Wikiworld: Canadian Librarians and Wikimedia Canada" with Loren Fantin, Our Digital World; Benoit Rochon, Wikimedia Canada; and Christina Pietropaolo, Ryerson University. Ontario Library Association, Toronto, ON, 2020

2020 “Recognizing Sovereignty: Wikidata and Indigenous Nations in North America.” WikiConference North America, MIT, Boston, Nov. 2019.

2019 “Recognizing Nations, Recognizing Sovereignty: Wikidata and Wikibase for Canadian Indigenous Nations.” Wikidata Conference, Berlin, Germany, Oct. 2019

2019 “Open Access Principles for Cultural Heritage” World Library Information Congress, International Association of Library Associations, Athens, Greece, August 2019

2019 “Love Songs & Information” Canadian Communication Association, Congress of the Humanities and Social Sciences, University of British Columbia, Vancouver, BC, June, 2019.

2019 “Leveraging Wikibase for Linked Data Vocabulary Management: Indigenous Communities In Canada.” LD4P Conference, Harvard University, Boston, MA, May 2019. With Dean Seaman, UVic.

2019 “Indigenous Career and Labour Mentoring in Knowledge Institutions.” Superconference, Ontario Library Association, January 2019.

2018 “Wikibase & Indigenous Knowledge in the Canadian Context” Wikibase Summit, New Museum, New York, NY. September 2018.

2018 “Advancing social justice in LAM through structured data & Wikidata. An ARL Project.” Canadian Association of Professional Academic Librarians, Congress, Regina. June 2018.

2018 “Surfacing Knowledge, Building Relationships: Indigenous Communities, ARL and Canadian Libraries” LinkedData4Libraries Conference, Stanford University, Stanford, California. May 2018. With Anna St. Onge, York University.

2017 “Canada @ 150 Music Project” Lightning Talk. Wikidata Conference, Berlin, Germany. Oct. 2017.

2017 “Advancing social justice in LAM through structured data & Wikidata. An ARL Project.” Wikimania Conference, Montreal, Quebec. August 2017

2017 “Politics of Ontologies.” Advancing Linked Open Data (LOD) in the Humanities, Pre-Conference Workshop, Annual meeting of the International Alliance of Digital Humanities Organizations (ADHO), 2017, Montreal

2017 “Wikidata, Music & Community: Leveraging Local Music Festival Data.” Canadian Association of Music Libraries Conference. Toronto, ON. May 2017. with Dan Scott.

2017 "Bridging the Gap: Linked Open Data for Libraries, Archives and Museums” Superconference, Ontario Library Association, Toronto, ON. January 2017.

2016 “Vampire Slayers, Zombies and Cyborgs: The Librarian and Theories of the Posthuman” Canadian Association of Professional Academic Librarians, Congress of the Humanities and Social Sciences, University of Calgary, Calgary, AB. May 2016.

2016 “Looking For Clouds: Mariposa, Yorkville and The Linked Data Cloud” Canadian Association of Music Library Annual Conference. Congress of the Humanities and Social Sciences, University of Calgary, Calgary, AB. May 2016.

2015 “Both Sides Now: Linked Open Data, the Mariposa Folk Festival Archives and the Yorkville Scene” Music Research in the Digital Age. Annual meeting of the International Association of Music Libraries and Documentation Centres. The Julliard School, New York, NY, June 21, 2015.

2014 “Digital Humanities in the Library: A First Foray.” Canadian Association of Music Library Annual Conference. Congress of the Humanities and Social Sciences, Brock University, St. Catherines, ON. May 29, 2014.

2012 “The Possibility of the Infinite Library: Exploring the Boundaries and Possibilities of Works and Texts in Library Cataloguing Practices” InterPLAY Symposium. York University, Toronto ON. March 26, 2012.

2010 “Too Much Information? Nymphomatriarch and the Problem of the Microphone” International Association for the Study of Popular Music, Canadian Chapter, University of Regina. Regina, SK. May 6, 2010.

2009 "Naked Voices and Musical Money Shots: Exploring the Encoded Sounds of Sexual Pleasure" Dance Music Sex Romance: Pop and the Body Politic. Experience Music Project Pop Music Conference, Seattle, WA. April 19, 2009.

2009 “One Big Library.” with William Denton, Superconference, Ontario Library Association, Toronto, ON. January 30, 2009.

2008 “Scholr 2.0 Revisited” with Mita Williams. Scholars Portal Day, University of Toronto, Toronto, ON. December 2008.

2008 “Through the Looking Glass: FRBR, RDA and Music” with Alastair Boyd, University of Toronto, Canadian Association of Music Libraries Annual Conference, Congress of the Humanities and Social Sciences, University of British Columbia, Vancouver, BC. May 2008.

2008 “Exposing the “Secret Life of the Love Song”: Musical Representations of Love in Rufus Wainwright’s “This Love Affair” at International Association for the Study of Popular Music, Canada chapter, Annual Conference, Brock University. May 10, 2008.

2008 “The Sound of the Crowd: Music & Social Tagging”, Music Vocabularies and Subject Access session, Music Library Association annual meeting, Newport, RI. February 2008.

2008 “Scholar's Portage: Leveraging Social Networking Tools and Scholars Portal Data” with Alan Darnell, Scholars Portal, Ontario Library Association annual meeting, Toronto, ON. January 2008.

2007 “Scholr 2.0” with Mita Williams, OCUL Scholars Portal @ Five, University of Toronto, Toronto, ON. December 14, 2007.

2006 “AAAA@York: Acquiring and Accessing the Avant and the Alt” with R. van der Bliek, Canadian Association of Music Libraries Annual Conference, Congress of the Humanities and Social Sciences. York University. Toronto, ON. May 28, 2006.

2004 “The Canadian Music Centre” Canadian Association of Music Libraries Annual Conference, University of Lethbridge, Lethbridge, AB. May 2004.

**Panels / Discussant**

2019 “Research Questions Panel” Deanna Reder, SFU; Janelle Jenstad, UVic; Diane Jakacki, Bucknell U.; Jon Bath, USask. Linked Infrastructure for Networked Culture Team Meeting, Banff, AB, Sept. 2019

2018 “Wikidata in Research Libraries” Association of Research Libraries, panel at Wikimedia North America Conference, Columbus, OH, Oct. 2018.

2016 “Wrap-up and Next Steps” final panel at Canadian Linked Data Summit, Montreal, PQ, Oct. 24-26, 2016.

2015 “Spaces of translation in the digital episteme: Digital Humanities approaches to literature, the environment, and the archive” Translation Research Summer School, Glendon College, York University. June 23, 2015.

2010 “Engaging Liaison Librarians in Scholarly Communication” with Andrea Kosavic. Scholarly Communication Workshop: Sharing Experiences and Inspiring Action, University of Toronto, Toronto, ON. May 28, 2010.

2010 "Digital Technologies and Identity in Contemporary Culture" (Invited Commentator/Panel Chair), Humanities Graduate Student Conference, York University, Toronto, ON. May 2010.

2008 “Research Roundtable” Joint Roundtable Session at the annual meetings, Canadian Association of Music Libraries, Canadian University Music Society, Congress, University of British Columbia, Vancouver, BC. May 2008.

2006 “The Composer in Today’s Marketplace” Joint Roundtable Session at the annual meetings, Canadian Association of Music Libraries, Canadian University Music Society, Congress of the Humanities and Social Sciences, University of Lethbridge, Lethbridge, AB. May 2006.

**Workshops & Events Organized (Selected)**

2022 National Day of Truth and Reconciliation Wikidata Edit-a-Thon. School of Information Management, Dalhousie U. Sept. 2022

2019 “Indigenous knowledge and language Wikipedia Workshop.” Two-day workshop focused on utilizing the Wikimedia platforms for supporting work in Indigenous languages and culture. Ryerson University. January 2019.

2018 Wikibase. full-day workshop on deploying the Wikibase software. SWIB Conference, Bonn, Germany, December 2018

2018 Juno Awards Wikipedia edit-a-thon. Toronto Public Library, March 2018

2018 “Getting your Library on Wikipedia: Workshop on Wikimedia platforms.” Ontario Library Association, January 2018.

2018 #1lib1ref Wikipedia. Led two training & editing sessions in support of the international #1lib1ref campaign. January 2018.

2017 #1lib1ref Wikipedia. Led two training & editing sessions in support of the international #1lib1ref campaign.

2016 LODLAM (Linked Open data in Libraries, Archives, Museums) North. Led the development, planning and hosting of a two-day event for 80 participants across North America, which included one day of hands-on workshops and one day of discussion and a hackfest.

**Moderating, Convening and other participation**

2022 Moderator. “Indigenous Archives in Conversation” Jessica Kotierk, Nunatta Sunakkutaangit Museum; Kayla Lar-Son, UBC; Roger Lewis, Curator of Mi’kmaw Culture and Heritage, Nova Scotia Museum; and Jennifer Smith, National Indigenous Media Arts Coalition. The Indigenous Archives Gathering. Toronto.

2022 MC. The Indigenous Archives Gathering. Oct. 17-18, 2022. Toronto. ON

2019 Moderator, “Indigenous Knowledge, Intellectual Freedom, Copyright Issues and Academic Libraries” Panel: Camille Callison, UMan; Ann Ludbrook, Ryerson; Kim Nayyer, UVic. Canadian Association of Professional Academic Librarians, Congress, Vancouver, BC.

2018 Invited Facilitator, Decolonizing the Internet Workshop, Cape Town, SA

2018 Invited Facilitator, Academic Librarians and the PhD. Superconference, Ontario Library Association.

2010 Convener, “Heavy Metal Collections”/ Karson Jones, RCM & Rob van der Bliek, York U and “Mobile Access” / James Mason, U Toronto & Jared Wiercinski, Concordia

2008 Convener, Affect, Identity, Moving Image: Humans on Film. “The Inhuman: Investigating Continental Thought in the Humanities.” CCGES Graduate Student Conference York University, Toronto, ON

2006 Convener, “Delivering Digitally at the CMC and CBC” at the CAML annual meeting, Congress of the Humanities and Social Sciences, Lethbridge, AB

**Invited Conferences and Workshops**

2022 Knowledge Organization and Nations Workshop. International Society for Knowledge Organisation. July 2022. (Invitation only)

2021 Wikidata Conference. Oct. 2021 (Invitation only)

2019 Wikidata Conference, Berlin, Germany, Oct. 2019 (Invitation only)

2019 CIGI-ISED Information Sharing Workshop on Recognizing, Promoting and Protecting Traditional Knowledge and Traditional Cultural. Toronto, ON. February 2019. (Invitation only)

2018 Decolonizing the Internet, Cape Town, SA. August 2018. (Invitation only)

2017 Wikidata Conference, Berlin, Germany, Oct. 2017. (Invitation only)

2017 Linked Open Data for Libraries, Archives, Museums (LODLAM), Venice, Italy, June 2017. (Invitation only)

2016 INKE (Instituting New Knowledge Environments), Whistler, BC, January 2016

2015 Linked Open Data for Libraries Archives Museums (LODLAM), Sydney, Australia, June 2015.

**Campus Talks**

2021 "Trends in Library Services with Indigenous Peoples and Communities" Victoria University Library, University of Toronto. Thursday, June 24th, 2021.

2017 "Sustainability and the Digital Ecosystem: Best Practices for the Digital Humanist." with M. Elayyan, A. Kosavic, A. St. Onge. Harriet Tubman Speaker Series. York University. March 2017.

2014 "Open Access and the Tri-Council Open Access Policy" Implementing Open Access: Publishing Research Data and Findings. Joint Panel, York University Libraries & the Faculty of Liberal Arts and Professional Studies. York University, Toronto, ON. April 9, 2014.

2013 "Disconnecting connections: librarianship and information systems." Digital Cultures Research Celebration. York University, Toronto ON. December 2013.

2008 "Spinning Collaborative Webs: Connecting Social Networking Tools to Research and Learning Environments." Co-presentation with John Dupuis, Research Frontiers, September 2008.

## Teaching

**Dalhousie University**
Knowledge Justice. Special Topics in Information Science. Fall 2023

The Organization of Information (INFO5515). Graduate level. School of Information Management. Fall 2023, 2022

The Organization of Information (MGMT). Faculty of Management. Winter 2023.

**University of Toronto**
Workshop. Indigenous Matters in Librarianship. (INF1005/INF1006) Graduate level. Faculty of Information. University of Toronto. Winter 2022, Two Sections

Representing, Accessing, and Documenting the Cultural Record (INF1321). Graduate level. Faculty of Information. University of Toronto. Fall 2021, Two Sections (Hybrid); Winter 2021, Two Sections (Online).

Knowledge Equity in Information Organizations (INF2232). Graduate level. Faculty of Information. University of Toronto. Fall 2021. New Course Developed.

Workshop. Knowledge Organization, Equity, and Justice. (INF1005/INF1006). Graduate level. Faculty of Information. University of Toronto. Winter 2021, Two Sections (Online). New Course Developed.

**York University**
The Practice of Indigenous Metadata and Knowledge Organization. Archive/Counterarchive Summer Institute. Graduate level. Communications and Culture. York University. Summer 2021 (Online) Newly Developed.

**Queen's University**
Resistance and Resurgence: Indigenous Knowledges and the Organization of Collections. Department of Film and Media, Queen's University. Graduate. Micro Course. Fall 2020. (Online) Newly Developed.

**Campus activities (Selected)**

Mentor. Hackfest, Steacie Library, York University, Toronto: 2020-2017

Public History career roundtable participant, York University, Toronto: 2017

York Undergraduate Research Fair "listener." Library, York University, Toronto. 2020, 2016.

**York Digital Research Projects**

2016-2018 "Reconciliation and Social Justice in the LAM Community through Collaboration with Indigenous Communities in Wikimedia Projects". Project Lead. With the Association of Research Libraries.

2009-2011 Gender Work Database (GWD) project, Knowledge Organization Librarian and GWD Advisory Team (CFI Grant-funded project. Leah Vosko, PI) Responsible for feminism-informed thesaurus construction,

technical work, advising on knowledge organization, and student training.

2005-2008 Member of the York University Libraries section of the Latin American Human Rights Education and Research Network/ Red Latinoamericana para Educación e Investigación sobre Derechos Humanos (RedLEIDH) Virtual Library Project. Work involved database design and knowledge organization.

## Professional Appointements

2023 Member. Editorial Board. KULA: Knowledge Creation, Dissemination, and Preservation Studies.

2022 Member. Researcher Council. Canadian Research and Knowledge Network.

2021- Member. Conseil consultatif du catalogue collectif de BAC / LAC's National Union Catalogue Advisory Council. Library and Archives Canada.

2021- Member. Advisory Panel. Reimagining Descriptive Workflows. OCLC.

2019 Member. Research Board. Linked Infrastructure for Cultural Heritage

2019- Member. Advisory Board. Canadian Heritage Information Network.

2018- Member. Research Board. Canadian Writing Research Collaboratory.

## Professional Service

Editorial Board Member. KULA.

Language Preservation & Instruction Community Chair, Member of the Board, National Indigenous Knowledge and Language Alliance. 2022-

Chair, Indigenous Matters Section, International Federation of Library Associations. 2021-

Member. Advisory Committee on Cultural Heritage, International Federation of Library Associations. 2021-

Peer Reviewer. International Journal of Humanities and Arts Computing. 2021

Co-Lead, Standards Landscape Subcommittee, Indigenous Data Working Group, IEEE Standards Association. 2020-

Convenor, Wikidata Working Group. International Federation of Library Associations. 2019-

Member, Indigenous Matters Section, International Federation of Library Associations. Term: 2019-2023.

Chair, Indigenous Matters Committee, Canadian Federation of Library Associations. 2019-2020 (Vice Chair 2019-2020)

Peer Reviewer. Canadian Journal of Academic Librarianship. 2020

Indigenous Ancestry Representative, Board of Directors, Canadian Federation of Library Associations. 2019-2020

Peer Reviewer. Association of Digital Humanities Associations (ADHO) Annual Conference. 2019

Subject headings and classification working group co-lead. Indigenous Matters Working Group, Canadian Federation of Library Associations. 2017-2021

Co-Chair, User Experience Working Group, Canadian Linked Data Initiative. 2016-2017

Webmaster, Canadian Association of Music Libraries, Archives and Documentation Centres (CAML) 2007-2014

Communications Officer, Canadian Association of Music Libraries, Archives and Documentation Centres (CAML) 2010-2011

Scholars Portal Public Service Advisory Group, Ontario Council of University Libraries. 2007-2010

Subject Access Subcommittee, Bibliographic Control Committee, Music Library Association 2006-2010

Website Development Working Group, Canadian Association of Music Libraries, Archives and Documentation Centres (CAML) (Chair) 2006- 2009

Secretary, Canadian Association of Music Libraries, Archives and Documentation Centres (CAML) 2006-2008

Cataloguing Committee, Canadian Association of Music Libraries, Archives and Documentation Centres (CAML) 2005-2009

AACR3 (RDA) National Focus Group. 2005-2006

## University Service

Indigenous Research Policy Framework Working Group Steering Committee 2023-

Research Committee, Faculty of Management, Dalhousie University, 2023-

School of Information Management, Appointments Committee, Faculty of Management, Dalhousie University, 2022-

Bachelor of Management Curriculum Committee, Faculty of Management, Dalhousie University, 2022-2023

Holistic Evaluation of Teaching Procedures Working Group, Faculty of Management, Dalhousie University, 2022-

Truth and Reconciliation Working Group, Faculty of Information, University of Toronto. (Co-Chair 2020-2021) 2020-2022.

Masters Recruitment and Committee, Faculty of Information, University of Toronto. 2021-2022.

Indigenous Caucus Chair. York University Faculty Association. 2020

Indigenous Council, York University. 2017-2020

Academic Standards, Curriculum and Policy, Senate Subcommittee, York University. 2016-18

Academic Standards, Curriculum and Policy Working Group, York University. 2016-18

Affirmative Action Representative, York University Libraries. 2014-17

York University Libraries, Research and Awards Committee (Chair. 2009-2011, 2009-2010, 2016-2017)

York University Libraries Digital Scholarship Steering Group. 2016-2018

York University Libraries Working Group on the York Draft Plan for the Intensification and Enhancement of Research (PIER). 2016

York University Libraries Library Council Working Group. 2015

York University Libraries Scholarly Communication Group (Co-Chair 2007-2011, 2014)

Search Committee (Chair) Scott Research and Collections

Equity Subcommittee, York University. 2014

York University Libraries Promotion and Continuing Appointment Committee. 2014

Academic Policy, Planning and Research Committee, Senate Subcommittee, York University. 2014

York University Libraries Digital Initiatives Advisory Group. 2014-2015, 2006-2008.

York University Libraries Cataloguing and Metadata Committee (2005-2014)

Search Committee. W. P. Scott Chair in E-Librarianship Research Chair. York University Libraries (Chair) 2009

Search Committee. Digital Initiatives Librarian. Bibliographic Services Dept. York University Libraries. 2007.

York University Libraries Emerging Technologies Group 2007-2010 (Chair 2007-2008)

Search Committee. Web Librarian. Bronfman Library. York University Libraries. 2006-2007

Library Computing Committee, York University. 2006-2007

Web Review Committee. York University Libraries. 2005-2007 (Chair, 2006-2007)

WebCat Working Group. York University Libraries. 2005-2006 (Chair)

## Professional Development and Training

2022 Indigenous Topics and Decolonial Pedagogies. Centre for Teaching and Learning. Dalhousie University. September 2022.

2022 Early Career Colloquium. iConference, March 2022.

2021 Mental Health First Aid Standard. Mental Health First Aid Canada. Through Faculty of Information, University of Toronto. Feb. 16&18, 2021.

2020 Assessing Learning Online: Grading, Evaluation, and Feedback. 4-week intensive. Teaching Commons, York University, Toronto.

2020 Creative Course Content: Instructional Strategies for Online Learning. 4-week intensive. Teaching Commons, York University, Toronto

2020 Online Assignments: Deep Learning Through Engaging Assignments. 4-week intensive. Teaching Commons, York University, Toronto

2019 Teaching Dossier Workshop, Teaching Commons, Teaching Commons, York University, Toronto

2019 Digital Pedagogy Institute, University of Waterloo.

2018 Ethics in Indigenous Research Workshop. York University. Toronto, ON.

2017 Instructional Skills Workshop (3-day intensive teaching workshop), York University. Toronto, ON

2017 Association of Research Libraries (ARL), Library Management Institute, II, York University, Toronto, ON.

2017 Indigenous Canada, MOOC, University of Alberta.

2016 Critical Librarianship Workshop, University of Toronto, Toronto, ON.

2015 Digital Odyssey 2015, Open Data, Open Heritage. OLITA, George Brown College, Toronto, ON

2015 Islandora Conference & Camp, UPEI, Charlottetown, PEI.

2015 RDFa and RSS, Library Juice Academy

2015 Introduction to Semantic Technologies, Library Juice Academy

2015 Digital Pedagogy Institute, University of Toronto Scarborough and Ryerson University

2014 Digital Humanities Summer Institute @ Congress, St. Catherines, ON

2009 ARL, Leading Change, Kingston, ON

2007 Drupal Content Management System Workshop, FSOSS, Seneca at York, Toronto, ON

2007 Association of Research Libraries, Scholarly Communication Institute, Washington, DC

2006 Association of Research Libraries, Library Management Institute, I, Waterloo, ON

## Community Involvement and Engagement

Councilor, Credit River Community Council, Métis Nation of Ontario. 2021-2022

Member, Halton Region Covid-19 Elder Advisory Group (rep. for MNO) 2021-2022

Member, Halton Region District School Board Indigenous Education Committee

Member, Peel Region District School Board Indigenous Education Committee

Member, Board of Directors, Wikimedia Canada. 2019-2020

Sponsor/Founder. WikiClub Toronto. Regional branch of Wikimedia Canada. Collective focused on local GLAM organizations and civic tech. 2019

#1Lib1Ref Wikipedia Campaign International Ambassador. 2018-2019

Member, Wikimedia Canada. 2017-

Volunteer Tutor, Pathways to Education, Regent Park Community Health. Toronto, ON. 2006-2007

Ontario Region Voting Member, Canadian Music Centre. 2006-2009

Member, Hart House Orchestra, University of Toronto. 2002-2007

## Public Appearances and Media Engagements

2021 CBC Syndicated Radio programs. 14 engagements. June 9th, 2021. Topic : IRS, the TRC, unmarked burials, and access to documentation.

2021 900 CHML Global News Radio. June 3rd, 2021. Topic : IRS, the TRC, unmarked burials, and access to documentation.

2021 Metro Morning. Canadian Broadcasting Company. June 1st, 2021. Topic : IRS, the TRC, unmarked burials, and access to documentation.

2017 “UPEI Edit-a-Thon Set to Help Boost Online Profile of Canadian Musicians.” CBC PEI Radio Interview, 22 Oct. 2017.

### Media

2023 Bowden, O. (2023, May 2). How Yorkville’s hippie music scene propelled the late Gordon Lightfoot to fame, CBC News. CBC.

https://www.cbc.ca/news/canada/toronto/gordon-lightfoot-yorkville-music-roots-1.6829741

2019 Kibelka, C. “Stacy from Toronto: Knowledge Equity Calendar” Wikimedia Space. Wikimedia Deutschland Blog. December 16, 2019. https://space.wmflabs.org/2019/12/16/stacy-from-toronto-knowledge-equity-calendar/

2019 Aschaiek, Sharon.“Advancing Academia with Wikipedia” *University Affairs*. Feb 26 2019

2017 “UPEI Edit-a-Thon Set to Help Boost Online Profile of Canadian Musicians | CBC News.” *CBCnews*, 24 Oct. 2017.

**Professional Memberships**

2019-20 Canadian Communication Association

2016-Present Canadian Association of Professional Academic Librarians

2006-2010 Ontario Library Association
2017-

2005-2016 International Association of Music Libraries (IAML)

2002-2012, Music Library Association (MLA)
2016-2017

2003-2017 Canadian Association of Music Libraries, Archives, and Documentation Centres (CAML)

2015-2016 Association of Digital Humanities Organizations

2008-2012 International Association for the Study of Popular Music (IASPM)

2003-2004 Canadian Library Association

# Appendix J

**Implementation Notes**

There will be a period while we transition from our current workload practices to the below workload policy. The Faculty recognizes we may need time to transition our existing service commitments and align our Research, Scholarly, Artistic and Professional activities. Yet we are also keen to access the relief we believe the revised service obligations provide. The phase-in for this policy will be:

| **Academic year** | **How much teaching do I do?** | **How much weight does teaching a course have?** | **How much service do I do?** |
|---|---|---|---|
| 2023-2024 | Based on 2022-2023* | Based on 2022-2023 practices | This policy** |
| 2024-2025 | Based on 2022-2023* | Based on this workload policy | This policy |
| 2025-2026 | Based on 2022-2023* | Based on this workload policy | This policy |
| 2026-2027 | Based on this workload policy*** | Based on this workload policy | This policy |

* Offer letter, for recent / new hires.

** Some exceptions as individual's commitments wrap up / transition

*** For clarity, one's annual report submitted in July 2025 will be the first time they are formally assessed for having met the expectations for the Research, Scholarly, Artistic and Professional Activity portion of their chosen profile. This assessment will determine their profile for academic year 2026-2027 (and thus how much teaching they do).

We expect to review the policy informally each year during this phase-in period, and propose changes as needed.

## Faculty of Management

# Workload Policy

**Draft Nov 21**

Annual workload assignments are designed to support the strategic directions and fundamental mandates of the Faculty of Management. The workload policy describes the baseline expectations for contributions by faculty members for scholarly activity, teaching, and academic administration and professional responsibilities. The contribution of each faculty member will vary based on variations in rank, category of appointment, approved accommodations and mitigating personal circumstances, and particular focus of the member, and may change over time.

The workload policy objectives include to ensure that the Faculty is able to meet program needs, enable flexibility in application, support efficiency of work and time, enable transparency of workload, support equitable distribution of workload elements, ensure we value and promote faculty member expertise, facilitate time for research and other knowledge mobilization and impact-producing activities, support accreditation requirements, and inspire faculty members toward continuous improvement.

We will revisit this workload document as expectations for faculty members evolve, as conditions within our Faculty change, and as academic activities and expectations for academics more generally change.

In accordance with Clause 20.04 of the Collective Agreement between the Board of Governors and the Dalhousie University, "*A Member's workload normally includes, in varying proportions, the duties indicated as in Article 17, namely:*

*a) undergraduate and/or graduate teaching;*
*b) research, scholarly, artistic and/or professional activity;*
*c) academic administration within Dalhousie University;*
*d) professional responsibilities outside Dalhousie University"*

*Unless otherwise indicated in the Member's letter of appointment, or unless this conflicts with established practice within the Member's Department or other unit, (a) and (b) constitute the Member's principal duties."*

**General workload guidelines**

1. Workload assignments need to be finalized early in the calendar year to comply with Article 20.05(b): "*Following the approval by the Dean, the Chairperson, Head or Director will make reasonable effort by March 1 of each academic year, to inform each Member the details of their teaching assignment for the next academic year."*

2. Workloads as determined by this policy may be adjusted if inequity is introduced or exceptional

needs arise. Adjustments are approved by the department chair and dean, and the situation and the response to that situation documented in the faculty member's file.

3. Colleagues are encouraged to consult the Faculty's Guidelines for Tenure and Promotion and the Collective Agreement to best understand the requirements for renewal, tenure, and promotion. This document should not be used for that purpose.

4. While some parts of this policy may inform workload assignment more broadly, this policy is intended for career-stream faculty members. Part time Academic appointments and Limited Term Appointments will specify workload directly in the letters of appointment or other communications.

**Standard Profiles**

Faculty members have varying interests and appointments that inform workload expectations, and there is naturally some variation in workload. Typically faculty members will align with one of the following standard profiles, allowing them to choose their preferred balance of teaching activity; research, scholarly, artistic and professional activity; and service activity. These profiles may change over time as their focus shifts. Each profile has different expectations for each of the three broad buckets that define our work.

| Professoriate Profiles | Teaching | Research, Scholarly, Artistic and Professional Activity | Service |
|---|---|---|---|
| Public & Community Impact | 40% | 40% | 20% |
| Research Active | 40% | 40% | 20% |
| Research Informed 30 | 50% | 30% | 20% |
| Research Informed 20 | 60% | 20% | 20% |
| Teaching Focused† | 80% | | 20% |
| Research Intensive | 40%* | 40%* | 20% |
| Research Focused | 30% | 50% | 20% |

* Following three consecutive years meeting the expectations of the Research Cultivation profile, an additional 10% of the faculty member's workload will be allocated to research for one year.

| Instructor Stream Profiles | Teaching | Research, Scholarly, Artistic and Professional Activity | Service |
|---|---|---|---|
| **Research Focused Instructor** | **50%** | **30%** | **20%** |
| **University Teaching Growth** | **60%** | **20%** | **20%** |
| **University Teaching Leadership** | **60%** | **20%** | **20%** |
| **Teaching & Service†** | **60%** | **40%** | |
| **Teaching Focused†** | **80%** | | **20%** |

† These profiles do not include defined expectations for Research, Scholarly, Artistic and Professional Activity. Remember that teaching is evidenced-based, and the broad expectations defined in the Teaching and Service sections include maintaining up-to-date course content, continued professional development in teaching, and various other activities to ensure currency and engagement with best practices.

## Research, Scholarly, Artistic and Professional Activity

Most faculty members engage in research, scholarly, artistic and/or professional activities for personal and professional reasons. We are each motivated by different elements of these activities – we care about having policy impact and an impact on public discourse, inspiring research-intensive students and supporting other researchers' development, nourishing our own curiosity and creativity, collaborating and sharing knowledge with others with similar knowledge interests, maintaining currency in our fields and advancing and leading in those fields, elevating the reputation of our Faculty, fostering debate and analytical and critical thinking, demonstrating pedagogical leadership, and being part of reflecting on and solving complex problems in society. We are also motivated by answering the call of our civic responsibility.

Within the workload policy, research includes the scholarship of discovery, integration, application and the scholarship of teaching and learning, and we recognize and value non-traditional forms of scholarship and different ways of knowing and knowledge creation. Research also includes a variety of dissemination and knowledge mobilization activities, as well as activities that support research (e.g. peer reviewing, grant submission etc.).

All faculty members who engage in a continuing program of research, scholarly, artistic and/or professional work as articulated by this section of the workload document will have a percentage of their workload allocated to these activities. The primary objectives of this work are "*the increase of knowledge and understanding, artistic creation, the improvement of scholarly or professional competence… , and the improvement of teaching*". Quality and quantity are of relevance (Clause 17.17).

Faculty members with a component of their workload allocated to research, scholarly, artistic and professional work are expected to:

1. attend, and periodically present their work or work-in-progress in, seminars in the Faculty;
2. maintain a planned statement of research, scholarly, artistic and/or professional activities for the subsequent year. This agenda will set the agenda for a faculty member's annual report process;
3. offer mentorship to colleagues, peer review work for journals and other dissemination forms, and serve as external referees on tenure and promotion files and graduate student examinations.

Table 2 describes the criteria for achieving the expectations for research, scholarly, artistic and professional work for each of the standard profiles[8]. Faculty members are required to select a standard profile where they meet the expectations, but may move from one profile to another over the course of their career. If following an annual review conversation it is determined a faculty member has not met the expectations for their chosen profile, the faculty member is expected to provide a plan for the following year that will be discussed with their Chair and the Dean. If the plan is feasible, the Dean may grant the faculty member an additional year to achieve the requirements of their chosen profile before they will need to select a profile where they meet the expectations.

**Table 2: Profiles and Expectations**

| Profiles | Expectations | A | B |
|---|---|---|---|
| **Public & Community Impact** | One peer reviewed publication in past three years[3]. and Maintains a portfolio of significant and regular media, public, industry, or community engagements that are related to their research in the past three years. | 1 (in addition to social impact) | 2 |
| **Research Active** | Two peer reviewed journal publications in past three years[2,3]. | 1 | 3 |
| **Research Informed 30** | One peer reviewed journal publication in past three years[2,3]. | -- | 3 |
| **Research Informed 20** | -- | -- | 3 |
| **Teaching Focused** | No specific Research, Scholarly, Artistic and Professional Activity expectations. | -- | -- |
| **Research Cultivation** | Three peer reviewed journal publications in past three years or minimum one peer reviewed journal publication and one publication from the Premier list[2,3]. | 2 | 4 |
| **Research Focused[1]** | Three peer reviewed journal publications in past three years with at least one from the Premier list[2,3]. | 3 | 5 |
| **Research Focused Instructor** | Three peer reviewed journal publications in past three years OR minimum one peer reviewed journal publication and one publication from the Premier list[2,3]. | 2 | 4 |
| **University Teaching Growth** | Must be at the rank of Instructor. At least 2 activities from Appendices B or C. | -- | -- |
| **University Teaching Leadership** | At least 3 of the activities in Appendix C. | -- | 1 |
| **Teaching & Service** | No specific Research, Scholarly, Artistic and Professional Activity expectations. | -- | -- |
| **Teaching Focused** | No specific Research, Scholarly, Artistic and Professional Activity expectations. | -- | -- |

| Appendix A: Breadth | Appendix B: Research, Scholarly, Artistic and Professional Activities |
|---|---|
| • Awarded or maintained a tri-council grant or any sizable external research grant(s) (average of $25k/year) over the past year[6].<br>• Additional peer-reviewed journal publication from the premier list (above the minimum threshold for this profile within a three-year period)<br>• Supervisory role of a research-intensive graduate student/post-doc within the Faculty of Management over the past three years (a Masters student may be counted in one year, a Postdoc in two years, and a PhD student in four years).<br>• Leadership over the past three years in (inter)national research committees or on journal boards[7]<br>• Patent applied for or awarded in the past three years<br>• Engaged in substantial social impact activities[9] | • Additional peer-reviewed journal articles (above the minimum threshold within a three-year period)<br>• Activities in Appendix A that are not required to meet the required number of activities from Appendix A<br>• Book chapter<br>• Textbook within past three years<br>• Proceeding publication from teaching/pedagogical/professional practice/scholarly meeting or conference<br>• Paper presentation at a refereed teaching/pedagogical/professional practice/scholarly meeting<br>• Presentation to other universities or Faculties' research seminar<br>• Publication in non-refereed or professional journal<br>• Published book review<br>• Technical or consulting reports relevant to academic field<br>• Peer-reviewed instructional cases complete with instructional materials<br>• Additional supervisory role of a research-intensive graduate student/post-doc over the past three years<br>• Being a member of supervisory committee of a research-intensive graduate student/post-doc over the past three years within the Faculty of Management<br>• Conference session chair<br>• Ad-hoc reviewer<br>• Conference or workshop organizer<br>• Being a reviewer for external tri-council research grants<br>• Reviewer of Dalhousie Killam Doctoral/postdoctoral applications<br>• Tools/methods developed for external organization (e.g. industry, government, non-profit organizations)<br>• Development of software<br>• Inclusion of your academic work as part of syllabi for courses by other professors |

**Appendix C*: Examples of Ways University Teaching Leadership might be demonstrated**

- Development of novel pedagogical methods or pedagogical materials and evidence of adoption or use.
- Involvement in dissemination of learning and teaching strategies (conference appearances, panel discussions, seminars and workshops) in the past year
- A substantial commitment to outreach, such as meeting with visiting students, participating in or leading recruitment events, or supporting student societies in reputation-building activities in the past year.
- Leadership in collaboration, such as engaging in inter-unit or interdepartmental activities, courses, events, and initiatives, activities such as interdisciplinary courses, certificate programs in the past year.
- Assisting with the career development of other faculty, such as sharing teaching and learning materials and mentoring junior faculty about teaching practices, university regulations, and student issues in the past year.
- Conducting research pertaining to pedagogy, as evidenced by receipt of grant funds to support such research in the past year. ("Receipt" includes receipt of the next year of funding in a multi-year grant.)
- Conducting research pertaining to pedagogy, as evidenced by a peer-reviewed article in the past three years.
- Conducting research pertaining to pedagogy, as evidenced by the presentation of invited talks in the past year.
- Leadership in the context of the Holistic Evaluation of Teaching Policy or the Faculty's Teaching and Learning Committee in the past year.

*Adapted from the Faculty of Medicine's definition of pedagogical leadership

Notes:

1) Named Research Chairs are assumed to have chosen the Research Leadership profile and will not receive additional course releases beyond the terms of their chair.

2) Peer review requires a process where the faculty member's work is subject to scrutiny of experts in the field before being finalized. Faculty members are encouraged to publish peer-reviewed work in venues suitable for them[4]. There is no expectation that faculty members aim exclusively for any particular list of journals. However, the Premier List recognizes publications that go above and beyond what is expected of research active faculty members, and is intended to recognize the venues that are important to our Faculty but which also represent significant extra effort relative to publishing in other strong venues. The Associate Dean (Research) and the Research Committee will develop a list of fields relevant to the Faculty of Management, and the journals from each field that should be on the Premier List, in consultation with subject matter experts in that field. The list should contain 10-20 journals from each field that meet the requirements above. In compiling this list, many different rankings may be taken into account, including SJR, FT-50, ABDC, AJG, ABS, and IEEE; however, the goal is to offer a list relevant to the unique expertise of our Faculty. The Premier list of journals may be revised as considered appropriate by the Associate Dean (Research) and the Research Committee. At a minimum, the Premier List will be revisited every five years.

3) Publications, conferences, or any other forms of research in any outlet that would reasonably be considered "predatory" will not be considered (i.e., where the publication of the article is based more on providing publication fees than on a meaningful review of the article's merits). Predatory journals are those that pose as scholarly but have poor or non-existent peer-review. They are essentially 'vanity presses' in which authors (usually) pay to have their articles published, above and beyond Article Processing Charges (APC's) used by open access journals to cover their costs. For the sake of clarity, open access publications are important for advancing knowledge and are valued as long as they have been peer-reviewed before being accepted by the journal.

4) Being an author of a book/monograph (not a book-chapter) that is published by an academic publisher for the first time following peer-review within the past 3 years is considered in lieu of two peer reviewed journal publications.

5) A changed profile that results in more time for research will be applied to the subsequent academic year. This increased allocation to research time cannot be banked and is not transferable from a year to another year.

6) Ordinarily this applies only to the PI of a grant. However, if funding for the grant is held at Dalhousie in an account for which you can make spending decisions, and you supervise a graduate student funded by the grant, then it will be considered as part of your Core Activities.

7) Leadership activity includes activities such as being a member of tri-council adjudication committee, being PI or Co-PI as part of major research grants (value greater than $400k, based at

Dalhousie), a leadership role in an organizing committee for a major conference in the field, and serving as an editor for peer reviewed journals in the top 50% of the relevant discipline or otherwise critical to the scholar's research. Activities such as being an ad-hoc reviewer for an academic journal or being session chair during a conference is not considered under this item. (For clarity, a major research grant as defined above may be counted as the grant activity in Appendix A or the leadership activity in Appendix A, but not both.)

8) All new probationary tenure-track faculty members will be considered to meet the Research Active profile expectations for the first four years of their appointment, whether or not they meet the expectations described here. (They may choose the Research Cultivation or Research Leadership profiles if they meet those expectations.) All new Instructor-stream faculty members will be limited to the profiles Pedagogical Leadership, Pedagogical Service, or Teaching & Learning Expertise for the first three years of their appointment.

9) In general, societal impacts are achieved when researchers and non-academic stakeholders engage and interact to create and use knowledge, leading to (gradual) changes in behaviour and actions of stakeholders. This creates many opportunities for our researchers to contribute to social impact. These would be situations where one is *directly using their research expertise* to help organizations, communities, or governments through ongoing and substantial engagement. One-time guest speaking for a society or organization, extra-professional paid consulting work, making donations to charities, and serving on boards are welcome activities but are not evidence of social impact as defined here. The Foundation Directors and the Associate Dean Research (in consultation with the Research, Innovation, Inclusion, and Global committees) will be responsible for defining social impact activities.

## Teaching

Faculty members engage in teaching activities because learning is central to the mandate and purpose of the university and because we believe in education's capacity to transform society. We value the opportunity to contribute to students' development, to facilitate the dissemination of knowledge and skills, to enhance students' readiness for their career paths, and to work closely with students on areas of inquiry close to our own areas of expertise.

We appreciate that to offer a coherent curriculum, one that enables student development, programs of courses that build from one another need to be delivered. Additionally, accreditation requirements compel certain subjects to be taught. The content, size, and delivery of courses is determined by the design of the program, which is determined by the Faculty and the relevant program committee.

Some courses will appeal more strongly to some faculty members – either because of their content or their pedagogical aims – than others. This section of our workload document aspires to provide faculty members with some control over their teaching assignment while appreciating that we all engage in some teaching that supports the broader program and institutional aims; to ensure transparency of contribution; and to ensure that the vital elements of our program are delivered by experts in the field and by faculty members who are accessible to students by virtue of holding regularized appointments. It does not precisely equalize time spent teaching.

Faculty members are expected to engage in the academic life of the Faculty, including periodically supervising projects or reading courses, supporting colleagues through peer review of teaching, undertaking professional development in their teaching, developing and revising courses, mentoring colleagues, writing reference letters for students, supporting accreditation and program review activities associated with their teaching, and other teaching and learning activities. Embodying the Faculty's values, all faculty members are expected to engage in continuous improvement, enhancing inclusive teaching. All of these activities are expected to be a portion of one's teaching workload, proportional to the percentage of one's workload allocated to teaching courses.

Additionally, all faculty members are expected to teach one or more courses.

How much work is required for one course? The *primary* factors in determining the workload of an individual course are the number of students enrolled in the course, the level of learning expected from students ($1^{st}$-$4^{th}$ year, graduate, research graduate), the number of sections, total contact hours, the credit hours and duration, the unique needs of students when taking the course, and the learning objectives / learning approach required for the course (as determined by the program based on advice from experts in that field). The standard unit of measurement is "a standard course", a three-credit hour, 12-week course where all of these factors are at or near the norm for the Faculty (relative to their level as undergraduate or graduate courses). Courses may be weighted as more or less than a standard course because of substantial variations from the norm in one or more factors. This weighting is the "delivery intensity" of a course.

The desired delivery intensity is determined by academic programs, with advice from relevant academic units and approval from the dean, and within the program's available teaching resources. Approximate initial guidance is suggested in Appendix D.

A 40% teaching workload will normally include teaching the equivalent of 4 standard courses, and the other teaching and learning activities described in this section. (This scales proportionally to other levels of teaching workload). Because a course weighting may include fractions of a standard course, some workload assignments may exceed or be below a faculty member's expected workload by a fraction. A fraction higher can either be paid as an overload or carried forward to a future year, and a fractional deficit in workload is carried forward to a future year.

Faculty members may receive a partial teaching release for various activities, including for administrative work, as specified by gift agreements, research grants, or administrative leadership contracts, or for other reasons. However, all faculty members with a 100% appointment in the Faculty of Management should have at minimum a teaching load of 20%, except in extraordinary circumstances.

On agreement between a program and a faculty member, and with the approval of the Dean, faculty members may take on a teaching overload or a partial teaching overload as described in the DFA collective agreement. Faculty members with an increased research load (including research chairs, those who choose research leadership profiles or research cultivation (in the year they have an increased research load) should ordinarily not take on a course overload. (The intensive portion(s) of a blended delivery course is exempted from this restriction.). No faculty member should teach more than the equivalent of a 40% teaching load in a single semester.

We recognize that some variation in teaching assignments over time is desirable for the program and often for faculty members, but that the number of new courses taught by one person in any single academic year should be limited.

Engaging teaching assistants and markers to support course delivery is a skill that can be taught and learned. The teaching work of faculty members is supported by a clear TA and marker allocation policy that aids in the delivery of courses, particularly for larger courses.

**Appendix D: Approximate guidance for standardized courses**

The variety of courses in our programs means that they can't all be classified using a simple algorithm. There is guidance below on concrete numbers, but the discretion of program committees is required to address all of the other factors that influence the amount of work a course is.

Uniformity in the workload associated with teaching two different courses is not possible or expected.

| | |
|---|---|
| 3 standard courses | Core undergraduate courses at or near capacity of our largest classrooms (390-500), with typical learning objectives, regardless of the number of sections into which the course is split. |
| 2 standard courses | Courses with 100-200 undergraduate students regardless of the number of sections into which the course is split.<br><br>Courses with 50-120 graduate students regardless of the number of sections into which the course is split. |
| 1 standard course | Many courses |
| .7 standard course | 6 week, 1.5 credit hour graduate courses |
| .?? standard course per day | Intensives in blended online courses |

## Other Activities (Including Service)

Service and other activities of the kinds described below might generally be expected to require 20% of a faculty member's workload. The Dean may adjust that expectation up or down if the faculty member provides teaching or research contributions that deviate from the models proposed in the previous sections.

*Service*

Service includes academic administration within Dalhousie as well as professional responsibilities outside the University. We rely on service by faculty members to support our collegial governance practices and to advance strategic and operational initiatives. Service work also supports advancement of our professional fields, academic disciplines, and civic partnerships.

We expect that there will be variations in the nature and level of service undertaken by faculty members over the course of their careers. This policy sets minimum thresholds of contribution required, while recognizing it is essential to capture full service loads as part of faculty members' annual report and to demonstrate ongoing career development and for purposes of renewal, tenure, and promotion under the Collective Agreement.

Each faculty member has the following service expectations:

1. Attend at least one of the Faculty's Convocation ceremonies;
2. Attend Faculty Council meetings and meetings of their Department;
3. Participate on one Faculty Council standing committee;
4. Participate, as needed, on one Departmental search or their Departmental review, tenure, and promotion committee; and
5. Participate, as needed, on one non-major University committee or professional committee.

*Other activities*

There are many additional activities of faculty members that are not clearly captured in a single category of this policy. These activities include career mentoring, maintaining relationships with alumni, building community and industry partnerships, volunteering with accrediting and industry boards, judging student competitions or offering feedback as part of other student presentation activities, participating in reviews of other programs and units, and engaging in professional development activities, including by attending workshops and other development activities related to equity, diversity, inclusion, accessibility and decolonization.

Each faculty member is expected to satisfy at least one of the following additional workload expectations:

(a) Supervision of one research-intensive graduate student (each masters-level student supervised counts once (i.e. for one year); PhD-level students supervised count for two years; this supervision must not also be counted in the faculty member's research load);

(b) Supervision of one major student case competition;
(c) Service on one major University committee (examples include Senate and a sub-committee of Senate or Dalhousie's ethics review board); or
(d) Service on an ad hoc Faculty committee or a second Faculty or Department committee.

Pre-tenure professoriate-stream or pre-renewal instructor-stream faculty members are not expected to engage in these additional workload activities.

Remember that Article 20.09 (b) and (c) provide:

> *20.09 With the agreement of the Member concerned and in accordance with the policies and procedures existing within the Departments or other units for establishing a normal teaching workload and establishing a normal academic administrative workload, the Dean may approve or authorize:*
>
> *…*
>
> *b. overload academic administration within Dalhousie University for Members who belong to a designated group and who are providing higher than normal academic administrative service whose composite workload for the year is otherwise considered to be full time. In such cases Members shall be entitled to an overload stipend; and/or*
>
> *c. supports for teaching and/or research for Members who belong to a designated group and who are providing higher than normal academic administrative service whose composite workload for the year is otherwise considered to be full time.*

The Faculty acknowledges that members of designated groups perform work that only they can do, that has an invaluable impact on the Faculty and our students, and that much of this work is invisible and involves considerable emotional labour. Our commitment to diversifying and decolonizing our curricula and our faculty complement often means we ask more of some of our colleagues, most often those who are racialized; hold a minority sexual orientation or gender identity; are Mi'kmaw, Wolastoqey, or Peskotomuhkati; and/or are Indigenous. The dean in consultation with the relevant department chair(s) may waive typical service expectations to recognize the work these colleagues undertake, in addition to the actions specified in 20.09.

**Start of Q&A**

Q: How is teaching assigned?

A: There are multiple ingredients. What courses does each faculty member wish to teach? Which courses could they teach if needed? What is each faculty member's teaching workload? What did they teach last year (to reduce the number of new preps)? What courses do programs need to be taught, and how is each weighted? This information is gathered from (respectively): the faculty member; the faculty member; the department chairs; the timetable; the program directors and committees. A draft teaching assignment will be shared for comment, and finalized by March 1st each year.

Q: Will I still be teaching what I am teaching right now?

A: Probably! It depends in part on your preferences. Teaching assignments will recognize the need to reduce the number of any faculty member's new course preparations.. while also recognizing that it is often healthy for the person teaching a particular course to change, from time to time. Finally, faculty members will sometimes be assigned a less preferred course, so that the responsibility is shared equitably.

Q: How will rooms and teaching times be determined?

A: Just like now, the courses and who we expect to teach them will be submitted to the Timetable process managed by the Registrar's Office, which will work within the constraints we specify to schedule our courses to times and rooms. As defined in the Registrar's policy, individuals can identify constraints on their time (e.g. medical accommodations, fixed time Senate commitments) that the RO will meet, and preferences (time of day, day of week, etc.) that the RO will meet on a best-effort basis.

Q: Has this workload policy been assessed for feasibility and affordability?

A: We have matched the number of Faculty committees and their size to the approximate number of faculty members, so we can certainly manage the reduced service commitments in-Faculty. Our estimates of teaching resources available under this policy suggests that the total number of courses taught by DFA members won't change. If we're wrong, the workload policy will need to be adjusted.

Q: What if we don't have enough faculty members to teach all courses?

A: We do not believe that this policy will change the number of courses taught by faculty members. Each program may need to meet teaching needs through the recruitment of part-time academics. The program director will be responsible for ensuring a qualified part-time academic is recruited, in consultation with subject matter experts. A designated staff person will support the posting and hiring process for CUPE PTAs. Hiring will follow the process stipulated by the CUPE collective agreement. The first priority for teaching assignments will be qualified doctoral students in our PhD programs for whom teaching is a part of their professional development or funding package, provided the individual has not exceeded the maximum number of credit hours to which they may be assigned without posting and without following precedence.

Q: Why are different types of research activities listed together?

A: We understand that the activities listed are diverse in nature, but they are all crucial components of a comprehensive research plan. Each activity has the potential to complement and support the others, which is why they are listed together.

Q: I am an instructor, but my research activity meets the requirements for a profile with increased scholarly work. Will my appointment change? Will my workload change?

A: People may shift their focus during their career and it's perfectly acceptable for an instructor to have a higher research output, which may impact their service or teaching workload. Similarly, one may set aside some of their research time to focus more on teaching. This new policy acknowledges that a faculty member may move from one profile to another. However, please note that your appointment will not change. For example, if you are a professoriate member, your contract will not change to an instructor if you shift your workload toward more teaching activity, and if you are an instructor who does more research, your appointment will not switch to the professoriate.

Q: How do I request to have my research workload changed based on my research activities?

A: Each faculty member will submit an annual report based on the available template each academic year, and your research workload will be allocated for the following academic year. For example, in mid-2024, you will submit a report based on your activities during the 2023-2024 academic year, and your research workload will be allocated for the 2025-2026 academic year. Annual review looks at your activities over the past academic year, except where it explicitly uses a longer time window.

Q: I am very active in publishing papers in prestigious journals and prefer to allocate my research time to publications, rather than other Core Activities such as submitting grants. Can I ask for an exception based on my publication records?

A: Research leadership is demonstrated by engagement in a broad variety of activities. This policy expects that faculty members engage in various research activities to meet the requirements for each category. The activities have been identified based on the activities we know take place in the Faculty, and may be amended.

Q: There is not a research graduate program that includes my interests, so I am unable to supervise graduate students within the Faculty of Management. How does this impact my research workload?

A: We understand that not everyone in the Faculty does research that is aligned with our thesis-based programs. Supervision is not a hard requirement in any workload profile. You are encouraged to work with graduate students in other departments, Faculties, or other universities. The PhD Management and the IDPHD offer broad graduate degrees that may be of interest.

Q: How does publishing a paper with multiple co-authors impact my publication requirements?

A: Your level of contribution is usually evaluated by the journal editor, and this policy does not intervene with editors decision. This policy recognizes and acknowledges meaningful collaboration and multi-author publications. In exceptional situations where the vast majority of a faculty member's research output appears to be papers with many authors, the faculty member may be asked by their department chair to justify and explain.

Q: Why should we have our own journal list instead of relying on lists such as ABDC, FT50, etc.?

A: These lists may not be 100% aligned with our vision and are not inclusive of the breadth of research undertaken in the Faculty. Therefore, relying on the peer-review process and offering flexibility to faculty members to choose their publication outlet is preferred.

Q: How are conference proceedings considered in the Premier journal list?

A: If your field values publishing in certain conference proceedings as a prestigious research activity, they may suggest the conference to be included in the Premier list of journals. The ADR and Research Committee will consider this suggestion before the finalized list of Premier journals are announced. In

fields where this practice is standard, peer-reviewed papers in the proceedings of top tier conferences may be accepted as peer-reviewed journal articles.

Q: How does this policy apply to limited term contract faculty members?

A: The research workload policy will not apply to limited term contract faculty members as their responsibilities are specified in their LTA contract.

Q: As an editor of two peer-reviewed journals, do they count as two separate items in Appendix A (Core Activities)?

A: It is important to note that for Appendix A (Core Activities), faculty members are expected to have a diverse range of expertise and leadership activities. Multiple activities within the same category (such as multiple editorship roles) are counted as one, and it is expected that faculty members also participate in other categories listed under Core Activities. They may count as items in other appendices.

Q: Is the sliding 3 year window in the research section adjustable due to leaves and other career interruptions?

A: Yes, the 3 year window will be extended for parental leaves, medical leaves, and unpaid leaves of absence (not other forms of special leave such as sabbaticals and administrative leave). Colleagues who take on academic leadership roles in the Faculty may opt to exclude some or all of the years of their administrative service from the 3 year window for up to one year following their term.

Q: What is the date of a peer-reviewed journal publication for the purpose of this policy?

A: The date is whenever the publication is unambiguously accepted for publication without further revisions, regardless of when it appears in the journal.

Q: Student supervision shows up in multiple categories in this policy. Do I have to choose?

A: Each student can only be counted once when reporting your workload, but if you supervise multiple students you may count them in different sections (e.g. one in appendix A, the second in

appendix B, and the third under Service). Recall that Masters students may be counted for 1 year, PhD students for 4, and Postdocs for 2.

Appendix K

DALHOUSIE UNIVERSITY

# GUIDELINES FOR TENURE AND PROMOTION
## Faculty of Management

Approved: October 14, 2020
Amended: September 15, 2022

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## 1. Preamble

These Faculty of Management guidelines are intended as a useful aid to the interpretation of regulations as set out in the Dalhousie University Senate document, *Regulations Concerning Appointments, Tenure and Promotion* (1987; 1997 amendments), hereinafter referred to as the University Regulations, and the *Collective Agreement between the Board of Governors of Dalhousie College and University and the Dalhousie Faculty Association,* hereinafter referred to as the Collective Agreement, but do not supersede these documents.

The express purpose of the Faculty of Management Tenure and Promotion Guidelines is to assist and inform those involved in the promotion and tenure process at all levels of the professoriate: faculty members, department heads, department promotion and tenure committee members, faculty promotion and tenure committee members and administrative staff. These guidelines outline the promotion and tenure process and formal procedures, including deadlines, routing, levels of responsibility, eligibility, criteria and documentation.

The understandings concerning academic freedom and tenure set out in Article 3 of the *Collective Agreement* are assumed to serve as the base upon which the following guidelines are elaborated.

The Collective Agreement specifies that the criteria for Tenure and Promotion are:

1. Academic and Professional Qualifications,
2. Teaching Effectiveness,
3. Contributions to an Academic Discipline,
4. Ability and Willingness to Work with Colleagues, and
5. Personal Integrity.

Faculties may add to or augment these criteria, or define them more precisely, but may not reduce them. This document outlines the criteria and standards for the Faculty of Management.

*The Collective Agreement* (15.04) provides "additional criteria may be established by faculty regulations." This is a provision that is particularly important to the Faculty of Management, which has a responsibility to be concerned not only with the creation and communication of knowledge, but with the application of knowledge to enhance the practice of the professions. This orientation will influence the interpretation and application of the criteria for tenure and promotion for these Schools. Since each School within the Faculty of Management may have distinctive academic and professional characteristics, some degree of flexibility must be expected in the application of these guidelines for tenure and for promotion. This flexibility must not compromise the consistency with which standards are applied to evaluate performance on all the criteria for tenure and promotion within the Faculty of Management.

In all cases, professional contributions, whether in teaching, in the discipline, or in the practice of the profession and administration, must be comparable in level, standards, and intellectual calibre across all Schools. An important consideration for tenure should be promise of future intellectual, scholarly, and professional development; promotion is based upon positive evidence of actual achievement and accomplishment in these areas. This will inevitably be based on the vitality and progress candidates have demonstrated as teachers, scholars, and creative professionals.

Candidates will not necessarily be expected to perform equally well under all the criteria specified below. Some will be better teachers than contributors to an academic discipline or profession, for example. Others will contribute more to the discipline or the profession than to the classroom. Each group can expect that particularly strong performance under one criterion will be considered to offset weaker performance under another. However, minimum standards must be maintained in all aspects of the Faculty's work. Consequently, candidates who fail to meet the minimum standard under any one criterion cannot expect to receive either tenure or promotion. Exceptions may, of course, occur where the terms of candidates' appointments explicitly exclude consideration of their performance under a particular criterion.

## 2. Criteria and evidence for tenure and promotion in the Faculty of Management

### 2.1 Academic and professional qualifications

This criterion is normally satisfied by an appropriate doctoral degree. In individual cases, or in specific disciplines within a School, appropriate professional qualifications and experience may be substituted for the doctoral degree. Candidates are normally informed, at the time of appointment, what the required qualifications are for tenure and promotion in their case.

Evidence in support of criteria
Candidates' *curriculum vita* (CV) indicates doctoral qualifications or professional qualifications or both. Exemptions may be evidenced in an appointment letter. The CV should conform to the UniWeb standard (Choose the Academic CV download option): https://uniweb.dal.ca/

### 2.2 Teaching Effectiveness

Normally candidates will be involved in teaching, regularly updating courses, planning, developing, coordinating, and organizing programs and curricula. The major tasks of instructors lie primarily in imparting the basic concepts, principles, and theories of their field of specialization; in imparting a range of critical thinking, intellectual, and professional skills; and also in imparting appropriate professional values. Furthermore, instructors' effectiveness is evidenced by their ability to stimulate the intellectual interest and operational capacity of their students.

For **tenure**, candidates must demonstrate satisfactory performance in teaching effectiveness. Promotion to **Associate Professor** requires demonstrated effectiveness as a teacher through repeated and ongoing success since the previous rank. Promotion to **Full Professor** requires solid evidence of competence in teaching. A high level of teaching effectiveness is expected when teaching is the main consideration for promotion.

For promotion through the ranks, the record should show a trajectory of improvement or achievement. The Faculty expects to see increasing leadership and initiative in educational arenas, such as chairing or coordinating educational programs, program committees and program reviews; developing new programs, courses, instructional techniques and significant curriculum revision; significant mentoring of junior faculty and teaching assistants in the development of teaching competence.

Evaluation by students and former students can be complemented by in-class peer observations, curriculum assessment, and instructor self-evaluation. Formal recognition of teaching excellence through awards or nominations, as well as any employer's feedback on students' training and competence in the area where the candidate was involved, is valued.

While student ratings of instruction (SRIs) and Student Learning Experience Questionnaires (SLEQs) should be included in a teaching dossier, the focus for tenure and promotion review will be on the qualitative comments, particularly on candidates' reflection on, and response to, consistent student concerns, rather than to only quantitative results. SRIs/SLEQs must be interpreted in light of number of times a course has been taught, number of students, response rate, department means and variance, class material/level/type, and instructor expertise (Clause 18.09). SRIs/SLEQs survey participation rates should be factored in as well.

Candidates might also note use of innovative teaching methods, aids and materials; the production of instruction manuals, materials or teaching-related publications; supervision and coaching of students, as well as supervision of exams, academic counselling, assisting at registration and general student advising. Graduate student supervision may be considered teaching or research, depending on disciplinary norms.

Candidates should submit a Teaching Dossier that concisely demonstrates effective teaching. See Appendix A for further details.

Those aspects of teaching that can be evaluated, either by students or colleagues, or both, include:

1. The formulation of explicit learning objectives and learning outcomes for courses;

2. The ability to demonstrate the relevance of instructional materials;

3. The development and communication of criteria for evaluation of students' performance;

4. The extent to which constructive feedback is provided to students;

5. The ability to communicate with clarity, focus, and due regard for the level of comprehension attained by students;

6. The availability of the instructor outside class periods;

7. The responsiveness of the instructor to students' academic problems;

8. The degree of effort devoted to motivating students to learn;

9. The extent to which efforts are made to provide practical applications (through case studies, workshops, etc.) of the basic concepts presented in the course;

10. The time an instructor spends on his or her development as a teacher;

11. The extent to which course designs and pedagogical approaches are revised and brought up to date; and

12. The efforts to use in the classroom knowledge derived from on-going practice in the field.

In addition to these criteria and those indicated in the reports of the individual Schools, there are other valid approaches to effective teaching. It is the responsibility of the individual Schools to adapt the general criteria listed in this section to the evaluation of alternative approaches and field instruction, where relevant.

. Evidence of teaching effectiveness should include:

1. A summary statement of teaching philosophy, goals and methods.

2. A list of all courses taught in each year of the candidacy with the number of students enroled in each course each year, credit or contact hours.

3. If available, peer evaluations and/or reports of teaching observations.

4. A summary of Student Ratings of Instruction (SRIs) or Student Learning Experience Questionnaires (SLEQs) for the last 5 years with candidate reflections on how they have interpreted and used that and other feedback to improve teaching. Append official SRIs/SLEQs for the last five years clearly labelled with course number, name, instructor name and year taught. When submitting SRI results, do not include unsigned comments or information concerning co-instructors. All SLEQ comments should be included, as none are submitted anonymously.

5. Samples of course syllabi and/or other course materials for the last five years, with an introduction from the candidate indicating how they convey teaching excellence and/or illustrate the teaching philosophy.

6. Supervision of students and research trainees; clearly indicate their level, thesis or nonthesis, and your role. Comments on student achievements such as publications and other scholarly recognition.

7. Documents signifying awards or other formal recognition of teaching excellence, and/or participation in teaching workshops or conferences on teaching.

**2.3 Contributions to an academic discipline and profession**

The purpose of this section is to summarize the interpretation and application of this criterion as it has evolved in the Faculty. Candidates who have successfully fulfilled the requirements of this criterion have won a positive response to the following questions:

a) Can the contributions be viewed as a demonstration of vigour, originality, and judgement which have gained candidates the recognition of members of their discipline or profession, both inside and outside of Dalhousie?

b) Do the contributions reflect a continuing productive activity that advances the knowledge of the discipline or profession in a substantive way?

In keeping with the diverse forms of scholarship included in the Collective Agreement (Boyer's Model), the Faculty of Management recognizes scholarship of discovery, integration, application, and teaching, as well as scholarship of professional practice. The emphasis on one or more of the dimensions of scholarship (discovery, teaching, application, integration, and professional practice) may vary from one discipline or field of study to another.

- Scholarship of **Discovery**: systematic inquiry that builds a distinctive body of knowledge within the field of study; may be basic, applied or theoretical; may be solo or team; recognized by peer review, or within a community of practice, as significantly contributing to and advancing the discipline. All candidates are expected to pursue excellence in scholarship of discovery

- Scholarship of **Integration**: analytical inquiry that develops new knowledge, perspectives, insights and understanding from purposeful examination and synthesis of original knowledge, evidence, theory and other information.

- Scholarship of **Application**: advancing knowledge and new understandings through exploring how peer reviewed concepts, principles, research findings and theories are applied in practice, particularly concerning the advancement of practice knowledge in the profession or discipline

- Scholarship of **Teaching**: inquiry concerning pedagogy for conveying and developing the knowledge, skills and approaches of a discipline or profession; building or analyzing evidence regarding how knowledge and skills are acquired and constructed. It does not replace scholarship of discovery, integration and/or application as the primary contribution of candidates, but should be recognized and valued as scholarly activity

- Scholarship of **Professional Practice**: scholarly work closely linked to professional practice and contributions to a profession beyond the University; inquiry and interventions that advance the profession and are recognized by peers (including practitioners); taken into account as part of the overall evaluation of a candidate's scholarly contribution to a field

The Collective Agreement (Clause 17) states that, "Review and assessment of scholarship should recognize non-traditional forms of scholarship and traditional ways of knowing." For Indigenous scholars and scholars working with Indigenous communities, relationships are often critical, scholarly work is expected to benefit community, and credibility may be established by community. Candidates may want to show how relationship building, which may take time to establish, affects their research output, as well as how agreements with Indigenous communities impact the dissemination and use of their research. Candidates may want to show how their work

operationalizes respect (e.g., for cultural knowledge, traditions, values, activities), relevance (e.g., to values and realities, community-driven priorities), reciprocity (e.g., participating communities, groups, individuals are partners in research), and responsibility (e.g., ethical relationships, appropriate methodologies, engagement, accountability for action). These important aspects of quality may also warrant discussion for other community-based and participatory research, which demands unusual time commitment.

For **tenure**, candidates must demonstrate a commitment to intellectual and professional activity throughout their career and attain and maintain a high degree of academic proficiency (Collective Agreement, Clause 15.02). For promotion to **Associate Professor**, candidates must show evidence of actual achievement and accomplishment as researchers and scholars through repeated and ongoing success over a period of at least four years. For promotion to **Full Professor**, candidates must (a) show competence in both teaching and scholarship, (b) demonstrate attainment of a high level of effectiveness in teaching and/or scholarship likely to be maintained, and (c) show that their teaching or scholarship makes a significant contribution to their discipline or the University (Clause 16.11)

Evidence of scholarly contribution should include:

1. A research statement that clearly articulates the candidates' independent program of research.

2. Peer-reviewed research or scholarly publications from candidates' programs of research, accepted or in print, with a clear explanation of the candidates' role in the publications.

3. A consistent pattern of peer-reviewed products from the candidates' research.

4. Participation as principal or co-investigators in funded or unfunded peer-reviewed research activities from the candidates' programs of research.

5. Additional peer-reviewed or high-quality non-peer-reviewed productivity.

6. For Indigenous scholars and scholars working with Indigenous communities, an indication of how scholarly work has benefited the community, and how their work operationalizes respect relevance, reciprocity, and responsibility (See Clause 17 of the Collective Agreement).

7. A link to the candidate's Google Scholar profile. Candidates may provide bibliometrics to demonstrate the impact of their research.

8. Other scholarly activities.

Evidence of professional contributions

Where candidates seek tenure or promotion on the basis of such contributions, it is their responsibility, and that of the School, to ensure that assessments of those contributions by

appropriate external evaluators are made available. Appropriate external evaluators must be at arms' length from the candidates, thus excluding advisor, co-authors, former classmates, anyone who has or had a relation of personal nature with the candidates; in addition, an external evaluator must be at least as senior as the level for which the candidates apply, and must be recognized as expert in the candidates' discipline in an unquestionable way.

The basis for the evaluation of contributions to an academic discipline or profession is peer assessment. It is the responsibility of each School and Director to ensure that external peer assessments are obtained in respect of candidates for tenure and/or promotion, prior to the date specified by the Collective Agreement for recommendations to be made to the Faculty Tenure and Promotions Advisory Committee. Where candidates' work has appeared other than in refereed publications, it is the responsibility of candidates to provide copies of the work in a form suitable for external assessment, and it is the responsibility of the Director to arrange for external assessments of that work by competent referees. Insofar as it is feasible, referees should be asked to make an overall assessment of the candidates' work, rather than to comment on individual items in isolation. Referees should be asked specifically to give their judgement of the appropriate answer to the two questions posed in 2.2 (a) and (b) above.

Candidates being considered for tenure and/or promotion will be requested to suggest possible external referees. In accordance with the Collective Agreement, at least half of the persons approached as referees shall be the choice of the faculty member. The referees not selected by the candidate should come from a larger list presented to the candidate, from which the candidate has the right to veto certain names, provided that there are enough names left to protect the confidentiality of the process. The candidate should be advised not to communicate with potential referees about their case as it could raise suspicions about impartiality. The referee letters should not be solicited by the candidate nor addressed to the candidate.

In cases of tenure and of promotion to Associate Professor, it is recommended that three, and no fewer than two, letters from external referees be obtained (including at least one from an individual suggested by the candidate). In cases of promotion to Professor, it is recommended that four, and no fewer than three, letters from external referees be obtained (including at least two from individuals suggested by the candidate).

In addition to the minimum requirements for external assessments outlined above, candidates may submit or request references from others within or outside Dalhousie. The School or Faculty committee, or the Director or Dean, may also request additional assessments if, in their judgement, such would be helpful in evaluating a case for tenure or promotion. Any such request must, of course, be consistent with relevant provisions of the Collective Agreement, including the provision that half of any such additional referees must be selected by the candidate.

### 2.4 Ability and willingness to work with colleagues so that the academic units concerned function effectively

This means ability and willingness to "pull one's weight" and to carry one's teaching and administrative responsibilities, including committee work, of the School, Faculty, and University. It does not refer to candidates' ideological, political, and social relations with colleagues.

If the School and University are to function effectively, faculty members must not only teach and perform their personal research competently, but they must also be able to work together as a team. In order to achieve this, it is reasonable to expect from all faculty members co-operative, constructive participation in teaching, administration, and committee work. Evaluation of performance on this criterion must allow for a higher level of achievement. Faculty should thereby be encouraged not only to contribute to system maintenance, but to exercise leadership and engage in constructive participation in programme development and administration. Those who excel in this dimension should have their contribution fully recognized, not simply checked off as having reached a minimal threshold of achievement. At the same time, the quality and effectiveness of such contributions must be assessed on the basis of positive evidence of accomplishment.

Only in extreme cases can faculty members' relationships with colleagues be a reason for withholding tenure or promotion. Conflict between a faculty member and the School Head or other colleague in the University should not be taken as grounds for refusing the faculty member tenure or promotion unless they act with such irresponsibility that the work of the School is seriously impaired.

For **tenure**, the expectation is evidence of promise, such that reviewers can firmly predict future excellence. For promotion to **Associate Professor**, candidates are expected to show sustained participation in and contribution to academic governance and development (School, Faculty, University, professional associations) and make ongoing contributions to the wider community. For promotion to **Full Professor**, the expectation is increasing leadership and initiative, with sustained contributions beyond the local to the national and international arenas.

Evidence of ability and willingness to work with others should include:

1. A list of specific service involvement (such as committee membership, roles) at School, Faculty and University levels.

2. A list of service in professional and/or public arenas, indicating specific involvement and relevance of the contribution

3. Solicited and unsolicited letters from colleagues (e.g., unit and beyond, research teams, community and agency partners, staff) commenting on collegial engagement.

**2.5 Personal Integrity**

The Collective Agreement (article 17) calls for personal integrity in the areas of teaching, research, scholarship, service, and other assigned workload. The Faculty of Management adheres to the following criteria:

1. It is the responsibility of Members to be fair to their students, to foster a free exchange of ideas, to avoid unjust or improper discrimination, and to avoid any exploitation of students, or other employees.

2. Members have the obligation to defend the right of their colleagues to academic freedom. It is unethical for them to act so as deliberately to infringe that freedom. Members must strive to be fair and objective when presenting a professional judgment of a colleague and refrain from unjust criticism of the character or competence of colleagues.

3. Members have the responsibility to respect the confidentiality of information about a colleague gained during participation in a committee dealing with such matters as appointment, reappointment, promotion, tenure, continuing appointment, appointment without term, dismissal or in the discharge of other administrative duties or responsibilities.

4. Members shall not reveal information about students, whether concerning their academic progress, their personal life, or their political or religious views, except in the normal provision of grades or references within Dalhousie University or to another educational institution, or as may be authorized by the student concerned.

5. Members have the responsibility to acknowledge in their scholarly lectures and publications academic debts to colleagues and students. It is unethical to exploit the unpaid work of colleagues or students for personal gain.

Evidence in support of personal integrity

(a) In teaching:

1. Student evaluation based on identified criteria.

2. Consistent use of relevant expectations and evaluations.

3. Student and peer feedback regarding fairness, integrity and ethical conduct.

4. Conscientious effort to meet all academic responsibilities.
5. Demonstration of appropriate respect for student confidentiality.

(b) In research and scholarship:

1. Recognition of collegial contributions

2. Ethical conduct of research

(c) In administrative and professional service:

1. Reflect appropriate professional values and ethics.

2. Comply with University policies and procedures.

3. Maintain confidentiality where such an expectation is specified.

## 3. Tenure and promotion eligibility, timelines, and levels of responsibility

### 3.1 Eligibility

#### 3.1.1 Tenure

Only faculty members who hold tenure stream appointments are eligible for consideration for tenure at Dalhousie University. Most individuals being considered for tenure will have been initially appointed at the rank of Assistant Professor. However, occasionally those on probationary tenure track appointments will have been promoted from Lecturer to Assistant Professor during their term. In this instance academic rank is not a factor in determining tenure eligibility.

Probationary Tenure Track appointments
Probationary tenure track appointments are given to junior academic faculty with little or no full-time academic experience. These appointments are for an initial period of three years, after which the member's performance is reviewed by the School Committee, School Head and Dean before being renewed for a second three- year term (tenure track). Members who begin with probationary tenure track appointments are eligible for consideration for tenure after four years of service (i.e. in the fall of the fifth year of appointment).

Tenure Track appointments
Tenure track appointments are given to individuals with at least three years full-time academic teaching experience. These appointments are for three years, with **tenure consideration occurring after two years of service (in the fall term of the third year of appointment).**

#### 3.1.2 Promotion

A member may request consideration for promotion at any point.

Lecturer to Assistant Professor
Promotion will occur when the member has acquired the appropriate qualifications.

Assistant Professor to Associate Professor
On the initiative of the member, the member may be considered for promotion from Assistant Professor to Associate Professor.

Associate Professor to Professor
On the initiative of the member, the member may be considered for promotion from Associate Professor to Professor.

#### 3.1.3 Notification of eligibility

In accordance with the Collective Agreement and the University Regulations, Assistant and Associate Professors, and Senior Instructors who have not previously initiated consideration for promotion shall be reminded of their eligibility **no later than August 15** of the **fifth year** of the members' appointment by the Dean.

The Dean's Office will liaise with Schools regarding eligibility for tenure and promotion consideration and will request confirmation that the School head has contacted eligible members. A member who requests consideration for promotion must submit this request to the School head **no later than September 15** of the year in which such consideration is to occur. Once Schools know who will be considered for promotion, they should notify the Dean's Office.

## 4. Timelines

**DFA Timelines – Reappointment, Tenure and Promotion**

| | Reappointment (to Tenure Track) | Tenure | Promotion |
|---|---|---|---|
| Notification of eligibility (by the Dean's Office) | July 1* | August 15* | August 15 *Clauses 16.10, 16.11* |
| Candidate submits documentation | August 15* | September 15 *Clause 15.19(a)* | September 15 *Clause 16.01* |
| School Committee's recommendation AND Head/Chair/Director's recommendation | October 15* | November 30* | November 30 *Clause 16.01* |
| Faculty Committee's recommendation | N/A | December 15* | February 15 *Clause 16.02* |
| Dean's recommendation | October 31 *Clause 14.15(a)* | December 31 / January 15 *Clause 15.12* | March 31** *Clause 16.02* |
| President's decision | N/A | February 28 / March 15 *Clause 15.24(b)* | May 31 *Clause 16.03* |

* Internal deadlines set by the School / Dean's Office.
**If applying for Tenure & Promotion, adhere to the timelines for Tenure.

## 5. Levels of responsibility

### 5.1 Faculty member

Faculty members are responsible for contacting their School Head for information regarding the tenure and promotion processes in their School. Faculty members should be aware of the criteria and the steps in the review process. Faculty members must develop and submit their complete applications by the deadline (see Section 4) and are expected to engage in the review process, as appropriate. Applications and all supporting documentation must be submitted electronically. Members on parental leave may elect to defer their appointment, without term consideration, for one year (Article 30.08(g)).

### 5.2 School Committee

Each School must form a single School Promotions and Tenure Committee that consists of members elected in accordance with the terms of reference established by the School's governing council. Candidates who are being considered for tenure or promotion may not serve on the Committee. The School Promotion and Tenure Committee makes recommendations to the School Head regarding promotion and tenure considerations by the deadline mentioned in Section 4. The School Head should not sit on the School Committee as an ex officio member.

### 5.3 School Head

It is the responsibility of School Heads to establish a schedule for submission and review of promotion and tenure applications in their School and to submit these applications to the Dean's Office in accordance with University deadlines. The School Head is responsible for obtaining referee and reference letters on behalf of the applicant. The School Head is also responsible for obtaining additional information if so requested by the Faculty Promotion and Tenure Committee or the Dean and may be assisted by the Chair of the School Promotion and Tenure Committee. The School Head is also responsible for obtaining evaluation forms and letters from students and colleagues regarding teaching effectiveness. The School Head is responsible for ensuring that applications are complete and contain appropriate documentation before forwarding them to the Faculty Committee via the Dean's Office.

### 5.4 Faculty Committee

The Faculty Tenure and Promotion Advisory Committee is a standing committee of the Faculty of Management and consists of members of the Faculty of Management as nominated and elected by Faculty Council. This Committee is responsible for the review of tenure and applications in the Faculty of Management for the purpose of providing recommendations to the Dean. Candidates who are being considered for tenure or promotion may not serve on the Committee. The Faculty Committee must submit its recommendations to the Dean by the deadline mentioned in Section 4. The Chair of the committee should be prepared to meet with the Dean to review all applications and the committee's respective recommendations if so requested.

### 5.5 Dean

The Dean is responsible for reviewing all applications for promotion and tenure before they are forwarded to the President. The Dean makes recommendations based on material submitted and recommendations by the School Committee, School Head and the recommendation of the Faculty Tenure and Promotion Advisory Committee.

The Dean reviews all tenure and/or promotion applications as submitted by Schools following receipt of the recommendations from the Faculty Tenure and Promotion Advisory Committee. The Dean may request additional information at this time, and it is the responsibility of School Heads to assist in obtaining such material. The Dean may meet with the Chair of the Faculty Committee to review the applications. Members are notified of the Dean’s recommendations by the date mentioned in Section 4, as stipulated by the Collective Agreement and Regulations. The Dean is

required to submit tenure applications to the President by this date as well

Promotion

The Dean reviews all promotion applications as submitted by Schools, following receipt of the recommendations of the Faculty Tenure and Promotion Advisory Committee. The Dean may request additional information at this time, and it is the responsibility of School Heads to assist in obtaining such material. The Dean may meet with the Chair of the Faculty Committee to review the applications. The Dean is required to submit applications to the President by the date mentioned in Section 4.

### 5.6 President

The President is responsible for the review of tenure and promotion applications. Written recommendations should clearly address all relevant criteria and provide a rationale for the decision. The President also receives a faculty member's notice of appeal and reaches out to the University Appeal Committee to begin the appeal process.

## 6. Review process

At each level of review, all applications for tenure and/or promotion are reviewed on the basis of the criteria established by Dalhousie University and the standards set by the Faculty of Management.

At each level of review, the reviewer(s) can choose to:

a) recommend tenure and/or promotion;
b) recommend deferral of tenure and/or promotion; or
c) not recommend tenure and/or promotion

When it appears likely that there will be a recommendation that tenure and/or promotion not be granted or that consideration be deferred (except when the Member has requested such deferral), the candidate shall be informed in writing, before any recommendation is made, of the specific concerns related to the criteria and standards for the award of tenure and/or promotion as defined in the *Collective Agreement* and/or as provided by Faculty of Management regulations. This shall occur at each stage in the tenure and/or promotion process. The candidate shall have the opportunity to respond in writing and to provide additional information in writing within five (5) days.

## 7. Appeals

### 7.1 Tenure

Tenure decisions are subject to appeal, where appropriate. The University Tenure Committee (UTC) is convened to hear appeals of negative tenure decisions and consists of three faculty members selected from a standing panel appointed by Senate.

### 7.1.1 Initiating an Appeal

The faculty member or the President may initiate a University Tenure Committee (UTC) review.

The President is required to seek a UTC review before rejecting a recommendation from the Dean for tenure or deferral and making a less favourable recommendation to the faculty member.

1. The President initiates a UTC review by submitting written notice to the faculty member and to the Chair of Senate.

2. Written notice must be provided within fourteen (14) days of the release of the Dean's recommendation.

3. Written notice should include:

    a. the name of the faculty member;
    b. a copy of the Dean's recommendation; and
    c. the grounds for initiating the review

The faculty member can seek a UTC review if the Faculty Tenure Committee recommendation differs from the recommendation of the Dean.

1. The faculty member initiates a UTC review by submitting written notice to the President and to the Chair of Senate.

2. Written notice must be provided between fourteen (14) and twenty-one (21) days of the release of the Dean's recommendation.

3. Written notice should include:

    a. the name of the faculty member;
    b. a copy of the Dean's recommendation and the Faculty Tenure Committee's recommendation; and
    c. the grounds for initiating the review

Within fourteen (14) days of the initiation of a UTC review, both the faculty member and the President must provide their Committee nominations in writing to the Secretary of Senate. Nominees must be selected from the standing panel of members appointed by Senate.

1. The President nominates a member of UTC.

2. The faculty member nominates a member of UTC.

3. The two nominees, together, nominate the Chair of UTC.

The parties to a UTC review are the University and the faculty member. The President designates one or more University representatives to participate in the proceeding.

The Chair of Senate, or designate, acts as facilitator of UTC. Once the membership of UTC has been established, the Chair of Senate will ensure the faculty member, the University representative, and UTC all have access to the faculty member's tenure file.

If needed to ensure fairness and consistency, UTC may access special files pertaining to tenure of other candidates within the same Faculty or other such units in the same and preceding academic year.

### 7.1.2 UTC review process

The UTC reviews the faculty member's tenure file. The University and the faculty member may make written or oral submissions.

Submissions from the faculty member should contain supporting arguments as to why tenure should be granted. If submissions are made, parties should be given the opportunity to know and respond to submissions, orally or in writing. Appropriate timelines for submissions and responses are set by the Chair of UTC. Timelines should allow parties adequate time to consider and respond to submissions.

UTC is not an investigative body. It does not unilaterally solicit information to supplement the information already provided. Any relevant materials not already contained in the faculty member's tenure file should be provided to UTC. Parties to a UTC proceeding must also be provided with copies of all materials shared with UTC. Deadlines for submitting relevant materials are set by the Chair of UTC.

### 7.1.3 UTC report

After considering all representations made on the matter, UTC drafts a report. This report should include:

1. UTC's conclusions on the matter;

2. any appropriate recommendations; and

3. a statement of reasons

The report must be distributed to the President, the faculty member, and the Board of Governors no later than July 15. If UTC is not unanimous, the decision of the majority is deemed to be the decision of the Committee. The President will consider UTC's report before making a decision on behalf of the Board of Governors.

### 7.2 Promotion

The University Promotion Appeal Committee (UPAC) is convened to hear appeals of negative promotion decisions and consists of three members selected from a standing panel appointed by Senate. Not every promotion file can be appealed. Promotion files with conflicting recommendations are the only promotion files eligible for review. Members cannot appeal decisions where the School Head, the Faculty Committee, and the Dean concur that promotion ought to be denied.

#### 7.2.1 Initiating an appeal

A member who is denied promotion may appeal to UPAC to overturn the negative decision. Members cannot appeal decisions where the School Committee, the School Head, the Faculty Committee, and the Dean concur that promotion ought to be denied.

The Member initiates the appeal process by submitting written notice to the President within 21 days of receiving the negative promotion decision, with copies to the Chair of Senate. Written notice should include:

1. the name of the Member;

2. a copy of the decision being appealed; and

3. the grounds for initiating the review

#### 7.2.2 Convening the UPAC

Within fourteen (14) days of the initiation of a UPAC appeal, both the Member and the President must provide their Committee nominations in writing to the Secretary of Senate. Nominees must be selected from the standing panel of twelve (12) members appointed by Senate.

1. The President nominates a member of UPAC.

2. The Member nominates a member of UPAC.

3. The two nominees, together, nominate the Chair of UPAC.

The parties to a UPAC appeal are the President and the Member. The President may designate one or more representatives to participate in the proceeding. The Chair of Senate, or designate, acts as facilitator of UPAC. Once the membership of UPAC has been established, the Chair of Senate will ensure the Member, the President or President's representative, and UPAC all have access to the Member's promotion file. To ensure fairness and consistency, UPAC can access special files pertaining to promotion of other candidates within the same Faculty or other such units in the same and preceding academic year.

### 7.2.3 UPAC review process

UPAC reviews the Member's file and considers whether the Member has met the appropriate criteria and standards for promotion to the rank in question. For consistency, UPAC may review the promotion files of other candidates within the same Faculty or unit in the same and preceding year.

UPAC may invite persons considered appropriate by the Committee to make representations to the Committee. Those invited by the Committee may only make representations relating to their review or area of expertise. Invited persons should not comment on the reviews made by others as part of the promotion process.
The President, or the President's representative, and the Member may request to make written or oral submissions. Submissions from the Member should contain supporting arguments as to why promotion should be granted. If submissions are made, parties should be given the opportunity to know and respond to submissions, orally or in writing. Appropriate timelines for submissions and responses are set by the Chair of UPAC. Timelines should allow parties adequate time to consider and respond to submissions.

UPAC is not an investigative body. It does not unilaterally solicit information to supplement the information already provided. Any relevant materials not already contained in the Member's promotion file should be provided to UPAC. Parties to a UPAC proceeding must also be provided with copies of all materials shared with UPAC. Deadlines for submitting relevant materials are set by the Chair of UPAC.

### 7.2.4 UPAC report

After considering all submissions made on the matter, UPAC reports its findings in writing. This report should include:

1. UPAC's conclusion as to whether the Member has met the appropriate criteria and standards for promotion;
2. any appropriate recommendations; and

3. a statement of reasons

The report must be distributed to the President and the Member no later than four (4) months following the establishment of the Committee. If UPAC is not unanimous, the decision of the majority is deemed to be the decision of the Committee. The decision of UPAC is binding on the Member, the President and the Board.

## Appendix A: Preparing your file

Candidates should present their case in the most favourable light, in accordance with Faculty guidelines, which will facilitate the review process. Succinctly outline your contributions relating to the Tenure/Promotion criteria. Reappointment files should be modeled on the guidelines for Tenure. The file should be submitted as five separate PDF documents:

1. Cover letter and file outline
2. UniWeb CV
3. Google Scholar citations profile (Professoriate stream only)
4. Teaching dossier
5. Publications and samples of scholarly work (Professoriate stream only)
6. Other appendices

**Cover Letter** (maximum 6 pages)

Briefly address how you have met each of the criteria for tenure and/or promotion. Contextualize your teaching and research so that reviewers from other fields can understand your work. Indicate your workloads during the period under review. Comment on any special or anomalous situations (e.g. unusual scholarly activity, periods of leave, special course development, workload weighted other than 40%/40%/20%, special awards or recognition) and any important areas of work in progress.

Make your case for tenure and/or promotion; simply presenting your CV and evidence in the appendices (which constitutes evidence) does not suffice. Use plain language readily understood by a range of reviewers. Address each criterion in turn, showing clearly how you have met or exceeded expectations. Note your role and contributions to team efforts. Explain very clearly what teaching you have done and how teaching is done in your unit. Explain clearly your independent program of research and your scholarly accomplishments, with a trajectory from inception to dissemination. Student supervision may be scholarship or teaching, whichever fits for you.

Provide a brief executive summary of your file, including why particular items were included as evidence of your accomplishments. A well-prepared file has very judicious selection of evidence. Provide an outline of the contents of your file.

**Curriculum Vitae**

Include an up-to-date CV in the Uniweb format that conveys your work and accomplishments on each of the tenure or promotion criteria. Include at least:

- Name, current academic position, contact information and date prepared
- Academic and professional qualifications, degrees, with dates
- Academic/professional awards and honors, with dates
- Employment history, starting with most recent, with dates
- Teaching responsibilities, courses taught, dates, enrolments
- Students and trainee supervision, with dates, level of trainee, your roles
- Scholarly work, indicating dates and your roles, contributions

- Research grants – current, completed, under review (possibly unsuccessful applications), indicate funding sources, team members, dates, your roles
- Publications and other products – indicate peer-reviewed or not, show trainee involvement, clearly show stage of review or publication, indicate your role
- Presentations – indicate peer-reviewed or not, invited, role of trainees, type of forum
- Service work, administrative committees indicating level (unit, Faculty, University, profession)
- Other – community work, continuing education, media attention etc.

**Google Scholar citations profile**

Google Scholar Citations is a profile made available to authors through Google Scholar that allows authors to track citations to their work. In addition to citations to one's work, Google Scholar calculates metrics such as the h-index, i10-index, the total numbers of citations to an author, and displays them on each profile. A Google Scholar citations profile makes it easier for you and others to quickly:

- Find your publications,
- Keep track of citations to your publications,
- Check who has cited your publications, and
- Graph citations over time and compute several citation metrics.

Information about how to set up a Google Scholar citations profile may be found here: https://bit.ly/2WElpTE

**Teaching dossier**

Teaching effectiveness is an important criterion for promotion and tenure at Dalhousie University, necessitating the requirement to provide evidence of teaching activities and effectiveness in all promotion and tenure applications. The Faculty of Management requests that faculty members include a concise teaching dossier in their applications for promotion and/or tenure.

A teaching dossier must document the quantity of teaching (undergraduate, graduate, postgraduate, public education) and the quality as evaluated by participants and peers, and by department and division heads. Responsibility for course planning and evaluation, development of course material, educational research and publications so related are also considered important components of a teaching dossier.

The teaching dossier should include a complete listing of teaching responsibilities and accomplishments as provided by the member and student and peer evaluations of teaching effectiveness as provided by the department head. A representative sampling of evaluative information collected by the faculty member may be included as well.

Only Faculty approved evaluation forms should be used. A summary of the evaluation forms that gives an overview of the responses in lieu of copies of the actual forms is preferred (if available). In the absence of evaluation forms, letters from students, former students and from peers, provided they are solicited by the Department Head or Department Promotion and Tenure committee, are admissible; however, only include a representative sampling. Departments may

use their own forms provided they have been approved and accepted by members of the Department.

The teaching dossier is expected to have a major role in the ongoing self-assessment that all teachers should carry out at least annually. The information included should be illustrative of the individual's approach to and philosophy of teaching. It should also be a forum for the display of a teacher's accomplishments.

In summary:

A teaching dossier is:

- A carefully constructed record of teaching goals, methods and results/evidence
- Documentation of teaching roles (undergraduate, graduate, postgraduate, public, etc.)
- Documentation of teaching effectiveness, as evaluated by students/trainees and peers
- Concise - with samples provided

A teaching dossier includes:

- Statement of your teaching philosophy and goals
- Teaching activities
- Education administration and leadership
- Teaching innovations and curriculum development
- Education scholarly work
- Activities to improve teaching (e.g., education-related professional development)
- Evidence of excellence (evaluations)

Teaching dossier tips:

- Start early on in your academic career; a dossier is a 4-5 year effort
- Open a teaching dossier file, and collect information from several sources regularly
- Create early drafts and make frequent updates
- Seek peer input
- Base your case on explicit evidence

Additional resources:

- Creating a teaching dossier: https://bit.ly/2XcLJDM
    - Includes a step-by-step guide for creating a teaching dossier: https://bit.ly/2AGPtFU
    - Includes a recommended teaching dossier template

**Appendices**

- Professional Qualifications. If equivalency is claimed, provide official documentation for any training that warrants exemption.

- A summary of Student Ratings of Instruction (SRIs) or Student Learning Experience Questionnaires (SLEQs) for the last 5 years with candidate reflections on how they have interpreted and used that and other feedback to improve teaching. Append official

SRIs/SLEQs for the last five years clearly labelled with course number, name, instructor name and year taught. When submitting SRI results, do not include unsigned comments or information concerning co-instructors. All SLEQ comments should be included, as none are submitted anonymously.

- A selection of **up to five recent** publications and/or other scholarly products that best illustrate your scholarly work. Books and other lengthy documents should not be submitted in their entirety because external reviewers are unlikely to read that much material.

- Letters of support, copies of grant results or publication acceptances, evidence of other scholarly activities and other appendices you deem highly relevant to assessment of your application.

**File Outline Check List**

__ Cover letter (6 pages maximum)

__ File outline (1 page maximum that clearly identifies what is in the file)

__ Updated Uniweb CV

__ Google Scholar citations profile

__ Teaching Dossier

__ Sample SRIs / SLEQs (past 5 years)

__ Sample of scholarly work (up to 5 examples)

__ Letters of support

__ Any other evidence of scholarly activities not covered elsewhere

Do NOT include the following items:

- Letters of support written by a member of the unit or Faculty-level tenure and promotion committee.

- Any course evaluation (including students' comments) that pertains to instructors other than you (i.e., delete the names of any other instructors on signed evaluations).

- Any confidential information appearing on student evaluations of other instructors.

- Unsigned course evaluations.

- Annual reports (workload deviations should be noted in your cover letter).

**Tips for Applicants**

- Get familiar with the Collective Agreement Articles 15, 16 and 17.

- Useful guide: MacLennan, B. (2018). *Under the microscope: Tenure, promotion and reappointment*. https://bit.ly/3j2F6NT

- Files that have not been prepared appropriately will not move forward, so time your file submission to allow for revisions if necessary. Start early.

- Your unit Director must formally review your file, so they cannot mentor you in file submission. But colleagues who are not on the tenure and promotion committee can. It can be very helpful to consult colleagues who have been through the process recently and/or who have served on tenure and promotion committees at unit or Faculty levels.

- A clear cover letter is vital. Address the criteria and promote your case. Ideally, reviewers will be convinced by the letter alone, even without the supporting evidence.

- Make sure a multi-disciplinary review committee understands the norms and measures of excellence in your field.

- Be sure to delineate your role in multi-person grants or publications. Order of authors differs by discipline – indicate the norms in your field (e.g., primary author first or last etc.).

- Distinguish between research grants awarded to you and studentships won by students you supervise.

- Graduate supervision may be considered teaching or research; disciplinary norms vary. Be clear in which category you are presenting supervision, which may vary for level of trainee.

- The Centre for Learning & Teaching can help with preparing a teaching dossier and may be able to provide observation and assessment of your teaching.

- Be very clear how teaching is conducted in your unit, and how your courses are structured (e.g., contact hours, labs, tutors, problem-based, online etc.). Be clear about your roles and contributions.

- Introduce SRIs/SLEQs with a summary chart that conveys course details and scores concisely. Indicate how you have thought about and responded to challenges.

- Organize your SRIs/SLEQs in a way that is easy to follow (e.g. Course A, years 1-5; Course B, years 1-5 etc.). State how they are organized and why any are missing (e.g. too small class sizes).

- The criteria listed here are minimum standards; in any specific field expectations may exceed these for demonstration of excellence.

- If you have a joint appointment or teach in more than one unit, the Director where you hold your principal appointment must ensure that a committee considering your case includes members from relevant units.

- You are entitled to meet in person with the committee at both the unit and the Faculty level.

- The committee at any level may request specific information from you if it might help deliberations and may ask to meet with you.

- At every stage in the process, at unit and Faculty levels, you have the right to know what is being recommended. At any stage in tenure consideration you may request deferral (Article 15).

- Appeals are explained in Collective Agreement Article 15, grievances in Article 29.

## Appendix B: Sample letters or emails

**Sample letter/e-mail – Department head to faculty member requesting external referee list**

Dear (*faculty member*),

As part of the consideration of your application for (*tenure and/or promotion*), letters of recommendation will be sought from arm's-length external referees. External referees make a vital contribution to the process of consideration and must be carefully selected. In addition to evaluating your application against the criteria, they will be asked to evaluate the quality and impact (national, international) of your specialty research work.

An arm's-length external referee is someone who is not employed by or appointed to Dalhousie University and who is able to objectively review your application without personal bias. External referees should be persons whose impartiality cannot be doubted. Close friends, former associates/colleagues, former directors/supervisors and recent co-authors/co-investigators would not generally be considered at arm's length. Moreover, you should not communicate with the proposed external referees about the matter in question since doing so could raise doubts about their impartiality. The department will approach these individuals on your behalf.

Please note: Although not a mandatory component of the application, letters of reference may also be included. Contrary to letters from external referees, letters of reference are usually internal, from people who know you well and from whom you can expect a manifestly supportive reference. These letters of reference will not be counted among the required number of letters from external referees.

In choosing the names of individuals to be approached as external referees, at least half of the persons approached by the department shall be from the list you provide. Of those approached, at least one letter from persons on your list must be included in your application moving forward. The faculty member, department head and dean are each entitled to comment on the suitability of the persons to be approached.

We ask that you provide the names and contact information of three (minimum) to six individuals who may be approached by the department to serve as arm's-length referees. Please submit this list to (*name & email of departmental coordinator*) no later than (*date*). Do not hesitate to contact us if you have any questions about the process.

Sincerely,

**Sample letter/e-mail – Department head to external referees (request to serve)**

Date:

Dear _____

Dr. (*insert candidate's name*), an Assistant Professor (*or substitute appropriate rank*) in (*insert name of Department*), is being considered by Dalhousie University for (*insert tenure and/or promotion as appropriate*). Your name has been suggested as an external referee to assist us in our deliberations. As you know, such an external review makes a vital contribution to tenure and promotion consideration and I hope you will be able to assist the University by acting as an external referee in this case. We would require your input into our deliberations by (*insert required return date*).

You should be aware that the provisions of the collective agreement provide that your letter of reference will be made available to the candidate unless you request that your identity be concealed in which event the identifying letterhead and signature block shall be removed. If you are willing to act as an external referee in this case could you please advise me via email (*insert email address*) or phone me at (*insert phone number*) no later than (*insert response date*). Upon confirmation from you, I will be forwarding to you copies of Dr. (*insert candidate's name*)'s curriculum vitae and other relevant information. Thank you for considering this matter.

Yours Sincerely,

**Sample letter/e-mail – Follow-up: Department head to external referee (upon agreement to serve)**

Date:

Dear _____

Thank you for agreeing to act as an external referee in Dr. (*insert candidate's name*) consideration for (*insert tenure and/or promotion as appropriate*). As I previously indicated to you, we will require your input into our deliberations by (*insert required return date).*

I would also remind you that the provisions of the collective agreement provide that your letter of reference will be made available to the candidate unless you request that your identity be concealed in which event the identifying letterhead and signature block shall be removed.

I am enclosing the following documentation to assist you in giving your assessment of the candidate to us:

(List details of all enclosures, as appropriate,

- copies of the relevant criteria and standards from the collective agreement and Faculty regulations,
- the curriculum vitae of the candidate,
- if appropriate, copies of the teaching evaluations,
- copies of all published articles and papers presented to conferences as submitted by the candidate,
- bibliographical list of published books; (include the following as a note: if your library cannot supply these, please let us know, and we will arrange for the material to be sent to you.)

Of the several criteria that are relevant in tenure or promotion consideration, we would expect that your assessment would primarily focus on the candidate'' scholarly activities. In an assessment of the candidate's published work, we would request that you include a comment on the reputation of the journal or publication in which the work appears and your comments on the quality, originality and productivity of any research performed by the candidate would also be welcomed. We are, of course, not restricting you from commenting on any other aspects of the candidate's abilities or performance or other relevant criteria if this is possible. Your assessment of whether the candidate has, in your view, met the relevant criteria is of vital importance to us.

If you require any further clarification, we would prefer it if you email us rather than telephone since the substance of any material communication with you regarding this matter will be disclosed to the candidate. Thank you for your kind assistance in this matter.

Yours Sincerely

Appendix L

# Faculty of Management Policy on Teaching Quality


POLICY STATEMENT 2

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## Policy Statement

Regardless of program or type of class taught, successful teachers demonstrate leadership, good communication skills, effective evaluation techniques, and self-reflexivity about their teaching.

## Reason for Policy

The Faculty of Management Guidelines for Tenure and Promotion recognize that teaching in this faculty is characterized by diversity; the Faculty of Management offers many different types of classes of different sizes and at different levels. Thus, the Guidelines state:

> *The major tasks of the instructor lie primarily in imparting the basic concepts, principles, and theories of his or her field of specialization; in imparting a range of intellectual, professional skills; and also in imparting appropriate professional values. Furthermore, the instructor's effectiveness is evidenced by his or her ability to stimulate the intellectual interest and operational capacity of his or her students….Teaching includes lectures, seminars, laboratories, tutorials, and field instruction, supervision and co-ordination. It also extends to less formal teaching situations, such as counselling students and directing graduate student research, theses, and in the practicum.*

In keeping with these broad Guidelines, any Faculty policy on teaching quality must also be broad enough

(1) to allow all professors to thrive and to foster development in teaching across the whole career span, and
(2) to consider appropriate assessment and evaluation of teaching.

This policy is intended to apply to all those who teach in the Faculty of Management, whether on Dalhousie Faculty Association (DFA), Canadian Union of Public Employees (CUPE) or other appointments, except where otherwise noted.

# Examples of Successful Teaching

## Leadership

Successful teachers:

1. Motivate students to learn;
2. Actively engage students in the learning process using participatory approaches that are consistent with the learning outcomes of the class;
3. Demonstrate enthusiasm for the class material and for teaching;
4. Demonstrate genuine concern for student learning;
5. Are approachable and respectful of students.

## Good communication

Successful teachers:

1. Set clear aims, goals and objectives for learning outcomes;
2. Facilitate student-professor communication both inside and outside of class;
3. Stimulate student interest in the course material;
4. Make appropriate use of technology to inform and engage students;
5. Communicate clearly with students and the school director in the event of cancelled classes[1];
6. Adapt teaching strategies to the needs of students, recognizing that undergraduate, graduate, and mid-career students have different needs and require different teaching approaches.

(Appendix 1 "Excellent Communication Skills: A Checklist" provides further detail on the role of good communication skills in teaching performance.)

[1] All instructors are expected to teach every class for which they have been contracted. If an emergency arises and a class must be cancelled, it is the instructor's responsibility to contact both their school director, to explain why a class must be cancelled and to provide details of how the class topic will be covered, and to contact the students (through email, BbLearn, etc., along with arranging for a paper notice on the classroom door).

## Effective course design

Successful teachers:

1. Establish learning outcomes that highlight a range of skill types and varying levels of ability appropriate to the course;

2. Devise learning activities that provide students with active opportunities to practice the required skills and to engage with the material in preparation for evaluation;

3. Create assessment tools that enable students to demonstrate that they have met the learning outcomes of the course in meaningful ways.

## Effective assessment

Successful teachers:

1. Link assessment to learning outcomes;

2. Use a balance of assessment tools (including appropriate qualitative/quantitative tools), and ensure that overall assessment structure effectively assesses learning outcomes, as set out in the course syllabus;

3. Provide students the opportunity to learn and practice tasks before being evaluated;

4. Adhere to the Faculty of Management Professor-Student Contract on Academic Integrity available at http://management.dal.ca/academic_integrity/fom_policy/A_Professor-Student_.php;

5. Assess student learning fairly and accurately;

6. Provide clear, constructive and timely feedback;

    i. To ensure that feedback is useful in improving student performance, it should be provided as promptly as possible, ideally before the student submits a subsequent assignment. Ideally, students should receive some graded feedback within the first third of the course. During the term assignments should be graded and returned to students within two weeks of submission.

ii. To make instructor expectations clear, rubrics should be used to provide informative feedback to students. Grading rubrics should be provided to students as part of the assignment template.

### Self-reflexivity

Successful teachers:

1. Regularly re-assess their teaching methods and activities;
2. Seek opportunities to obtain informal feedback on the effectiveness of their teaching (such as informal midterm course reviews and informal classroom observations by colleagues);
3. Participate in professional development for teaching improvement.

Appendix 2 provides some resources for informal midterm evaluations.

## Defining Evidence of Teaching Quality

Teaching is a complex task and the formal evaluation of teaching should be based on evidence from multiple sources and over sustained periods of time, of which the following are examples.

### Evidence from students

- Student Rating of Instruction (SRI) scores.
- Signed qualitative comments.
- Emails or signed letters sent to program/school administrators.

### Evidence from peers

- Peer review of the teaching dossier (check for alignment of teaching philosophy and approaches, syllabi, and responses to SRI feedback).
- Informal classroom observations by colleagues.

### Evidence from the teacher

- Annual reports.
- Annual review meetings with school director or delegate:
  - Completion of yearly teacher self-evaluation.
  - Discussion of teacher self-evaluation.
- Teaching dossier, which should include:

- Statement of teaching philosophy
- Sample assignments
- Sample syllabi
- Student Rating of Instruction (SRI) results
- Reflection on Student Rating of Instruction (SRI) results.

(See Teaching Dossier resource links provided by the Centre for Learning and Teaching at http://www.dal.ca/dept/clt/services/Dossiers/Resources.html)

## Developing Teaching Excellence

Evidence from both self-assessment and SRI (Student Rating of Instruction) results are valuable sources of data in our efforts to improve teaching effectiveness. In these efforts, it is essential that a supportive climate in which development can thrive be maintained.

### Recognition for Excellent Teachers

1. Professors whose teaching reflects particularly high levels of achievement should be acknowledged by a formal letter from the school director, a copy of which should be kept in the personnel file.
2. Professors whose teaching is recognized as excellent should be encouraged to mentor their colleagues and faculty members who are developing as teachers should be encouraged to seek out mentors.
3. Professors whose teaching is consistently excellent should also be recognized through nominations for faculty and university teaching awards (see Appendix 3).

### The Role of the Annual Review Meeting

1. In terms of self-assessment, each professor with a DFA appointment should have an annual review meeting with his or her school director or designate to discuss teaching performance as well as research and service.
2. An integral part of the discussion of teaching performance should be an annual Teaching Self-Evaluation (see Appendix 3), in which the professor is encouraged to reflect on his or her teaching performance over the past year and to identify possible goals for improvement or strategies for support. This meeting is an opportunity to acknowledge successful teaching performance as well as to identify areas for further improvement.
3. In addition to self-assessment, the SRI system provides the most commonly available source of feedback on which to base development efforts. School directors interpret SRI scores in the context of several important variables (the size of the class, the level of the class, whether the class is required or elective, and the professor's level of experience in

general and with the specific class in particular). It is therefore impossible to establish an objective "number" which denotes an acceptable (or unacceptable) level of teaching performance in all cases. The reliability of SRI data is based on consistency over time, and the results for a single course, while useful for developmental purposes, do not necessarily reflect overall teaching effectiveness.

4. Professors are encouraged to participate in events and activities such as teaching workshops and conferences (such as the annual Dalhousie conference on Teaching and Learning organized by CLT) and to share their innovative teaching strategies, either through workshops and/or conference sessions or by posting to the Dalhousie Idea Bank blog (http://www.dal.ca/dept/DALVision/idea-bank.html).
5. Written reports of each annual review meeting should be filed in the office of the school director.

## Intervention protocol guidelines

There will be occasions when SRI scores or other evidence indicates a concern with teaching performance. In these instances, the following intervention protocol is proposed for all professors, whether on DFA, CUPE or other appointments:

### Step 1: Initial concern:

The school director should interpret the SRI scores and signed qualitative comments in light of the variables listed above. If the scores in a class suggest a cause for concern about teaching performance, the school director or designate should have an informal, non-evaluative discussion with the professor outside of the annual review meeting. No record of the meeting should become part of the professor's personnel file. During this discussion, the professor should be encouraged to reflect upon his or her teaching. It would be appropriate for the school director or designate to ask questions such as "How do you feel this class went? How would you interpret these data? Are there things you would change if you teach this class again?" Appropriate resources should be offered, if needed.

If the school or program administrators receive an isolated signed letter or email of complaint from a student, that complaint should be followed up by the school director or designate, taking care to protect the identity of the student and, except in extraordinary circumstances, only after grades have been submitted. The complaint should be approached with an open-minded examination of possible explanations, and considered in the context of the larger body of SRI data. Appropriate resources should be offered, if needed.

### Step 2: Repeat concern or more serious concern:

If

a) a professor has poor teaching scores in all classes in one term; and/or
b) a professor has poor teaching scores in a particular class over two consecutive offerings of the class; and/or
c) the school/program director receives signed letters or emails from several students expressing concerns with the professor's teaching,

the school director or designate should meet with the professor to identify and discuss reasons for these outcomes and to make a professional development plan for addressing the issues identified.

Developmental strategies could include some or all of the following:

a) Mentoring. The mentor could be:
   - a colleague from within the school;
   - the program director;
   - a staff member from the Dalhousie Centre for Learning and Teaching (CLT also provides a confidential peer consultation program).

b) Attending workshops or participating in other training offered by CLT or other appropriate units or organizations.

c) Attending a conference related to teaching performance and strategies.

d) Observing another professor's class(es).

e) Other strategies, as appropriate.

### Step 3: No improvement or no compliance:

If there is no observable improvement in SRI scores in the following year or if there is no follow-up with the recommended professional development strategies, the professor should be referred to the Dean for further discussion of teaching improvement strategies.

Approved by Faculty Council, July 22, 2009
Revised October 30, 2013

# Appendices

## Appendix 1: Excellent Communication Skills – A Checklist[2]

Observe the communications-related components of the Professor-Student Contract of the Faculty of Management (latest version posted at http://management.dal.ca/academic_integrity/fom_policy/A_Professor-Student_.php)

Engage students through excellence in communicating ideas and enthusiasm for the subject, in line with course design.

Be able to present lecture-style, rich-content teaching when this is consistent with the learning outcomes of the class.

Be able to engage students in a range of learning strategies other than lecture where these modes of learning are consistent with the learning outcomes for the class.

Set a professional tone in all communications in and out of the classroom.

Respond promptly to emails from students and administrators (within 2-3 days of receipt).

Be available for office hours at least two hours per week.

Be able to use BLS competently and post grades correctly and electronically in Banner in a timely manner, and within University guidelines.

Be able to explain to students the expectations and grading criteria for assignments, quizzes and examinations.

Be able to explain clearly to students why they have received a given grade on any assignment or quiz.

[2] Prepared by David Wheeler, Dean of Faculty of Management, 2006-2009

## Appendix 2: Sample Midterm Evaluations[3]

Summative vs Formative Evaluations

The Dalhousie Student Ratings of Instruction Program is a formal process in which student ratings of instruction data are used for administrative purposes in the summative evaluation of teaching performance. Summative evaluations are concerned with the overall quality of teaching and so the data collected focuses on those teacher behaviours that are correlated with the desirable outcomes for students. Formative evaluations of teaching are concerned with the on-going development of teaching and are conducted by individual instructors to explore how the learning process might be best facilitated. Formative evaluations are conducted while the course is still on-going. They usually focus on specific elements of teaching and learning rather than being concerned with the overall performance.

Why conduct mid-term evaluations?

Mid-term evaluations are formative evaluations and allow you to address problems and difficulties while the course in on-going. By asking detailed questions, you will receive specific feedback from students on specific items for improvement as well as communicating what you are doing well. Students will often give more extensive feedback in mid-term than end-of-term evaluations because the outcomes will directly affect them. Changes can be implemented and you will be able to compare and contrast the students' original response in the mid-term evaluations with the end-of-term evaluations.

How to design mid-term evaluations?

You can't address all aspects of the teaching and learning process in one questionnaire. Consider three or four aspects of your course that you would like students to comment upon. Your choices do not have to focus only on problem areas; ask questions about what is going well, too. Make sure your questions are clearly worded and open-ended. Avoid questions that result in a yes or no response.

Distributing your mid-term evaluations

Ask students to fill our your questionnaire at the beginning of class rather than at the end of class when they are in a hurry to get to their next class. You should leave the room while they respond to the questionnaire and emphasize that they should not sign the form. Make sure you explain the purpose of the questionnaire to you students, both orally and in a brief written synopsis at the start of the questionnaire. Express your interest in knowing their opinion about what is working and what is not working for them. Have a student collect the completed questionnaires and place them in an envelope.

[3] Prepared by Suzanne Le-May Sheffield, Director, Centre for Learning and Teaching

Responding to your mid-term evaluations

When you read your students' mid-term evaluations, consider the big picture. What are the general trends in the feedback? There may be some items that are impossible to change mid-way through the course, but you should respond to at least one major concern as the course is still on-going. If you conduct mid-term evaluations and then fail to respond to students' concerns, you will undermine your own credibility with your students.

Share the general results of the mid-term evaluations with your students. Indicate to them how you will address significant problems or concerns. Alternatively, you might ask the class to vote on how certain aspects of the course should be changed or enhanced. Students will usually be impressed with the fact that youi have taken the time to consider their concerns and to address them immediately.

Sample mid-term evaluation tools can be found at:

Mid-Term Evaluation Questions

http://www.princeton.edu/mcgraw/library/for-faculty/midcourseevals/Mid-term-Evaluation-Questions.pdf

Feedback Forms

http://w4.stern.nyu.edu/citl/teaching/evaluations/hardcopy_survey.htm

Incorporating Mid-Term Course Evaluations

http://teachingcenter.wustl.edu/midterm-evaluations

## Appendix 3: Teacher Self-Evaluation

All those who teach in the Faculty of Management should complete this self-evaluation annually, in advance of their annual review meeting with their school director or designate. The completed self-evaluation can form the basis for a discussion of teaching performance during the annual review meeting.

| | **Examples/evidence of how I meet these criteria** | **I would be interested in the following type of support in this area…** |
|---|---|---|
| **Leadership…**<br><br>I motivate students to learn;<br><br>I actively engage students in the learning process using participatory approaches;<br><br>I demonstrate enthusiasm for the class material and for teaching;<br><br>I demonstrate genuine concern for student learning;<br><br>I am approachable and respectful of students. | | |
| **Good communication…**<br><br>I set clear aims, goals and objectives for learning outcomes;<br><br>I facilitate student-professor communication both inside and outside of class;<br><br>I stimulate student interest in the course material;<br><br>I make appropriate and effective use of technology;<br><br>I communicate clearly in the event of a cancelled class;<br><br>I adapt teaching strategies to the needs of students.<br><br>**Effective course design….** | | |

| | | |
|---|---|---|
| I establish learning outcomes that highlight a range of skill types and varying levels of ability appropriate to the course;<br><br>I devise learning activities that provide students active opportunities to practice the required skills and to engage with the material in preparation for evaluation;<br><br>I create assessment tools that enable students to demonstrate that they have met the learning outcomes of the course in meaningful ways. | | |
| **Effective assessment…**<br><br>I link assessment to learning outcomes;<br><br>I use a variety of appropriate assessment tools;<br><br>I provide opportunities to learn and practice tasks before being evaluated;<br><br>I adhere to the Faculty of Management Professor-Student Contract on Academic Integrity available at http://management.dal.ca/academic_integrity/fom_policy/A_Professor-Student_.php<br><br>I assess students fairly;<br><br>I provide timely and constructive feedback. | | |
| **Self-reflexivity…**<br><br>I regularly re-evaluate my teaching methods and activities;<br><br>I seek opportunities to obtain informal feedback on my teaching;<br><br>I participate in professional development for teaching improvement. | | |

# Appendix 4: Dalhousie University Teaching Awards

## University-wide awards

Dalhousie Alumni Association Award of Excellence for Teaching (see http://www.dal.ca/dept/clt/services/Awards/DalWide/DAAAward.html)

Dalhousie Sessional and Part-Time Instructor Awards of Excellence for Teaching (see http://www.dal.ca/dept/clt/services/Awards/DalWide/SessandPT.html)

Educational Leadership Award (see http://www.dal.ca/dept/clt/services/Awards/DalWide/ela.html)

## Faculty of Management Teaching Awards

Faculty of Management Teaching Excellence Awards in Management Education (see http://www.dal.ca/faculty/management/rsb/about/awards-and-accreditation/faculty-awards.html)

Professor of the Year, School of Business Administration

Gordon Archibald Teaching Excellence Award (see http://www.dal.ca/faculty/management/rsb/about/awards-and-accreditation/faculty-awards.html)

## Regional and National Teaching Awards

Association of Atlantic Universities (AAU) Distinguished Teacher Awards (see http://learningandteaching.dal.ca/celeb/c35.html)

Association of Atlantic Universities (AAU) Educational Leadership Awards (see http://learningandteaching.dal.ca/celeb/c35.html)

3M/ Society for Teaching and Learning in Higher Education (STLHE) Teaching Awards (see http://learningandteaching.dal.ca/celeb/c36.html)

Institute of Public Administration of Canada (IPAC) Pierre de Celles Award for Excellence in Teaching (see http://learningandteaching.dal.ca/celeb/c40.html)

STLHE College Sector Educator Award (see http://www.stlhe.ca/awards/college-sector-educators-award/)

## Related Information

**Dalhousie Faculty Association (DFA) Collective Agreement**, available at http://humanresources.dal.ca/dfa/index.htm

**CUPE 3912 Collective Agreement with Dalhousie University**, available at http://www.3912.cupe.ca/Collective_Agreement

**Faculty of Management Professor-Student Contract on Academic Integrity** available at http://management.dal.ca/academic_integrity/fom_policy/A_Professor-Student_.php