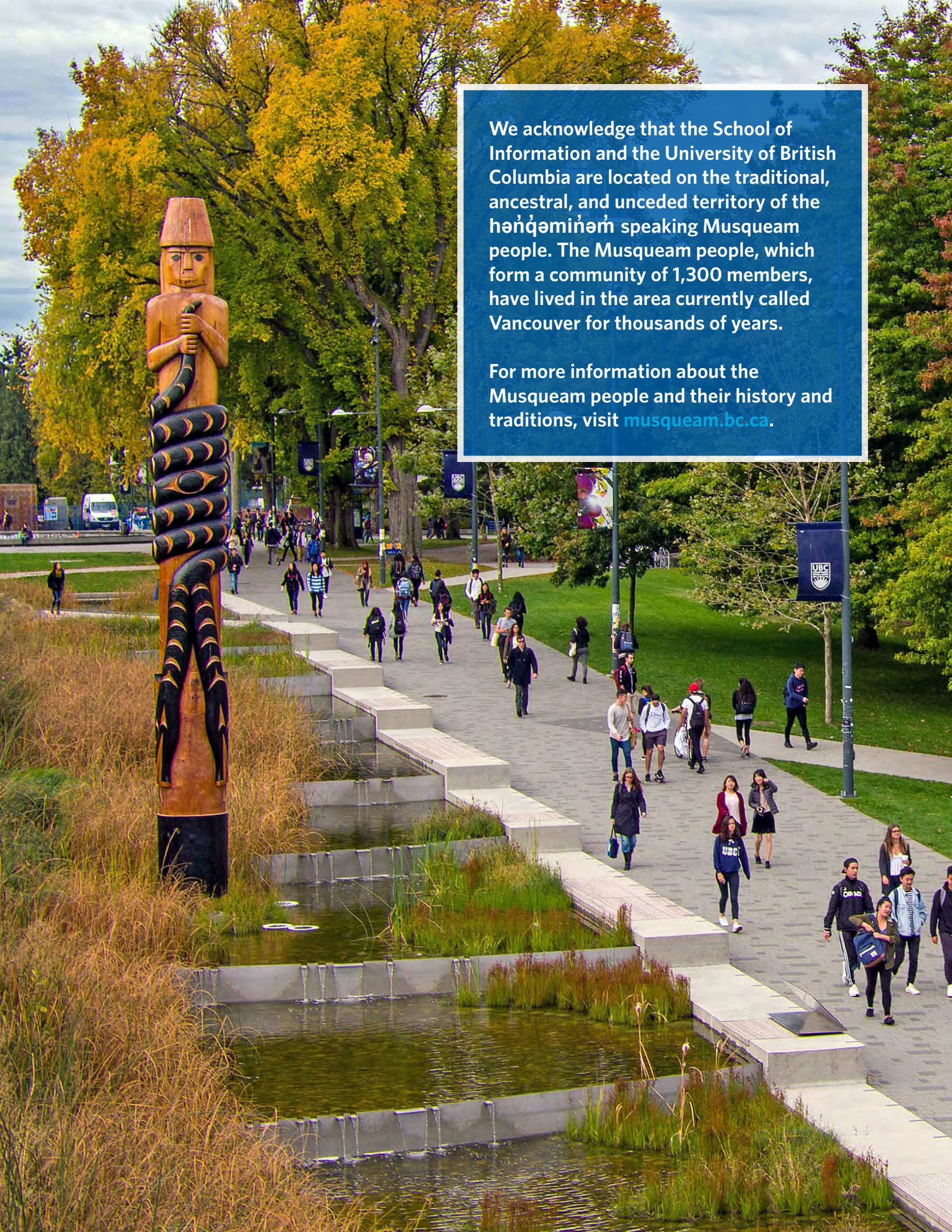




UBC School of Information (iSchool)

Self-Study for External Review 2023



We acknowledge that the School of Information and the University of British Columbia are located on the traditional, ancestral, and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people. The Musqueam people, which form a community of 1,300 members, have lived in the area currently called Vancouver for thousands of years.

For more information about the Musqueam people and their history and traditions, visit musqueam.bc.ca.

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Abbreviations

AAPS	UBC Association of Administrative + Professional Staff
ACA	Association of Canadian Archivists
ALA	American Library Association
ALHS	Arrow Lakes Historical Society
AMS	UBC Alma Mater Society
ARMA	Association of Records Managers and Administrators
ARST	Prefix for Archival Studies courses
Arts ISIT	UBC Faculty of Arts Instructional Support and Information Technology
ASIS&T	Association for Information Science and Technology
ATALM	Indigenous Archives, Libraries and Museums
BCLA	BC Library Association
BMS	Bachelor of Media Studies
CEL	Community Engaged Learning
CIHR	Canadian Institutes of Health Research
CFLA	Canadian Federation of Library Associations
CHIL	Prefix for MACL program courses
Co-op	Co-operative Education
CSTC	Carrier Sekani Tribal Council
CRC	Canadian Research Chair
CREATE NSERC	Collaborative Research and Training Program
CUPE	Canadian Union of Public Employees
DFP	Designing for People
ISP	UBC Indigenous Strategic Plan
EDI	Equity, Diversity, and Inclusion
G+PS	UBC Faculty of Graduate and Postdoctoral Studies
GAA	Graduate Academic Assistant
GRA	Graduate Research Assistant
FNCC	First Nations Curriculum Concentration
IBPOC	Indigenous, Black, and People of Color
ICA	International Council on Archives
IDEAS@UBC	Inclusion Diversity Equity and Access Student Association
INFO	Prefix for Information Studies courses
IRSHDC UBC	Indian Residential Schools History and Dialogue Centre
LAIS	Prefix for PhD Program courses
LASSA	Library and Archival Studies Student Association
LLED	Prefix for Language and Literacy Education courses
LIBR	Prefix for Library and Information Studies courses

LIS	Library and Information Schools
M&P	Management and Professional Staff Group within AAPS
MACL	Master of Children’s Literature
MAS	Master of Archival Studies
MASLIS	Master of Archival Studies and Library and Information Studies
MITACS	Mathematics of Information Technology and Complex Systems
MLIS	Master of Library and Information Studies
NSERC	Natural Science and Engineering Research Council of Canada
PhD	iSchool PhD Program
PLO	Program Learning Outcomes
SAA	Society for American Archivists
SEoI	Student Experience of Instruction
SLAIS	School of Library and Information Studies, our previous institute name
SSHRC	Social Sciences and Humanities Research Council
StEAR	UBC Strategic Equity and Anti-Racism framework
TA	Teaching Assistant
TLEF	UBC Teaching and Learning Enhancement Fund
Tri-Council	Combined funding agencies CIHR, NSERC, and SSHRC
VBL	Vancouver Black Library
UBC-O	UBC Okanagan campus
UBC-V	UBC Vancouver campus

Preface



The School of Information (iSchool) is one of [eighteen academic units at UBC-Vancouver](#) to undergo an External Review in the academic year 2022-23. UBC organizes these reviews to promote accountability and transparency, and improve academic excellence. The present Self-Study fulfills a specific component of this process: the “assembly of comprehensive documentation and data” needed to evaluate the unit’s academic programs, its goals and achievements, and its administrative procedures. UBC adheres to a modular design of self-studies and units are invited to select “appropriate modules” for inclusion. The last External Review of the iSchool took place in the 2014-15 academic year.

Our unit was notified of the present External Review in a communication from July 14, 2022 by the Office of the Faculty of Arts’ Associate Dean, Equity, Innovation and Strategy. On September 14, 2022 we received a Table of Contents for the Self-Study (“Department Self-Study Report External Review 2020”), which provided a suggested selection of modules. While the present document follows the Arts Table of Contents closely, the following modules were added: Connections to Institutional Strategic Plans (1.7), Faculty Awards (Appendix 5), Service Beyond the Unit (Appendix 6), and Postdoctoral Fellows (Appendix 10). Due to limitations of available digital CVs, this Self-Study does not include research, service and awards data pertaining to faculty members that retired since the academic year 2014-15, or who have since left to continue their career elsewhere.

As the acknowledgments at page 69 show, producing this document was a team effort and I am grateful to faculty and staff members who contributed, either by submitting contents or commenting on the draft version that was distributed in January 2023.

DR. ERIK KWAKKEL
UBC iSchool Director and Professor
March 1, 2023



From left to right, back to front: Kevin Day, Richard Arias-Hernández, Lisa Nathan, Erik Kwakkel, Rick Kopak, Jennifer Douglas, Eric Meyers, Jerry He, Charlene McCombs, Debra Locke, Julia Bullard, Susan Parker, Luciana Duranti, Hannah Turner, Heather O’Brien, Tess Prendergast, Victoria Lemieux, and Belén Garcia.

Not pictured: Sandy Abah, Muhammad Abdul-Mageed, Tricia Logan, Amy Perreault, Elizabeth Shaffer, Luanne Sinnamon and Gabrielle Bonifacio.



SECTION 1

EXECUTIVE SUMMARY

This first section is self-contained and provides a critical, high-level overview of the iSchool: it introduces our community and its members, summarizes our programs, and highlights how the iSchool aligns with institutional strategic plans. Various aspects of this overview are addressed in more detail elsewhere in this document.

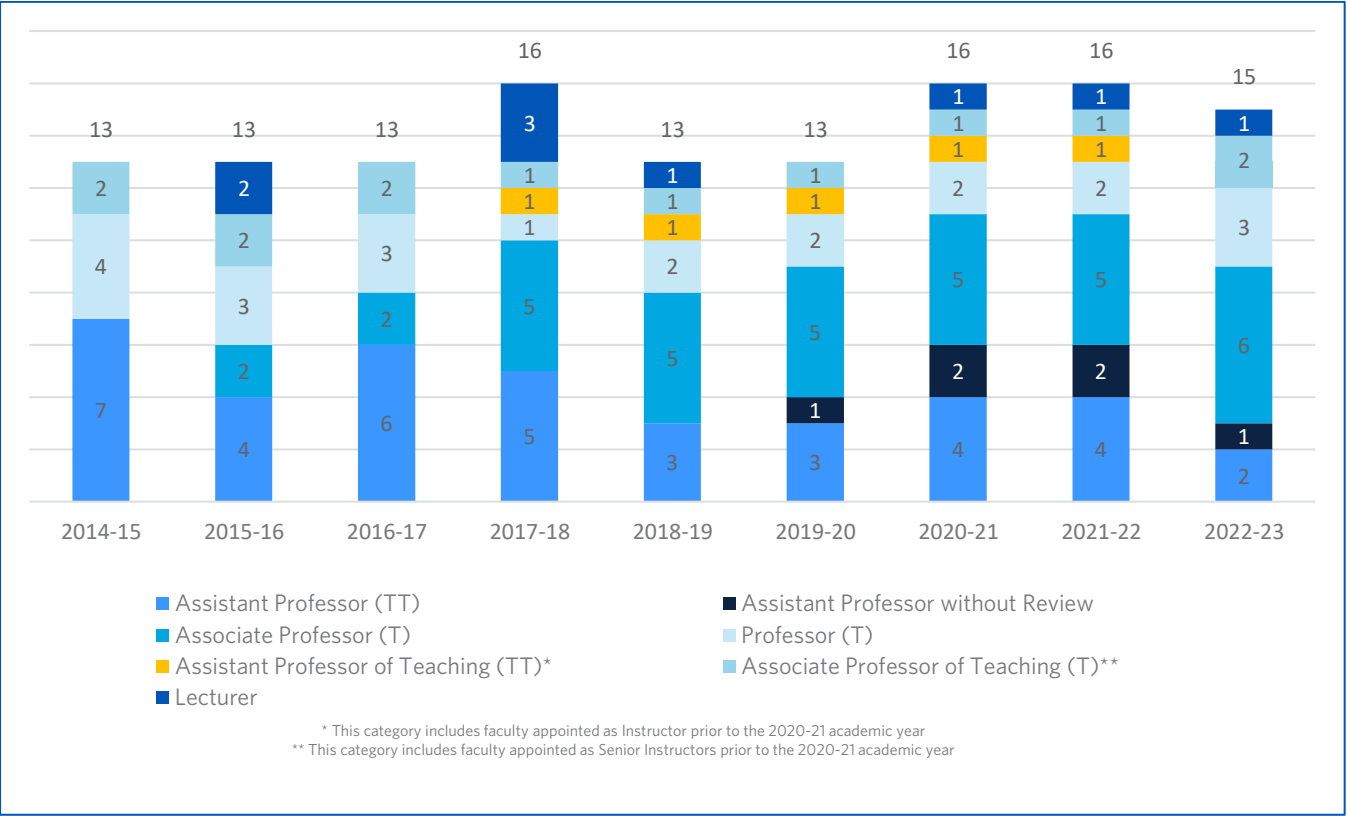
1.1 OVERVIEW

The School of Information (iSchool) was established in 1961 to address the growing need for professional librarians in Western Canada. Accreditation by the American Library Association (ALA) followed two years later. In 1981 an Archival Studies program was added (Master of Archival Studies, MAS), the first graduate program of its kind in North America. UBC iSchool is currently one of eight Library and Information Studies schools in Canada and among approximately fifty in North America that offer a Master of Library and Information Studies (MLIS) degree accredited by the ALA. We are the only school in Canada, and one of only a few in North America that offers a stand-alone graduate degree in Archival Science. UBC iSchool is consistently ranked as one of the world’s top schools for graduate education in Library and Information Studies. Notably, we have occupied a spot in the “top ten” of the QS World University Rankings in the category “Library and Information Management” since this ranking was introduced four years ago; in 2019 and 2020 our unit topped the ranking, making it the only academic unit in a Canadian university to rank number one overall in any subject category. We currently occupy fifth place (2022).

1.2 FACULTY AND STAFF

As documented in Appendix 1, iSchool core-funded (full-time) faculty presently comprises three Professors, six Associate Professors (including one cross-appointed with the Department of Linguistics), two Associate Professors of Teaching, three Assistant Professors (two Tenure Track, one Without Review with an end date of July 1, 2023), and one Lecturer (5-year contract, end date June 30, 2027). Two faculty members are part of the Educational Leadership Stream (Drs. Arias-Hernández and Kopak), and all others are part of the Research Stream. Faculty in the Educational Leadership Stream teach six instead of four courses per year and rather than undertaking research they build up educational leadership skills through, for example, the development of teaching innovation and enhancement, as well as curriculum development. In addition, in 2019 Dr. Susan Parker, UBC University Librarian, was appointed Associate Faculty Member in our unit. Her term was renewed in 2022 for an additional three years. The number of core-funded faculty has remained relatively stable since the previous External Review (Figure 1.1)

Figure 1.1 Core-funded faculty members, their rank, and type of appointment



“The iSchool’s current breadth of disciplines and expertise offers students an attractive and diverse pedagogical experience.”

Eight current core-funded faculty members were hired since the last External Review (Table 1.1), revitalizing faculty with increased disciplinary diversity, including in the History of the Book and Museum Studies, while broadening our perspectives as an educational and research body. The iSchool’s current breadth of disciplines and expertise offers students an attractive and diverse pedagogical experience. At the end of the current academic year, two long-serving faculty members will retire; we are actively working to hire within these lines and searches are currently underway. Although we have yet to achieve this goal, we actively aspire to hire an increased number of racialized faculty members; this is an important focus for the growth of the iSchool.

Since the previous External Review, five Assistant Professors in the Research Stream were promoted to the rank of Associate Professor (Drs. Abdul-Mageed, Douglas, Meyers, Nathan, and O’Brien), one Assistant Professor of Teaching was promoted to Associate Professor of Teaching (Dr. Arias-Hernández), and one Associate Professor was promoted to Full Professor (Dr. Lemieux). In addition, one Full Professor was hired in that rank (Dr. Kwakkel).

Table 1.1 Core-faculty hires since last External Review

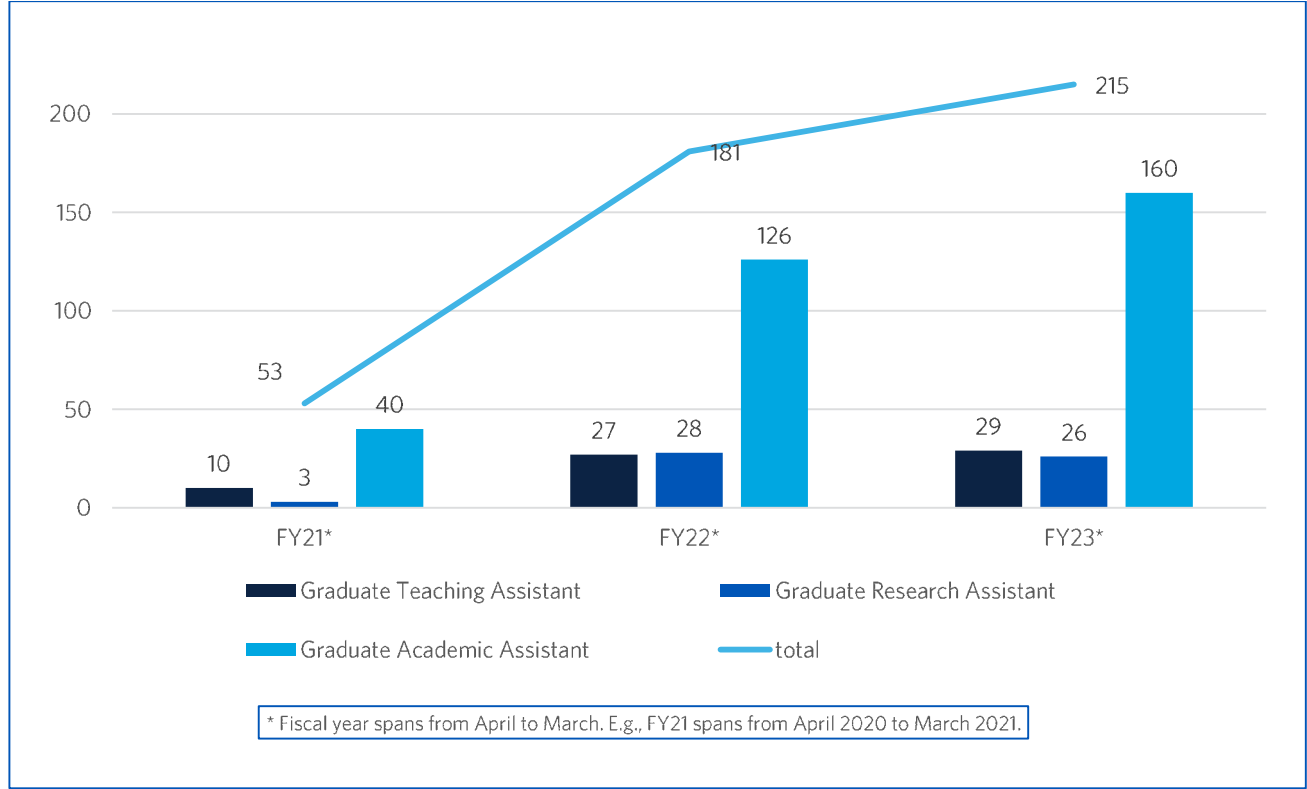
Name	Hiring Date	Specialization	Hiring Rank
Jennifer Douglas	July 1, 2016	Archives and Records	Assistant Professor (TT)
Muhammad Abdul-Mageed	July 1, 2016	Artificial Intelligence	Assistant Professor (TT)
Richard Arias Hernandez	July 1, 2017	Information Technology	Assistant Professor of Teaching (TT)
Julia Bullard	July 1, 2017	EDI and Information Ethics	Assistant Professor (TT)
Erik Kwakkel	August 1, 2018	History of the Book	Professor (T)
Teresa Prendergast	July 1, 2019	Libraries and Librarianship	Lecturer
Hannah Turner	September 1, 2019	Museum Studies	Assistant Professor (TT)
Elizabeth Shaffer	September 1, 2020	Archives and Records	Assistant Professor without Review (end date July 1, 2023)

1.2.1 FACULTY SERVICE

Core-funded faculty members carry out substantial service each year, and committee work makes up the lion share of in-unit service. Traditionally, the iSchool has tried to keep the number of assigned service hours below the contractually obligated 20% of full-time employment in order to provide faculty with more time for research and Educational Leadership activities. However, because we are a comparatively small unit, it can be challenging to effectively distribute service duties across a limited number of faculty members, especially in years during which one or more iSchool faculty are on Study Leave. In addition to assigned service tasks, many faculty are involved in graduate supervision, both for their research (Graduate Academic Assistant, GAA) and teaching (Graduate Teaching Assistant, GTA), or in support of a student’s own research (Graduate Research Assistant, GRA) (Figure 1.2). Our faculty employ a significant number of GAAs and GRAs, approximately 186 in the current year. Core-funded faculty also supervise Postdoctoral Fellows. Over the years, our unit has been home to a high number of Postdoctoral Fellows, which reflects the reputation of the iSchool and its faculty (Appendix 10).

Core-funded faculty also undertake service roles beyond the unit. Elsewhere at UBC, faculty members are involved as external examiners for dissertations, Peer Review of Teaching assessors, and reviewers of grants (Appendix 6). Beyond UBC, faculty are engaged in committees within professional organizations, take on editorship roles for professional journals, and write reviews for journals and grant agencies (Appendix 6). They also take on leadership roles in the profession, with specific examples including as chair of the ALA (Dr. Duranti) and conference chairs (CHIIR: Drs. O’Brien and Sinnamon; ACA: Dr. Lemieux). Several faculty members received notices of excellence for service to the discipline (Appendix 5), including Dr. Luanne Sinnamon, who received Best Paper Reviewer Award and Top Reviewer Award (Assist Annual Meeting 2021 and 2020, respectively); Dr. Eric Meyers’ Exceptional Review Award received in 2014 (iConference), 2017 (CHI Conference), and 2018 (ASIST&T); and Dr. Teresa Prendergast’s 2018 BCLA Young Adult and Children’s Services (YAACS) Award for Exceptional Service.

Figure 1.2 Appointed Graduate Academic Assistants (Workday data, limited to last three years)



1.2.2 TERM-APPOINTED INSTRUCTORS

In addition to core-funded (full-time) faculty, each year we hire twenty to thirty term-appointed instructors to teach specialist elective courses in our graduate programs (Table 1.2). The majority of these individuals are Adjunct Professors (off-campus experts), complemented by a small number of Sessional Lecturers (experts affiliated to UBC, mostly iSchool PhD students). Term-appointed instructors teach a third of the ca. 75 graduate courses we offer each year and are of crucial importance to a professional school like ours because they introduce students to unique areas of expertise and current workplace practices. The migration to online teaching during the COVID-19 emergency provided opportunities to expand our term-appointed faculty pool and include contract instructors from outside the province so that we could offer specific courses for which no expertise was available in the Vancouver Lower Mainland. For example, Dr. Rebecka Sheffield taught Archives for Librarians (LIBR 579G) from Ontario; and in the current year, Dr. Quinn Dupont is teaching Blockchain Technology for Information (ARST 575M/LIBR 559T) from that same province.

While it is labor intensive to fill so many additional teaching slots each year, overall, the present balance of full-time vs. term-appointed faculty works well for the unit given the broad range of topics we cover.

1.2.3 STAFF

In addition to faculty, the iSchool employs six staff members, which is comparable to other units of similar size in the Faculty of Arts: Administrator, Administrative Assistant, Communications Assistant, Educational Services Manager, Graduate Program Assistant, and Information Assistant (cf. 9.1). Our office staff work exceptionally well as a team and there is a strong and productive collegial flow between faculty and staff. Processes are well-established and updated when needed. The team spirit in the office made a considerable, positive impact on how well our unit coped with the effects of the COVID-19 emergency (2020-22).

1.3 GROWTH

1.3.1 FACULTY LINES

The iSchool has two goals for growth of faculty lines. Since 2018 a 50% Tenure-Track Assistant Professor position in the Research Stream has been vacant due to Dr. Muhammad Abdul-Mageed’s appointment changing into a cross-appointment with the Department of Linguistics. Considerable efforts have been undertaken by the previous and present Director to proceed with hiring in this position.

However, UBC as an institution does not facilitate part-time hires, and several appeals to the Dean’s office to expand this vacancy into a full-time hire were unsuccessful. Conversations are now underway to collaborate with another potential unit in the Faculty of Arts to create a joint position through which this position could be filled. iSchool faculty have expressed the wish to appoint an Indigenous scholar in this position, which would sustain our FNCC program, help develop courses and curricula that are more inclusive of Indigenous perspectives on information and knowledge systems, and develop stronger ties with local Indigenous communities to inform our teaching and support experiential learning opportunities for students.

The iSchool also would like to develop a faculty line connected to our Minor in Informatics, perhaps one that is more precisely related to data science and systems. While the unit has started teaching Informatics, a new faculty hire in this area would help sustain and grow our Undergraduate Program (cf. 4.4). However, due to the economic downturn and UBC’s revised financial prognosis, this is pragmatically not the best time to develop a fully novel faculty line. Our second goal for growth may need to be a longer-term ambition due to these circumstances.

1.3.2 PROGRAMS

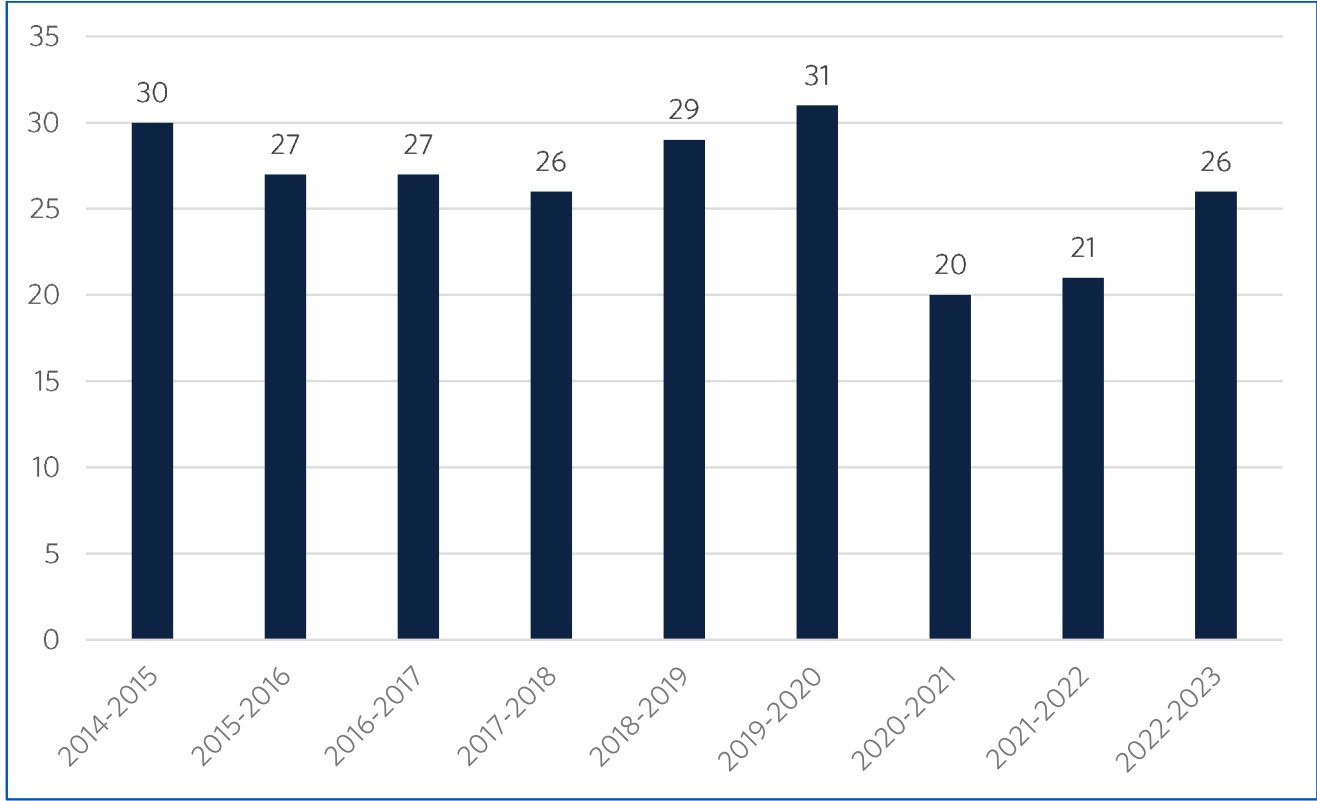
Applications to our graduate programs are increasing each year and are at an all-time high for the September 2023 intake (cf. 5.7). However, there is presently no growth envisioned for the number of students admitted to our graduate programs. Our MA programs are at capacity given the number of instructors and TAs we can budget for, while the intake in our Doctoral Program (3-4 students annually) is capped by available funding from the Faculty of Graduate and Post-Graduate Studies and minimum funding requirements.

We aspire to increase enrolment in our Minor courses. Although enrolment in our new Minor in Informatics is thus far encouraging, in order to sustain the program its enrolment needs to continue to increase so that we can provide an optimal curriculum experience for students—one that provides sufficient choice and breadth—and also so that we can ensure that we receive sufficient funding to sustain the Minor (cf. 4.4).

1.4 RESEARCH

As discussed in more detail in Section 3, iSchool faculty are productive, consistently publishing and presenting a high volume of work nationally and internationally (Figures 3.1 and 3.2) and receiving substantial research funding (Table 3.1). Our research faculty engage in disciplinary and interdisciplinary research at the local, national and international levels, and many faculty members identify with and contribute to broader fields such as computer and information science, design research, museum studies, children’s literature, history of the book, and digital humanities, in addition to their commitment to educating information professionals in the primary disciplines of the degree programs delivered by the iSchool.

Table 1.2 Term-appointed faculty (Adjunct Professors and Sessional Lecturers combined)



“Our research faculty engage in disciplinary and interdisciplinary research at the local, national and international levels [...], in addition to their commitment to educating information professionals in the primary disciplines of the degree programs”

1.5 UNDERGRADUATE PROGRAM

The majority of iSchool courses are taught at the 500 level. While some of our faculty members have been teaching undergraduate courses for some years for the Bachelor of Media Studies (BMS), a popular interdepartmental program in the Faculty of Arts, it was only in 2021-22, with the launch of our Minor in Informatics, that we started to design and offer our own undergraduate courses (Section 4). Informatics is the study of information in context—its history, theory, methods and organizational structure—and therefore intersects with dynamics where information is created, organized, accessed, and used. Offered in the Faculty of Arts, our minor is concerned with the social impact of information and communication technologies. The program is grounded in essential information and data literacies necessary for functioning in the digital world; it provides a forum for deeper examination of the roles of knowledge in our lives and culture, including key social and ethical issues (e.g., privacy, identity, equity, governance, etc.) that arise from the use of current technologies.

1.6 GRADUATE PROGRAMS

The UBC iSchool offers five graduate programs (cf. Section 5), the largest of which is the Master of Library and Information Studies (MLIS). In addition, we offer dedicated, smaller graduate programs: the Master of Archival Studies (MAS); a Dual Master of Archival Studies and Library and Information Studies (MASLIS); and, since 2013, a PhD program. The UBC iSchool is also the administrative home unit of the inter-departmental, research-based Master of Arts in Children's Literature (MACL). Approximately 300 students in total are registered in these five graduate programs each year, which makes the iSchool the unit with the largest graduate student body in the Faculty of Arts. The Student Evaluation of Instruction (SEI) reports in Appendix 11 show that average student evaluations of iSchool courses and iSchool instructors (core-funded and Term-Appointed combined) are high: they are respectively 4.4 and 4.5 (measured in 2021-22 with the old questions); both increased from 4.2 in the 2014-15 academic year.

1.6.1 MASTER OF LIBRARY AND INFORMATION STUDIES (MLIS)

The MLIS program is an ALA-accredited degree program with a total of approximately 150 students. There are two intake moments per year (September and January). On average, 85% of our MLIS graduates obtain employment in their field of study within six to twelve months of completing the degree, according to our annual Alumni Surveys. This trend has stayed fairly consistent, with a significant drop in 2020 due to the effects of the pandemic. MLIS graduates pursue careers as librarians, information managers, researchers, analysts, interaction designers, web content specialists, and more in a variety of settings.

1.6.2 MASTER OF ARCHIVAL STUDIES (MAS)

The MAS program is the only stand-alone Archival Studies program in Canada and welcomes an average of 25 students per cohort. MAS faculty have strong connections to local and provincial archives, records communities, industry partners, and research initiatives and consortia; as a result, we are able to recruit excellent adjunct professors with current professional experience. On average, 87% of MAS graduates obtain employment in their field of study within six to twelve months of completing the degree, according to our annual Alumni Surveys. MAS graduates find employment as archivists, archives advisors, privacy and information officers, risk managers, and equity and diversity archivists, [among other positions](#).

1.6.3 MASTER OF ARCHIVAL STUDIES AND MASTER OF LIBRARY AND INFORMATION STUDIES (MASLIS)

The MASLIS program provides our students with an expertise suited to hybrid library/archives/records management environments and cultural institution. With a yearly average of eighty students, the dual master's program is a full-time, interdisciplinary, high-demand educational experience in which students complete two graduate degrees (Master of Archival Studies and Master of Library and Information Studies) within an accelerated timeframe of three years. MASLIS graduates work in various environments, including hybrid businesses and private organizations with both a library and an archive; museums; and other kinds of cultural institutions. Dual graduates enter careers as information managers, librarians, archivists, data and digital curators, and records managers.



1.6.4 PHD PROGRAM

Our PhD program combines coursework with focused independent study and research. Accepted students, usually three to four annually, are guaranteed funding for four years at \$26k per annum. PhD students who remain in good standing may receive the iSchool Fifth Year Funding for \$13k and/or additional funding that are available at the time from the School or University. The program currently has 24 students, which have ready-access to faculty members and benefit from the unique opportunities offered by this world-class, research-intensive university. The Doctoral Program is designed to provide advanced research education for outstanding and highly motivated students who have already obtained a Master of Archival Studies (MAS) degree or a Master of Library and Information Studies (MLIS), or an equivalent related degree. Graduates have gone on to hold positions in academia, including tenure track and tenured faculty positions at some of the world's leading universities, and in the IT industry, as well as earning leadership roles in libraries, archives, and other public sector cultural or government institutions. Since the previous External Review, fifteen PhD students have graduated at the iSchool.

1.6.5 MASTER OF CHILDREN'S LITERATURE (MACL)

The MACL Program is jointly supported by UBC iSchool, the Department of English Language and Literatures, the School of Creative Writing, and the Department of Language and Literacy Education. The iSchool is MACL's administrative home unit; and as such, the iSchool was asked to include MACL in the present Self-Study. However, as an interdisciplinary program, the office of the Associate Dean, Academic is responsible for the program's academic aspects, including the appointment of the Program Chair. MACL is the only Master's program in children's literature in Canada and the only program in the world to offer such a broad, multidisciplinary perspective on children's literature. The four supporting units offer courses and thesis supervision on the full life cycle of writing for young people—from its creation (the School of Creative Writing), to its critical analysis (the Department of English Language and Cultures), and its pedagogical applications in schools, homes, and libraries (Language and Literacy Education; iSchool).

1.7 CONNECTION TO INSTITUTIONAL STRATEGIC PLANS

1.7.1 FACULTY OF ARTS STRATEGIC PLAN

Our unit operates on the basis of goals and objectives that are updated regularly during our August Retreats, although this process was put on hold when the COVID-19 emergency struck. We have four higher-level goals in place, each of which is represented by a number of objectives (Appendix 3). The following brief analysis shows how our goals and objectives relate to the 2019 Strategic Plan of the Faculty of Arts (written in response to the UBC Strategic Plan 2018-28) and draws attention to potential improvements of our goals and objectives.

Overall, there is close alignment with the goals and objectives of the Faculty of Arts, for example regarding objectives 1.1, 1.2, 1.3, 2.2, 2.4, 2.5, 2.7, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, and 4.6 (see Appendix 3). Some elements of the Faculty of Arts Strategic Plan invite us to create new goals and objectives. Arts Strategy 10 emphasizes the importance of building on our international and diverse student body, and to provide an intercultural experience in the classroom and in the school in general; while Arts Strategy 14 encourages supporting and improving the academic experience, health and wellbeing of our students. These strategies closely align with current iSchool ambitions and they can potentially be incorporated into our first goal, “To promote a thriving, responsive, and diverse iSchool community.” Likewise, Arts Strategy 12 encourages units to create strategies to engage alumni, emeriti and donors, which would make a potential new objective for our fourth goal, “To build and sustain reciprocal and meaningful external relationships.”

The Faculty of Arts Strategic plan also invites us to add a new high-level goal to the four already in place. Arts Strategy 9 prompts units to “Expand and enhance Indigenous research/teaching initiatives + increase understanding of First Nations, Indigenous cultures.” This particular strategy connects well to ambitions we have already formulated, including increasing Indigenous faculty and students and further Indigenization of the iSchool’s curriculum (Section 7). In sum, the Faculty of Arts Strategic Plan provides opportunities to further strengthen our goals and objectives, and finetune their alignment with the goals and objectives of both Arts and UBC.

1.7.2 UBC INDIGENOUS STRATEGIC PLAN (ISP)

UBC’s Indigenous Strategic Plan (ISP) is another major strategic plan that our unit seeks to align itself with. Staff and faculty at the School of Information (iSchool) engaged with the ISP and the ISP Self-Assessment Tool between April 2021 and April 2022 to explore how we may support the eight goals and 43 actions identified in the ISP (cf. 7.3 and Appendix 8). Overarching themes and recommendations resulting from discussions in the unit are:

- Desire for an iSchool-wide strategic plan to guide work on Indigenous initiatives. Several areas have been identified where work has been taking place in this area, but a commitment and vision by the iSchool as a whole is needed as well. In 2022-23, the iSchool started work on this consolidation process through its Equity and Diversity Committee.
- Staff and faculty recruitment and retention. It is important to hire an Indigenous colleague in a full-time position. Such a hire will support better supervision of Masters and PhD students seeking Indigenous faculty advising; support students in the FNCC; and increase the inclusion of diverse Indigenous perspectives in the fabric of the school.
- External relationships. The iSchool needs a systemic plan to develop relationships and partnerships so we can learn more about local Indigenous communities and put ourselves in a position to respond to information-related community needs and priorities.
- Professional development. A School-wide professional development is needed on topics such as academic freedom, anti-racism, curriculum development, community engagement and ethics, and hiring and retention. This should be offered to various constituents, including staff, students, full-time faculty, and Adjunct Professors.

The ISP Self-Assessment Process is an inquiry specific to Indigenous initiatives, yet there are aspects that connect to ongoing EDI projects and initiatives across the iSchool, including the syllabi review project led by the Equity and Diversity Committee (Appendix 2), the FNCC & Reciprocity Project (Section 7), and the MAS and MLIS curriculum renewals. In order to design coherent and strategic objectives, significant coordination and time-investment are needed.

1.8 FROM SLAIS TO SCHOOL OF INFORMATION

The 2014-15 External Review had a deeply positive and energizing effect on our unit (Section 10), sparking the cultivation of new ideas and development of effective means of enacting them. The committee’s report primed our unit for change and growth, and we used its recommendations as an opportunity to focus on strategic planning, to think creatively about internal structures and goals, and to strengthen communication and collaboration. This, together with the opportunity to hire a substantial number of new faculty members, has shifted, in positive ways, both the internal climate and external perceptions of the iSchool. As a result, the unit visited in March 2023 is a very different entity from the one reviewed in the fall of 2014. Since the previous External Review, we have grown more interdisciplinary, broadened our range of teaching topics, and are in a better position to adjust to changes in the professional and academic fields that we serve as educators and researchers.

For example, in keeping up with workplace demands, our graduate programs now offer courses in areas such as EDI and Information Ethics (Drs. Julia Bullard and Lisa Nathan), Python programming (Dr. Muhammad Abdul-Mageed), and the History of the Book (Dr. Erik Kwakkel), in addition to areas of enduring importance such as systems design and evaluation, data management, digital preservation and information policy, reading and literacy, information access and services, and records and information management. Moreover, through the FNCC we offer a specialization focused on Indigenous knowledge and information management, while our MACL and PhD programs provide students with a research-focused learning experience. In its current state, our School is able to prepare our graduates to work in a much broader range of positions and contexts than previously, and many of them will thrive in careers outside libraries and archives, including as museum professionals, digital and social media specialists, publishers, information designers, and researchers.

To better reflect the interdisciplinary, changing nature of our work as academics and the degree programs we offer, in 2019-20 we went through a lengthy process of formally changing our name from “School of Library, Archival and Information Studies” (SLAIS) to “School of Information” (iSchool). The name change, which came in effect in the summer of 2020, was the logical conclusion of a decade-long evolution in our scope and orientation as an organization. As School of Information, it is our ambition to provide a forward-looking, interdisciplinary perspective for our students and faculty, while extending our programs and course offerings in keeping with ongoing developments in information, technology and society, and in response to new opportunities for our graduates and research faculty.

“Since the previous External Review, we have grown more interdisciplinary, broadened our range of teaching topics, and are in a better position to adjust to changes in the professional and academic fields that we serve as educators and researchers”



SECTION 2

OVERVIEW OF THE UNIT

2.1 MISSION AND VISION

Our mission and vision are rooted in four higher-level goals the department sets for itself, each of which connects to different objectives (Appendix 3), which are updated at regular intervals. Our unit's [mission](#) is to “enhance humanity's capacity to engage information in effective, creative, and diverse ways,” and to do so “through innovative research, education, and design.” Our mission is thus grounded in a fundamental belief in the value and importance of information and records to the lives of individuals, communities, and the broader society. To this end—that individuals and communities can engage effectively with information (i.e., to confront, experience, challenge, and use it)—UBC iSchool educates students to become information professionals and researchers while providing them both theoretical and applied knowledge concerning the production, management, storage, preservation, access, and use of information and records.

We see ourselves as an iSchool with an Arts perspective, connecting information, technology, and people, to media, design, and culture. Within UBC we are recognized as an essential hub for vibrant, multi-disciplinary, cross-campus collaboration in distinct areas: archives, records and information management; human-computer interaction and design; Indigenous information initiatives; cultural informatics; digital media; and media studies. We strive to create a thriving and diverse community, which fosters teaching practices that advance our students' knowledge and practice skills; conducts innovative, meaningful research that is of societal importance; and builds and sustains reciprocal external relationships.

2.2 INSTITUTIONAL AND PROFESSIONAL CONTEXT

“Connectivity” is a valued attribute of our School. We are well-integrated across campus: iSchool faculty members teach in other departments, are appointed as Associate Faculty in other units, and many are part of—and very successful in—inter-departmental grant applications and research collaborations. UBC's institutional context impacts how we operate as a School. For example, UBC's [Anti-Racism Taskforce](#) and [Indigenous Strategic Plan](#) (ISP), in themselves reflective of issues that are important to Higher Education and Canadian society more broadly, inform our unit's response to racism and including Indigenous perspectives (cf. 1.7.2, 2.5, and 7.3).

The iSchool is associated with major professional organizations, including:

- American Library Association (ALA)
- Canadian Federation of Library Associations (CFLA)
- British Columbia Library Association (BCLA)
- Association of Canadian Archivists (ACA)
- Society of American Archivists (SAA)
- International Council on Archives (ICA)
- Association of Records Managers and Administrators (ARMA International).

In addition, the iSchool Director meets two times per year with the heads of Canadian Information Schools, which have formed the Canadian Council of Information Schools (CCIS).

Since 2011, our unit has been a member of the [iSchool](#) organization, a collective begun in 2005 and dedicated to advancing the information field in the 21st century. As iSchool member, our unit cultivates a fundamental interest in the relationships between information, people, and technology. Our ambitions as researchers and educators connect to key aspects of the [iSchool charter](#) in that we subscribe to the notion that “expertise in all forms of information is required for progress in science, business, education, and culture”.

Moreover, in our work we acknowledge the importance of an “understanding of the uses and users of information, the nature of information itself, as well as information technologies and their applications. Through the iSchools Organization, faculty and students gain identification and connection with a wider academic community in Information Studies.

2.3 GOVERNANCE AND ORGANIZATION

2.3.1 DIRECTOR

The UBC iSchool is one of six professional Schools in the Faculty of Arts. Like the other Schools, the School of Information is led by a Director (instead of a Head), who has a reporting line to the Dean of Arts, Dr. Clare Crowston, whose term started only recently, on January 1, 2023. The Director occupies a position comparable to those held by other heads of units within Arts and across UBC. Directors hold a 3-5-year term appointment, which can be extended up to a total of ten years, and they usually teach only one course per year. The present Director's role has become somewhat leaner through shared leadership. For example, our Lecturer (Dr. Teresa Prendergast) has, through a course release, taken on the role as Programs Coordinator, and in close collaboration with the Program Chairs she is responsible for course scheduling. The first term of the current iSchool Director ends June 30, 2023; he will continue for an additional term of one year until June 30, 2024. A search for a new Director will be undertaken in the fall and spring of 2023-24.

2.3.2 COMMITTEE AND PROGRAM CHAIRS

Other key leadership positions are Committee Chairs and Program Chairs. Our unit currently has five active committees, which cover Awards; Curriculum & Assessment; Equity & Diversity; Merit & PSA; and Doctoral Studies (Appendix 2). While our committees operate within fixed terms of reference, which are adjusted from time to time, Committee Chairs have significant latitude to set their own agendas each year and develop ideas and projects on their own terms. Our Equity and Diversity Committee (Appendix 2) and the ad hoc Committee for the MLIS Curriculum Review are examples of how new visions and projects are generated independently from active interference by the Director—though he remains ultimately responsible. As part of a one-year trial, four in-house programs (MAS, Minor, MLIS, and PhD) have each been given a Program Chair, who provides leadership and oversight for the program in consultation with the Director. Their specific duties include identifying potential new Adjunct instructors, support student recruitment and orientation, and admission recommendations. The Program Chairs form the School's Leadership Team; in that capacity they support the Director with current School issues. Making these two roles (Program Chairs, Leadership Team members) permanent depends in part on available service time.

2.3.3 FACULTY PARTICIPATION

Full-time faculty members gather five times per year in Faculty Meetings to discuss periodical reports of chairs, leads, and office managers, as well as syllabi proposals, curriculum changes, and other current affairs. Moreover, one Departmental Meeting is organized in each of our two winter terms, to which staff, Adjunct Professors and Sessional Lecturers are invited as well. A representative of our term-appointed instructors has voting rights, as does the students' representative (students themselves are not present). Departmental meetings are organized as part of a year-long trial during the academic year 2022-23 in an attempt to increase representation of iSchool community groups in our unit's governance. The School has formal policies in place, voted on by faculty members, which govern essential processes, e.g., on mentoring faculty members, hiring new faculty, student awards, the thesis option, admissions, committee terms of reference, staff support for committees, and staff vacation (Appendix 4, available on the iSchool AIR website).

2.4 TRANSPARENCY AND COMMUNICATION

2.4.1 FACULTY

The iSchool aims to be transparent in its decision-making processes and encourages all members of our community to be involved. Over the last few years, a significant portion of Faculty Meetings has been devoted to discussion of topics that benefit from broader input, for example on aligning the School with UBC's ISP, curriculum reviews, PhD Admission and qualifying exams processes, merit during the COVID-19 emergency, governance changes, and assessing our syllabi for Equity, Diversity, and Inclusion. These open conversations contribute to a sense of collaboration and promote communication around topics, including sensitive ones. Moreover, significant projects undertaken by committees, or ideas for developing them, are first discussed in Faculty Meetings. For example, our two current governance trials—adopting Program Chairs and the Leadership Team they jointly form; organizing Departmental Meetings in addition to Faculty Meetings—were both set in motion after broader faculty consultation.

2.4.2 STUDENTS

Our weekly emailed Digest is a means of communicating news and important information to students (as well as staff and faculty). Students provide input on current affairs through meetings of Director, Administrator, and the President of our main student association, LASSA, which take place every two weeks. A Director's Lunch is organized once or twice a year for our students to raise issues and discussion points. They are invited, moreover, to attend weekly office hours of Director and Educational Services Manager. During the COVID-19 emergency our unit organized six Townhall Meetings to update students and provide a platform for them to address concerns, while ensuring that our community spirit, so deeply valued by staff, students, and faculty alike, endured.

2.4.3 ISCHOOL COMMUNITY

The broader iSchool community is kept in the loop via our weekly Digest emailed newsletter, while our larger network of alumni receives our annual *Insights* magazine (before 2016 called SLAIS Matters). Faculty are updated on developments during Faculty and Departmental meetings. Discussion documents are distributed ahead of meetings and minutes of both Faculty and Departmental meetings are made available to students and faculty on our AIR side, an Arts-provided password-protected web space for documents and forms. Our [website](#) is an important means to keep students informed and in 2021-22 we did a complete overhaul (live in August 2022) to make the information more accessible and bring its design in line with Faculty of Arts standards. The [Student and Alumni Job Board](#) on our website is a component that is particularly appreciated by students and alumni.

2.5 COMMITMENT TO EQUITY AND JUSTICE

The UBC iSchool is deeply aware that it plays a vital role in shifting information work practices towards justice. We are committed to UBC's ISP and Strategic Equity and Anti-Racism (StEAR) Framework, and aspire to implement its recommendations to become an Anti-Racist and Inclusively Excellent unit on campus. We also support the current national efforts of Canadian universities and colleges to adopt the principles outlined in the [Scarborough Charter](#); Co-signed by UBC and a total of 50 institutions of Higher Education, the Charter aims to redress anti-Black racism and foster Black inclusion. Creating a diverse, inclusive, and equitable school for students of all backgrounds and identities is vital,

particularly given that our alumni are leaders in libraries, archives, and information institutions locally and around the world. Libraries and archives are explicitly named in the Truth and Reconciliation Commission of Canada's [Calls to Action](#) (nos. 69 and 70), and it is imperative that our graduates are prepared to meet these calls in their work.

Our commitments are publicly outlined on our [website](#) and our students, staff, and faculty are encouraged to support them. As a department, we actively work to create an environment that facilitates understanding Equity and Justice. For example, the iSchool has organized several discussion sessions for students and faculty around implementing the recommendations embedded in the ISP (cf. 1.7.2 and Appendix 8). Moreover, to strengthen our efforts in Equity and Justice, and guide EDI processes, in 2019 UBC iSchool created the Equity and Diversity Committee, which is currently spearheading and synthesizing a variety of Justice initiatives (Appendix 2).



SECTION 3

RESEARCH

Due to limitations of available digital CVs, this section does not include data pertaining to faculty members that retired since 2014-15 (three individuals) or left to continue their career elsewhere (three individuals).

3.1 OVERVIEW

The School of Information brings together expertise from a broad spectrum of disciplines and perspectives. Faculty take on leadership roles in interdisciplinary work—including in funded research clusters such as Designing for People, and Blockchain@UBC—and achieve high visibility in their fields by serving as conference chairs and leading professional associations, such as ASIS&T and ACA. Our unit is grounded in the belief that information and records are fundamental to the lives of individuals, communities, and society more broadly, and we engage with this mission in different ways as researchers. The iSchool encourages faculty to cultivate their own research agendas, methods, theories, and research objects, and recent hires expanded the range of research in the unit.

3.1.1 DIVERSITY

With such a variety of disciplines and specializations, it can be challenging, at times, to objectively gauge what a colleague’s work precisely entails, which results in perhaps less cohesion than in other Arts units, where faculty are all appointed within a single dedicated discipline.

Still, there is sufficient understanding and connectivity to create a sense of collectiveness in our goals and shared outlook, especially where it concerns teaching—the element that binds us all. Furthermore, in spite of the range of disciplinary expertise in the department, from a thematic point of view, our full-time faculty’s research engages with important themes situated within the broader field of Information Studies:

- Information Access and Retrieval (Drs. Abdul-Mageed, O’Brien, and Sinnamon)
- Information Technology (Drs. Arias-Hernández, Lemieux, O’Brien, and others)
- Information Design (Drs. Bullard, Kopak, Meyers, Nathan, and O’Brien)
- Archives and Records (Drs. Douglas, Duranti, Lemieux, and Shaffer)
- Digital and Cultural Heritage (Drs. Duranti, Kwakkel, and Turner)
- EDI and Information Ethics (Drs. Bullard, Nathan, and Shaffer).

3.1.2 IMPACT INDICATORS

There are several indicators that show a broad, worldwide recognition for our faculty’s research, including the high output of peer-reviewed publications (Figure 3.1); frequent invitations to give keynotes at conferences and invited papers at universities and other institutions (Figure 3.2); and success in getting their high-quality research funded (Table 3.1). Moreover, our ability to attract international scholars who opt to spend time in our unit to engage with specific faculty members and their research also reflects how well regarded the track-record of our faculty are (Appendix 9).

“Our unit is grounded in the belief that information and records are fundamental to the lives of individuals, communities, and society more broadly, and we engage with this mission in different ways as researchers.”

Figure 3.1 Peer-reviewed publications (top) and Non-peer-reviewed publications (bottom)

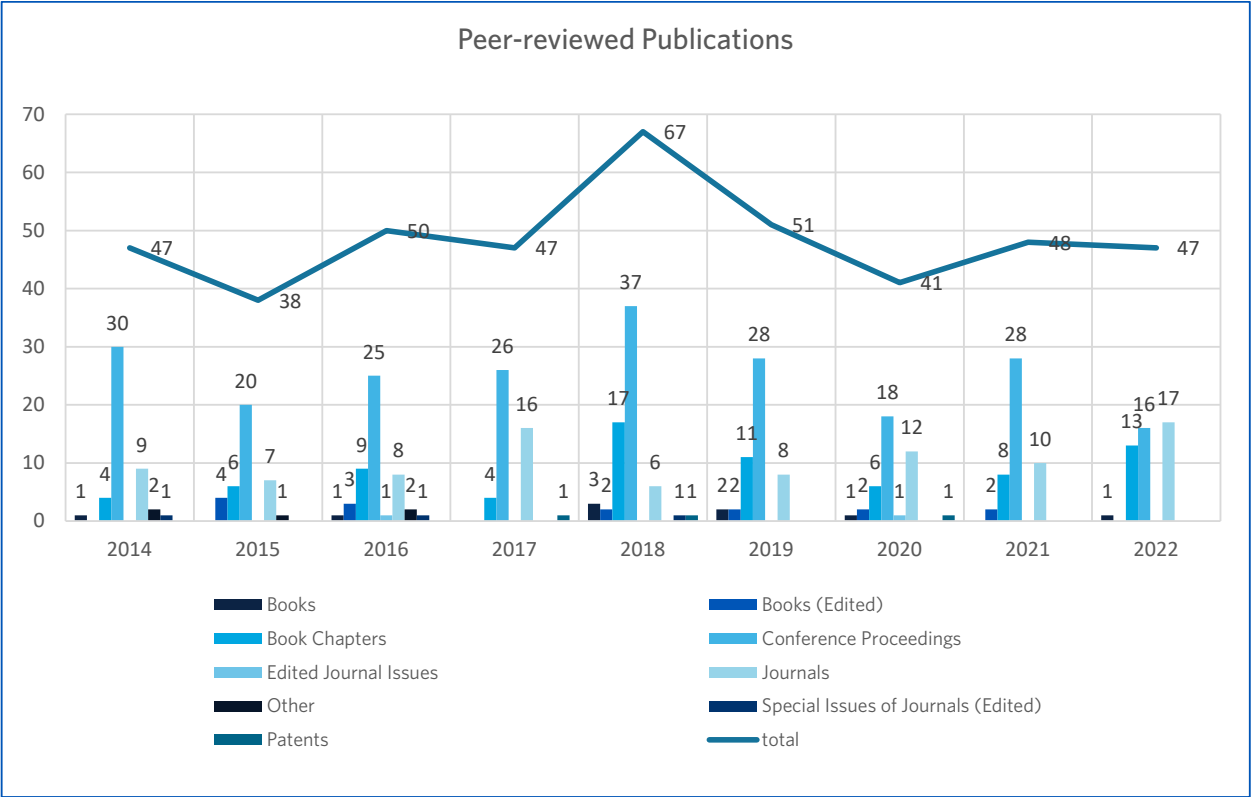


Table 3.1 Research funding *

	Tri Council funding	Other non-UBC funding	UBC funding	Total
2014	\$ 13,500.00	\$ 72,500.00	\$ 197,960.00	\$ 283,960.00
2015	\$ 81,778.00	-	-	\$ 81,778.00
2016	\$ 24,998.00	-	\$ 115,677.94	\$ 140,675.94
2017	\$ 475,849.00	\$ 15,000.00	\$ 179,964.00	\$ 670,813.00
2018	\$ 90,560.00	\$ 250,451.00	\$ 56,998.00	\$ 398,009.00
2019	\$ 2,515,619.00	\$ 215,000.00	\$ 183,834.00	\$ 2,914,453.00
2020	\$ 2,559,513.00	-	\$ 264,095.00	\$ 2,823,608.00
2021	\$ 87,296.00	\$ 210,000.00	\$ 139,500.00	\$ 436,796.00
2022	\$ 13,826.00	\$ 90,000.00	\$ 13,550.00	\$ 117,376.00
Total	\$ 5,862,939.00	\$ 852,951.00	\$ 1,151,578.94	\$ 7,867,468.94

(*) Table 3.1 shows:

- Tri Council funding : CIHR, NSERC, and SSHRC.
- Other non-UBC funding: Canada Foundation for Innovation, Land Title and Survey Authority of British Columbia, MITACS.
- UBC Funding: Faculty of Arts, Faculty of Graduate and Postdoctoral Studies, Hampton Research Endowment Fund, Peter Wall Institute for Advanced Studies, Public Humanities Hub, Public Scholar’s Initiative (PSI), Sauder School of Business, VP Research & Innovation grants (VPRI).

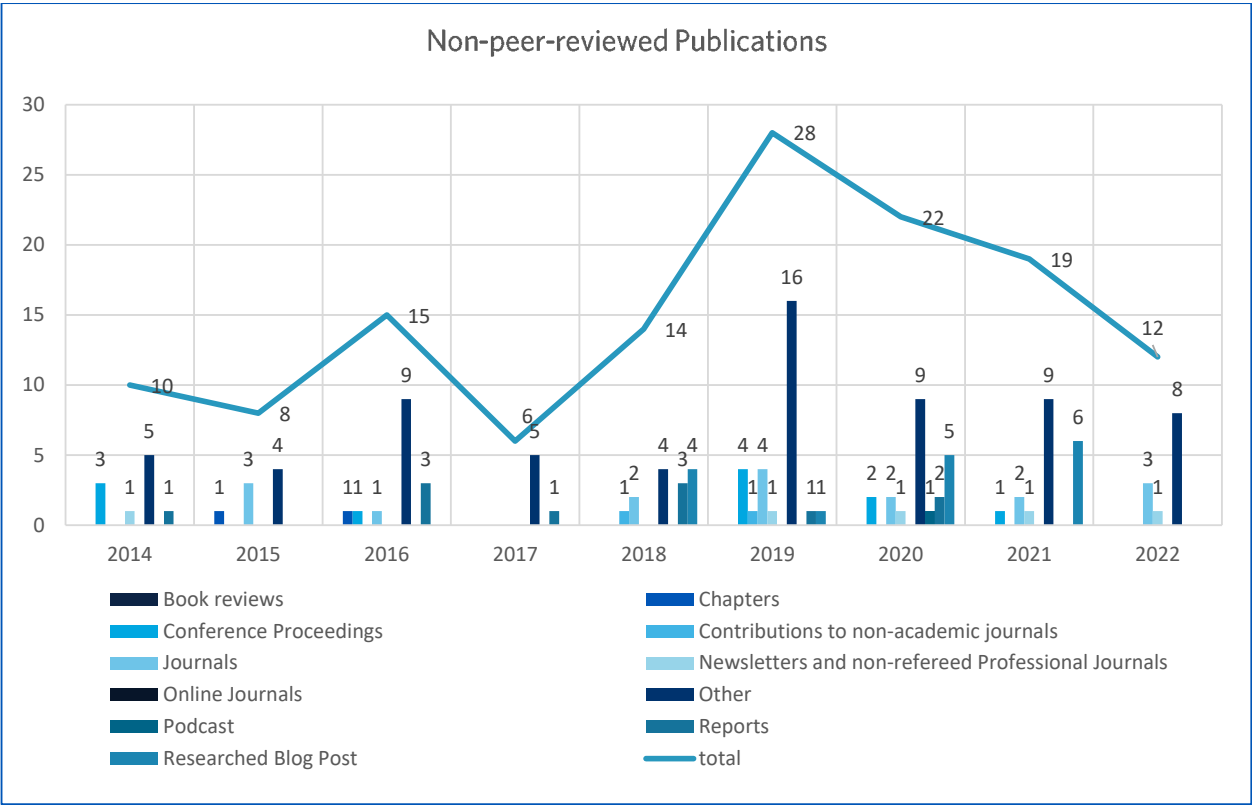
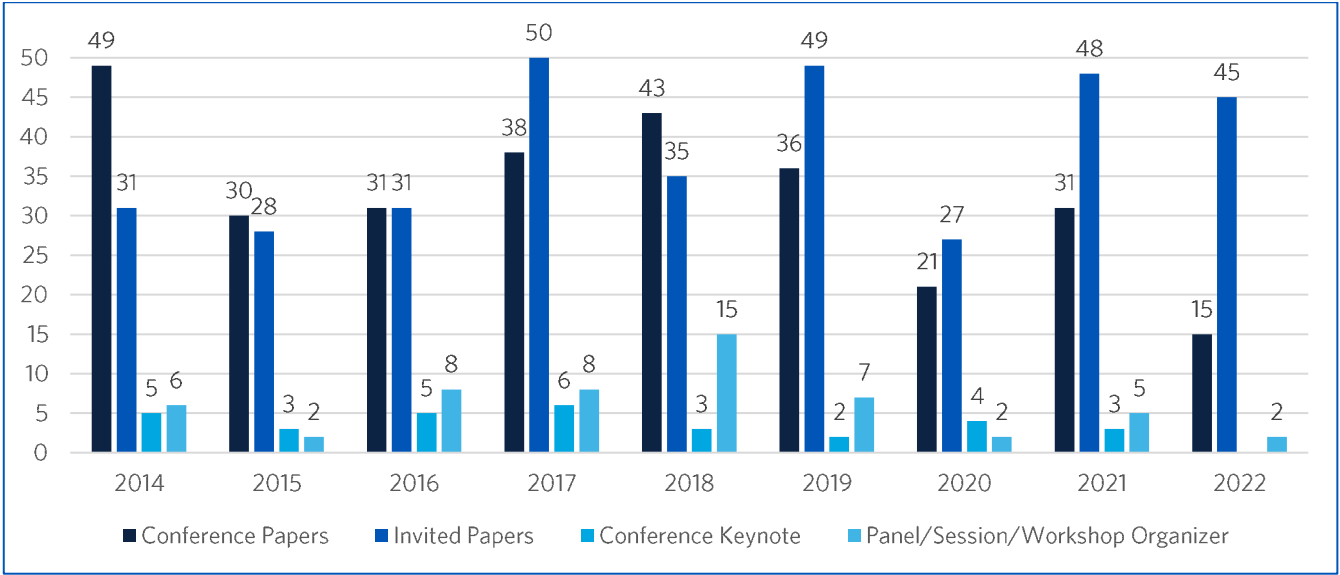


Figure 3.2 Papers, keynotes, lectures



3.2 RESEARCH OUTPUT

Focusing on peer-reviewed publications, a key output factor, in the years since our last External Review, the most popular publication types have been conference proceedings and journal articles (Figure 3.1). While book chapters and monographs are significant categories in Arts units, the former usually being the largest overall, fewer of these are produced in the iSchool. These trends are reflective of the importance of journals and conference proceedings for our faculty and in the fields in which they are active. Over the period under review, the peak of our production was the year 2018. The years 2019-21 have a pattern that is clearly impacted by the COVID-19 emergency. Regarding conference proceedings, while 2019 still shows a regular output level (excluding the peak year 2018), due to the cancelations of conferences in the year 2020, Figure 3.1 signifies a significant drop in proceedings, while Figure 3.2 presents a sharp reduction in given papers and organized conference sessions in 2020.

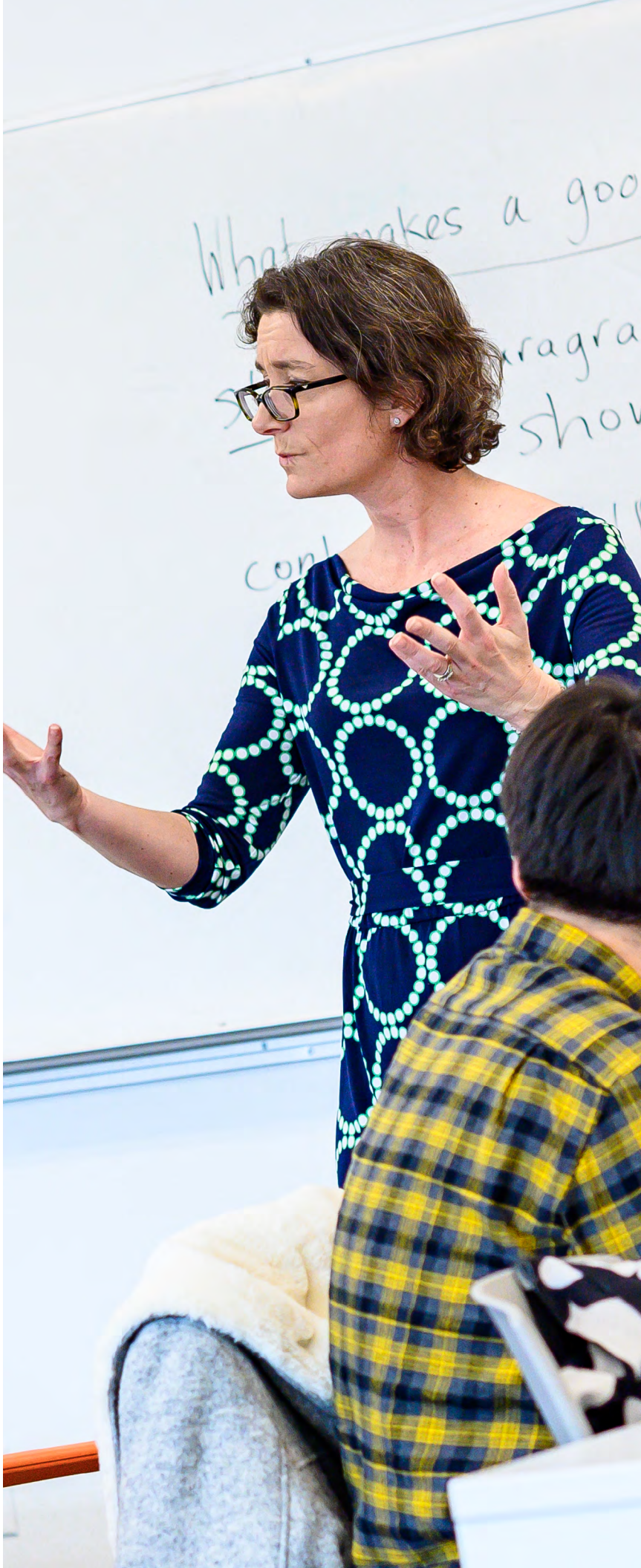
In 2021, when conferences began to be organized once again, mostly online but at times also in hybrid format or in-person, we see the number of given papers rise again (Figure 3.2), as well as the number of published proceedings (Figure 3.1). In the following year, 2022, faculty also attended fewer conferences than before the pandemic (Figure 3.2); and as a result, there are also fewer published proceedings in the same year (Figure 3.1). The increased production of journal articles in 2022 may reflect an effort to publish research in a medium that is not connected to attending conferences—and travel.

3.3 FUNDING

School faculty are connected to a variety of national and international academic networks and platforms, and they collaborate with colleagues in their primary and associated disciplines, including for research and grant applications. iSchool faculty received substantial funding since 2014-15 and the unit is punching well above its weight (Table 3.1). Most of our financial research support comes in through the Canadian National Tri-Council funding Agencies, CIHR, NSERC, and SSHRC. In addition, many of our faculty are also co-applicants or co-investigators on collaborative grants. All faculty have been successful in grant applications during the years of assessment, and many have achieved this goal several times. The kind of grants received vary, and cover both research and teaching, including several high-value grants, and they are a testament to the breadth of our faculty's research.

Successful applications for research grants over the past few years include:

- Dr. Luciana Duranti's InterPARES project received significant funding five times over the past decades, including the current \$2.4m SSHRC Partnership grant "Archives 4.0: Artificial Intelligence for Trust in Records and Archives" (2021-26, PI Dr. Luciana Duranti, co-Director Dr. Muhammad Abdul-Mageed). With its high publication output and extensive international network, InterPARES has made a significant impact in the archival and records discipline, and on the overall research output of the iSchool.
- "Blockchain@UBC Emerging Cluster Fund," awarded through UBC-VPRI Grants for Catalyzing Research Clusters (\$100k, 2019, PI Dr. Lemieux)
- "Subject Descriptions from the Margins: Indigenous and Canadian Scholarship" (\$21k, 2021-22, PI Dr. Julia Bullard)
- SSHRC Insight Development Grant "The Work of Repair: Making Visible Colonial Legacies of Data in Canadian Museums" (\$73k, 2021-23, PI Dr. Hannah Turner)
- "Accessing New Media; Next Generation Information Access; Media Enabled Organizational Workflow," a Canada-wide network grant provided by Networks of Centres of Excellence (NCE) - Graphics, Animation and New Media Canada (GRAND) (\$177k, 2010-14, Dr. Luanne Sinnamon)
- SSHRC Insight Grant "Getting at the Heart of the File: Toward a Person-Centred Theory of Archival Care" (\$98k, 2020-23, PI Dr. Jennifer Douglas)
- DFP Project Stimulus Grant "Researcher-Practitioner Partnerships for Ed Tech Innovation" (\$10k, 2019, Dr. Eric Meyers)
- "Mistreated: Legacy of Indian Hospitals in BC and Alberta" provided by Digital Museums Canada (\$218k, 2020-23, Dr. Elizabeth Shaffer)
- SSHRC Partnership Development Grant "Making Research Accessible: Transforming the Utility of Scholarly Communication for the Downtown Eastside Community in Vancouver, BC" (\$189k, 2018-2023, PI Dr. Heather O'Brien).



3.4 RECOGNITION FOR FACULTY RESEARCH

3.4.1 FACULTY AWARDS

Our faculty's research excellence is reflected also through faculty awards (Appendix 5). These include awards for scholarship, such as the W. Kaye Lamp Prize for the article making the most advances in archival thinking in Canada (Dr. Jennifer Douglas, in 2014 and 2020); an Equity, Diversity and Inclusion Award, ACM Communities and Technologies (C&T '19) for the article "Designing Picturebook Apps: Valuing Culture and Community" (Drs. Eric Meyers and Lisa Nathan, and Bonnie Tulloch); the 2021 Labrecque-Lee Book Prize Awarded by the Canadian Anthropological Society (Dr. Hannah Turner); and the 2020 Blockchain Revolution Global Awards Blockchain Ecosystem Leadership award (Dr. Victoria Lemieux).

3.4.2 RECOGNITION WITHIN THE DISCIPLINE

Faculty also receive awards for being research leaders in the field, such as the [Honorary Doctorate](#) that Dr. Luciana Duranti received in 2019 from Mid-Sweden University; and the [2022 Research in Information Science Award](#) received by Dr. O'Brien from the Association for Information Science and Technology (ASSIS&T), the premier professional association in her field. Moreover, Dr. Muhammad Abdul-Mageed, joint-appointed with the Department of Linguistics, was awarded a [Canadian Research Chair](#) (CRC) in Natural Language Processing and Machine Learning (2021-24). CRCs are prestigious national research positions that provide the university and home unit with financial aid, and recipients with a course release and additional research funding.



SECTION 4

UNDERGRADUATE PROGRAM

4.1 OVERVIEW

In the academic year 2021-22, the iSchool began offering a Minor in Informatics, which is currently in its second year. Our Minor combines an intellectual framing of the information society from a critical and theoretical perspective, with a real world, creative and problem-solving approach. For example, many of our Minor courses combine lectures with hands-on teaching components or blended deliveries, such as workshops (INFO 303), interaction design (INFO 441), or lab-based tasks like analyzing digital collections and producing graphics and reports (INFO 301). This learning environment enables students to develop skills and build confidence with digital technologies. Currently comprising six dedicated Minor courses, our undergraduate program shows encouraging enrollment and student interest: in 2022-23, 328 students were registered in our courses, 36 of which declared their Minor (Table 4.1). Information about the Minor's program requirements are found in Appendix 12.

4.2 PEDAGOGY AND LEARNING OUTCOMES

The iSchool Minor has three focal areas: (i) Information and data literacy; (ii) Application of information technologies using human-centered design methodologies; and (iii) Socio-technical perspectives on the role of digital technologies in the information society. The connection of information and data literacy is the high-level goal, which will equip students with foundational skills to access, use, understand, and create digital content and digital technologies.

Within UBC the Minor complements current initiatives focused on data science and analytics: the undergraduate courses we offer serve as a bridge to participate in those initiatives and to careers where digital and applied technology skills will complement the students' disciplinary knowledge and their strong critical and communication abilities. Specifically, after completing the Minor in Informatics, students will be able to:

1. Understand the nature, structure, governance, and forms of information and data, and the roles these play in society, across time, cultures and contexts.
2. Find, collect, and prepare digital information and data for knowledge creation activities, using a range of tools and strategies.
3. Analyze real-world problems and issues using data-driven and interpretive methods and tools.

4. Apply ethical and value-sensitive approaches to the analysis and critique of existing and emerging information technologies and their societal impacts.
5. Apply human-centered principles to the design and creation of information and data artifacts, collections and systems.
6. Communicate effectively using data and information visualizations and interactive digital tools.
7. Manage team-based projects from initiation through to completion using appropriate digital tools for collaboration and resource management.

"Undergraduate students consistently consider our faculty to be well-prepared for class, treating students with respect, and encouraging class participation [...] which is reflective of the high teaching standards that iSchool faculty aspire to."

4.3 COURSES, CLASS SIZES, AND EVALUATIONS

The iSchool opted to build momentum within the Minor in a gradual manner, so as to gauge the financial impact on its budget, and get a sense of interest and appropriate class capacity. In the first year, 2021-22, it offered the three required courses, which were all capped at 50 students. Though these filled well, none of them hit capacity (Table 4.1). In its second year, 2022-23, we increased the number of courses to six and adjusted the caps. For 2023-24 we are planning to offer six courses again.

To date, few students have completed the Student Experience of Instruction (SEoI) reports of Minor courses and it is challenging to get a good sense of how the program is received. Even so, the SEoI reports of year 1 are overall very positive. Undergraduate students consistently consider our faculty to be well-prepared for class, treating students with respect, and encouraging

class participation (all of these aspects were rated 90-100% favorable across the board), which is reflective of the high teaching standards that iSchool faculty aspire to. Instructors favor the diversity in the students’ background, group and project work, and the general class atmosphere.

They experienced challenges in finding a good balance between delivering foundational and presenting more specific knowledge, optimizing the use of TAs, and managing students’ expectations, for example regarding what the notion of “Informatics” precisely covers. Overall, it is fair to say that from both perspectives, the students’ and faculty’s, the initial offering of our Minor has been successful and provides us with input needed to continue to grow our undergraduate program in an appropriate manner. Higher-level assessments will be made once more course evaluations are available (reflecting on our Minor program is a standard component of our August Retreat).

4.4 STRATEGIC PLANNING

Expansion in terms of enrolment is needed to sustain our Minor; not just to provide an optimal curriculum experience for students—one that provides sufficient choice and breadth—but also to ensure that the iSchool receive sufficient funding to sustain the Minor. In the first three years of offering the Minor degree, the iSchool receives approximately \$40k “start-up funding” annually from the Faculty of Arts. Specifically, the funding provides funding for two term-appointed instructors and 1.5 TA position. From the 2024-25 academic year, however, our Minor funding will be integrated in our core funding and fully dependent on the number of students in the courses, like our graduate programs.

Considering how the Faculty of Arts compensates units for their undergraduate courses, it is crucial that we increase enrolment to an average of 40 students per course, which is the number at which our unit would receive maximum funding through the funding model. Ultimately, careful consideration and modeling of the funding allocation will be required to ensure the unit can cover undergraduate and graduate teaching.

To increase student interest in our undergraduate program, the iSchool started to actively promote its Minor course offerings in 2022, both by reaching out to undergraduate students via advertisements and via social media posts. Additional growth on the undergraduate level could in time potentially provide the opportunity of creating a Major in Informatics. Over the past decade, undergraduate programs in informatics have been highly successful in Information Schools elsewhere in North America, for example, at Toronto, Maryland, Washington and Illinois at Urbana-Champaign.

Table 4.1 Minor courses and enrolment

(a) Academic Year 2021 – 2022 (first year of the Minor)

Subject	Course	Term	Total Released Seats	Total Enrolment	Enrolment Percentage
INFO	100	1	50	42	84%
INFO	200	1	50	34	68%
INFO	303	2	50	42	84%

(b) Academic Year 2022 – 2023 (second year of the Minor)

Subject	Course	Term	Total Released Seats	Total Enrolment	Enrolment Percentage
INFO	100	1	60	47	78%
INFO	200	1	40	32	80%
INFO	441	1	25	18	72%
INFO	300	2	50	50	100%
INFO	301	2	40	27	68%
INFO	303	2	60	44	73%



SECTION 5

GRADUATE PROGRAMS

5.1 OVERVIEW

5.1.1 PROGRAMS

The UBC iSchool offers five graduate programs, the largest of which is the Master of Library and Information Studies (MLIS). In addition, we offer dedicated, smaller graduate programs: the Master of Archival Studies (MAS); a Dual Master of Archival Studies and Library and Information Studies (MASLIS); and, since 2013, a PhD-program. Moreover, the UBC iSchool is the administrative home unit of the inter-departmental, research-based Master of Arts in Children’s Literature (MACL). Dual students are in the program for at least three years; all other students are in their programs for two years, except those in the PhD Program, who take an average of seven years to complete (cf. Table 5.1). The course assessment report provided by Arts ISIT shows overall positive student teaching evaluations (Appendix 11). Approximately 90% of students receive grades in the A range (Figure 5.1).

Our professional programs (MAS, MLIS, and MASLIS) undergo an annual assessment to gauge if learning outcomes are met. The Assessment Reports are publicly available on the iSchool [website](#) and reflect data about the learning outcomes and the institutional effectiveness of our School as a whole. The reports point out where improvements can be made and highlight accomplishments in terms of teaching and in related areas. The results of the report are discussed at the annual faculty planning session during our August Retreat. The session’s final recommendations are then used to refine our teaching goals for the year ahead, which is key to ensuring that our practices and routines are on par with our teaching targets.

Moreover, the Assessment Report is used by the Director and the Administrator to assess progress on specific initiatives and to set strategic directions for the unit. The most recent report covers the 2021-22 academic year and provides evidence of very strong learning outcomes in almost all areas, and across all assessed programs. The majority of competencies score well above 90%.

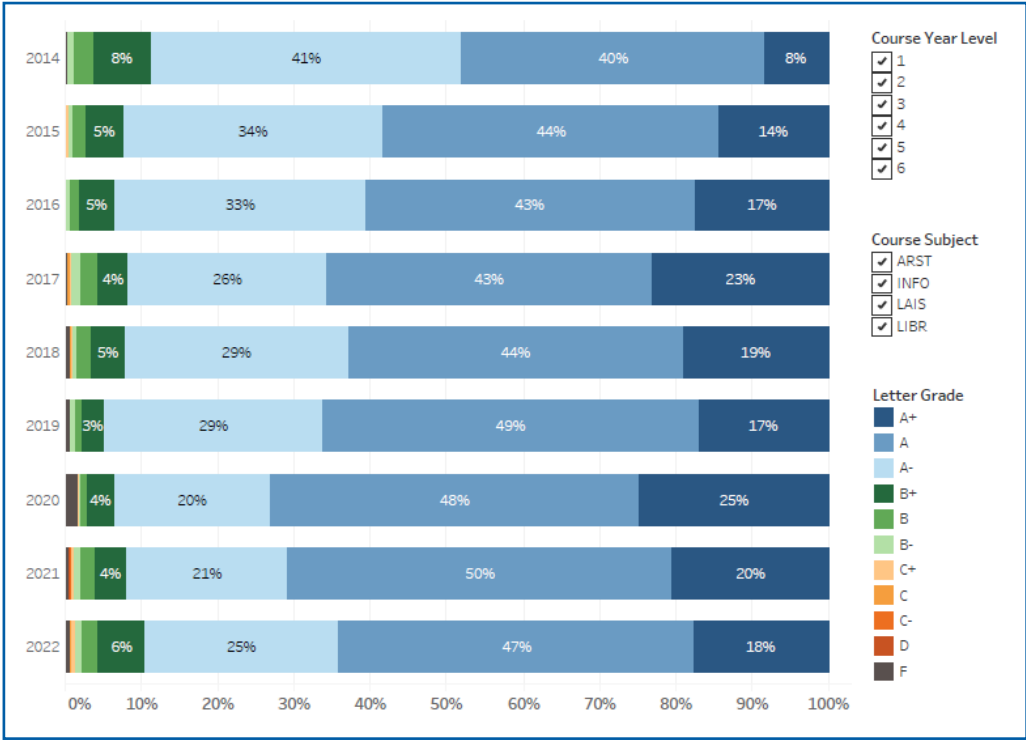
5.1.2 GRADUATE SPECIALIZATION OPTIONS

Students in the MAS, MLIS, and MASLIS programs can opt for an area of specialization: (i) [First Nations Curriculum Concentration](#) (FNCC), which is noted on the student’s transcript; (ii) [Designing for People](#) (DFP); and (iii) [Blockchain@UBC](#). DFP and Blockchain@UBC are collaborative, cross-disciplinary initiatives that feature graduate training programs. These programs involve dedicated coursework, professional development workshops and internships, and a thesis or graduating project. The DFP and Blockchain specializations, to which students must apply, were created with significant NSERC grants. The FNCC is supported with core funding that pays for the salary of a year-round manager appointed at approximately 0.3 fte equivalent (currently Amy Perreault). Our graduate programs are also supported by teaching and learning grants, including the Blockchain Leadership and Implementation Micro-Credential (2020-21, \$396k, PI Dr. Victoria Lemieux); and the Advancing Educational Renewal Project “Re-envisioning the First Nations Curriculum Concentration” (\$47k, 2021-22, PI Dr. Lisa Nathan).

Table 5.1 Graduation Rates and Time to Completion

Mode of Study	Unit	Grad Rate	Grad - Avg. Years	Grad #	Left - Avg. Years	Left #	Transfer #	Total #	Total # w/o Transfer
Doctoral	SLAIS	66.7%	7.1	6	1.7	3	0	9	9
	Professional (Non-Health)	74.6%	6.4	47	2.5	16	3	66	63
	UBC-V	83.4%	5.7	1,596	2.2	318	165	2,079	1,914
Master’s Thesis Optional	SLAIS	93.8%	2.0	315	0.8	21	33	369	336
	Professional (Non-Health)	95.0%	1.8	587	0.8	31	35	653	618
	UBC-V	93.6%	2.0	1,581	1.2	109	99	1,789	1,690
Master’s Thesis Required	SLAIS	94.7%	2.3	18	4.7	1	0	19	19
	Professional (Non-Health)	95.0%	2.4	190	2.2	10	5	205	200
	UBC-V	94.1%	2.6	2,027	1.4	127	456	2,610	2,154

Figure 5.1 Grades



5.2 MASTER OF LIBRARY AND INFORMATION STUDIES (MLIS)

5.2.1 MLIS OVERVIEW

The MLIS program is currently midway through a curriculum review led by Dr. Luanne Sinnamon, the previous Director of our unit. To date, focus groups meetings have been conducted with various constituent groups and analyzed to inform the review. The following changes have been approved at the iSchool faculty level: (1) A new, streamlined set of ten graduate competencies that reflect requisite professional knowledge and skills, and the commitments to Equity, Diversity and Inclusion, anti-Racism, and Truth and Reconciliation (see below); (2) a Summative Portfolio course, to be offered in 2024-25 for the first time, that will serve as an end-of-program assessment for the MLIS. The MLIS program continues to draw applicants seeking employment as librarians in memory institutions. However, we are increasingly seeing applicants, some with computational backgrounds, seeking training in data science and user experience design. Serving the diverse needs of MLIS students continues to be an area of focus in the MLIS curriculum review and in our course planning and delivery. Details about the MLIS program requirements are found in Appendix 12.

5.2.2 PROGRAM LEARNING OUTCOMES (FROM ACADEMIC YEAR 2023-24)

The iSchool has detailed Program Learning Outcomes (PLO) in place and each syllabus indicates which of these are relevant for the course. The MLIS learning outcomes were modified in November 2022 as part of the currently ongoing Curriculum Review of the program. The new learning outcomes, approved by faculty vote in November 2022, are simplified and will come into effect in 2024-25. They state that MLIS graduates will:

- 1. Draw upon knowledge of: professional ethics, the rights of Indigenous peoples, and principles of equity, diversity and inclusion to guide their practices;
- 2. Identify information needs and respond through the design and provision of information products and services;
- 3. Organize and manage information to facilitate access and use in a range of contexts;
- 4. Employ information systems and current technologies to address real-world situations, informed by social and cultural perspectives;
- 5. Reflect in an informed and critical manner on information infrastructures and practices, acknowledging the role of power and privilege, the ongoing influence of colonization, and the value of diverse worldviews;

- 6. Communicate clearly using a range of media suited to diverse audiences and goals;
- 7. Demonstrate effective collaboration, decision-making and leadership in team settings;
- 8. Design and conduct research and evaluation studies to inform evidence-based decision-making;
- 9. Develop respectful reciprocal relationships with professional and community groups;
- 10. Contribute to the advancement of the field through informed practice, service and/or research.

5.3 MASTER OF ARCHIVAL STUDIES (MAS)

5.3.1 MAS OVERVIEW

Between 2018 and 2021, the MAS program underwent a comprehensive program review, resulting in a new curriculum, which will be taught for the first time in the academic year 2023-24. The program review included consultation with students, alumni, and employers as well as curriculum mapping across all course offerings. A number of changes have been made to both the program structure and individual course design. The program and curricular changes have been aligned with the most recent archival education guidelines and competencies issued by the Association of Canadian Archivists (ACA) and the Society of American Archivists (SAA). At the same time, every course in the MAS program has been assessed and revised in light of our unit’s EDI commitments. Details about the MAS program requirements are found in Appendix 12.

All full-time MAS faculty members regularly employ students as Graduate Research Assistants (GRA) on funded research projects. Students are thus able to acquire deep foundational knowledge of archival studies theories and methodologies through the program’s extensive course offerings as well as put this knowledge into practice through experiential learning and extend it through participation in faculty research projects or through the pursuit of their own research interests.

5.3.2 PROGRAM LEARNING OUTCOMES (FROM ACADEMIC YEAR 2023-24)

The MAS learning outcomes were modified as part of the current Curriculum Review of the program. They ensure that:

- 1. Graduates are able to apply the foundational theories and methodologies of archival science in diverse contexts. Specifically, graduates have the ability to: (i) Understand the nature of records and recordkeeping in diverse contexts (historical, cultural, institutional, etc.); (ii) Within diverse contexts, identify, develop, apply and assess requirements, policies and procedures for the creation, use, management of, and access to trustworthy records; (iv) Apply knowledge of technologies to real world record creation and recordkeeping problems and situations, and assess the impact and usability of emerging technologies for archival purposes; (v) Apply knowledge of law and ethics to all functions and activities related to records and archives; (vi) Engage critically and creatively with emerging professional and societal issues.
- 2. Graduates are able to work and communicate effectively in professional settings. Specifically, graduates have the ability to: (i) Articulate ideas about recordkeeping theories and practices accurately, fluently, and thoughtfully in a variety of communication modes for diverse audiences; (ii) Demonstrate effective collaboration on recordkeeping problems and projects within team and small group settings.
- 3. Graduates are able to conduct research and assessment. Specifically, graduates have the ability to: (i) Synthesize and apply existing archival and related scholarship to identify and analyze significant theoretical and practical questions; (ii) Employ methods and approaches to research specific to archival science.
- 4. Graduates are able to represent their chosen profession and contribute to the growth and development of the records and archives professional community. Specifically, graduates have the ability to: (i) Critically engage with and contribute to the development of the philosophy, principles and ethics of the profession; (ii) Assess and apply legislative and policy frameworks governing records and archives systems; (iii) Advocate for change when these are inadequate to recordkeeping principles and best practices.

5.4 MASTER OF ARCHIVAL STUDIES AND LIBRARY STUDIES (MASLIS OR DUAL PROGRAM)

5.4.1 MASLIS OVERVIEW

The MASLIS program provides our students with an expertise suited to hybrid library/archives/records management environments and cultural institutions in the dual Master of Archival Studies and Library and Information Studies. Students may apply to transfer to the dual MASLIS program if they are enrolled in the MAS or MLIS degrees through a competitive process (there is limited capacity). Students are selected based on academic achievement, personal statement quality, and promise of professional success in the archival and library fields. Upon graduation, students receive two degrees: MLIS and MAS. Details about the MASLIS program requirements are found in Appendix 12.

5.5 PHD PROGRAM

5.5.1 PHD OVERVIEW

We have offered a PhD program since 2013 and admit three or four students each year. The annual intake is capped by available funding from the Faculty of Graduate and Post-Graduate Studies and minimum funding requirements. Upon entering the doctoral program, a student is assigned an adviser who will work with the student to develop an appropriate schedule of coursework relevant to the student's research plan. Advance study in the major and minor areas (LAIS 620 and LAIS 621, respectively) is undertaken with the student's advisor, or the faculty member(s) best aligned with the student's research focus. The qualifying exams assess the student's knowledge of the relevant literature, analytic capacity, and skill in developing original written and oral presentation of ideas. Typically, the advisor for the student through the qualifying examinations becomes the dissertation supervisor.

Upon successful completion of the qualifying examinations, the student enters the dissertation stage of the program. The student, working closely with their supervisor, assembles a dissertation committee of no fewer than two additional eligible faculty members; these may be the same faculty who assessed the student's qualifying exams. The student will develop and defend a dissertation proposal of not less than 30 pages, in accordance with the guidelines in the Doctoral Student Handbook. The goal of the proposal is to ascertain the student's research readiness. Upon successful defense of the proposal, the student is recommended to candidacy.

The student will then undertake the research and writing to prepare the dissertation in accordance with the guidelines of the Faculty of Graduate and Postdoctoral Studies (G+PS). When the dissertation is completed and successfully defended, the student is recommended for the degree Doctor of Philosophy (PhD). Details about the PhD program requirements are found in Appendix 12.

5.5.2 FUNDING

All full-time students who begin the Doctoral Program are provided with a funding package of at least \$26k for each of the first four years, provided they complete program requirements and maintain adequate progress toward degree. The funding package may consist of any combination of internal and external awards, teaching-related work, research assistantships, and graduate academic assistantships. PhD students who remain in good standing may receive the iSchool Fifth Year Funding for \$13k and/or additional funding that are available at the time from the School or University. International students are eligible for the [international tuition award](#) of \$3,200 per year for four years. The School strives to support doctoral students in applying for external funding opportunities. All students must apply for external funding through UBC Affiliated Awards and/or the Canadian Tri-Council Agencies during their eligibility period (usually 36 months). Doctoral students can also apply for paid positions as teaching assistants in master's classes, and/or as paid research assistants for professors who have funded research projects.

5.6 MASTER OF CHILDREN'S LITERATURE (MACL)

5.6.1 MACL OVERVIEW

With an annual intake of between three and nine students, MACL has graduated more than a hundred students since its inception in 1999. They come from a diverse range of academic, professional, and national backgrounds. They include teachers, librarians, creative writers, people working in the publishing industry, and those intending to pursue doctoral work. The sixteen students currently enrolled in the program have come to us from the lower mainland, other parts of Canada, the US, India, Iran, Israel, China, and Peru. Our students are professionally very active, presenting at the three most important international conferences in the field—the annual conferences hosted by Child and the Book and the Children's Literature Association, and the biennial congress of the International Research Society for

Children's Literature. MACL students organize an annual international graduate conference on children's and young adult literature and have been instrumental in planning and running the Vancouver International Summer School in Children's Literature. Students have edited and regularly contribute to *Young Adulting*, the online journal run out of the School of Creative Writing. Recent graduates who have not returned to the classroom, library, or publishing industry have successfully pursued doctoral work at UBC, Simon Fraser, Anglia Ruskin, and Cambridge. Details about the MACL program requirements are found in Appendix 12.

MACL faculty include authors of acclaimed children's books and internationally recognized scholars, have served on national and international children's book juries, led national research studies, engaged in international collaborations, and have received awards for scholarship, service, and teaching. MACL supports a wide variety of international initiatives, including the Vancouver International Summer School in Children's Literature, now in its third year. MACL faculty have also served internationally on doctoral examination committees and provided consultation for the proposed graduate program in children's literature at King Abdul Aziz University in Saudi Arabia. MACL is currently planning our first Indigenous Children's Writers series. In recent years, MACL faculty in the iSchool have delivered for-credit courses for the Erasmus Mundus International Master in Children's Literature, Media and Culture.



5.7 RECRUITMENT AND APPLICATIONS

We actively recruit graduate students and our efforts include the following:

- Information sessions for all the programs, and occasionally sessions for individual programs such as the PhD program, MACL program, and the Minor in Informatics;
- Attendance at various graduate school recruit fairs, including ones at post-secondary institutions such as UBC and SFU, as well as industry-specific recruitment opportunities such as the annual conferences of the ACA (Association of Canadian Archivists), BCLA (BC Library Association), ATALM (Indigenous Archives, Libraries and Museums), iSchool iConference, and ASIS&T (Association for Information Science and Technology);
- Advertisements through a variety of channels such as Translink, social media, Georgia Straight, Globe and Mail, Ubyyssey, the Trek magazine, conference sponsorship, UBC Faculty of Arts’ communication efforts, and various public-facing screens at UBC;
- Physical posters posted on various bulletin boards at UBC campus.

Application numbers for the programs have increased by approximately 50% between 2015 and 2022, while acceptance rates have decreased, leading to a more competitive application process (Table 5.2). The most recent admission cycle, for the cohort starting in September 2023, saw 418 applications for 70 available slots, which is an increase of 47 applications compared to the year before and the highest number of applicants we have ever seen. Yield rates have increased by a modest amount over the last seven years, indicating a more favorable recruitment process overall. It is important to note that cohort sizes, or the number of seats, have not increased over the past few years.

Table 5.2 Applications and admissions

	Applications	Acceptance	Acceptance Rate	Yield	Yield Rate
2022-2023	454	167	37%	112	67%
2021-2022	459	171	37%	118	69%
2020-2021	354	150	42%	114	76%
2019-2020	310	161	52%	114	71%
2018-2019	280	160	57%	90	56%
2017-2018	313	162	51%	103	64%
2016-2017	297	176	59%	103	59%
2015-2016	234	151	65%	90	60%
2014-2015	238	161	68%	101	63%

5.8 ADMISSIONS

For the admissions process, the iSchool student services staff members prepare the applicants’ files for review by checking for completion, calculating GPA, and other eligibility criteria. Staff also do preliminary assessment of qualifications, such as technological competencies. Once this is complete, the applications will be forwarded to faculty reviewers for evaluation. The Masters applications are assessed based on the iSchool admission rubric, which entails the following components: GPA, previous graduate degrees, technical competencies, letters of references, personal statement, statement of additional experiences, and opportunities for additional discretionary points. The Leadership Team (and before that the Leadership Committee) gauges at regular intervals, usually each year, whether the rubric is still optimal, and adjustments may be made. The applicants are then ranked according to their rubric scores, and offers are made according to the ranking, contingent upon the availability of seats. Admission to the PhD program is based on the strength of the applicant’s academic record, the potential to undertake research in a relevant field, and the availability of a supervisor.

Admission numbers broken down by programs indicate an increase in the MASLIS, MLIS, and PhD programs (Table 5.3). Acceptance rates for these programs have also decreased within the last seven years, leading to a more competitive admission process overall. Application numbers of the MACL and MAS programs remained approximately the same. However, the MAS program’s acceptance rate has also decreased, becoming a more competitive program. Yield rates have increased for the MASLIS and MAS programs, and remained the same for all other programs.

Table 5.3 Admissions by program

MASLIS	Applications	Acceptance	Acceptance Rate	Yield	Yield Rate
2022-2023	99	25	25%	21	84%
2021-2022	114	38	33%	28	74%
2020-2021	87	34	39%	27	79%
2019-2020	78	42	54%	32	76%
2018-2019	68	38	56%	24	63%
2017-2018	82	32	39%	24	75%
2016-2017	65	31	48%	17	55%
2015-2016	38	23	61%	14	61%
2014-2015	32	18	56%	12	67%

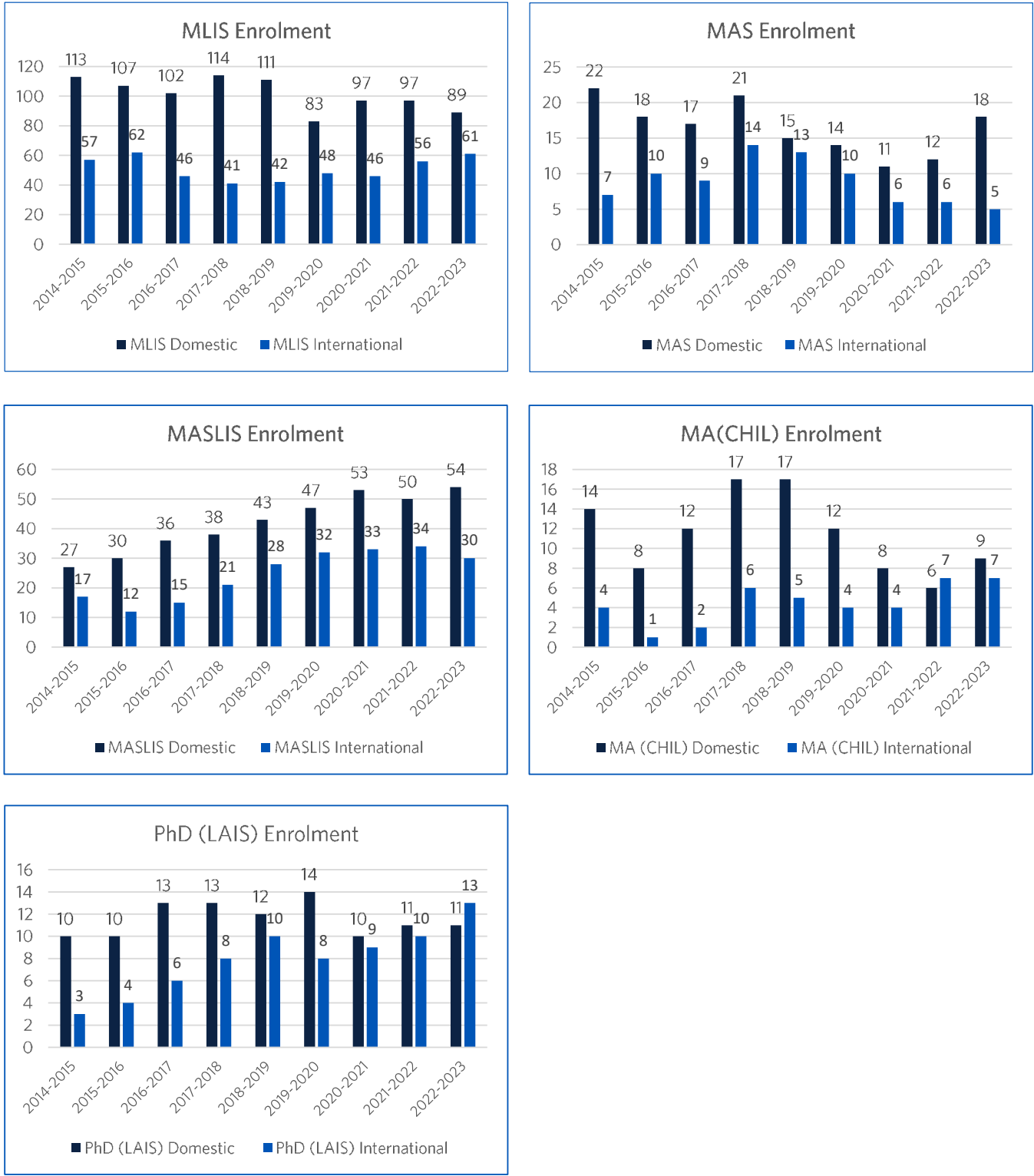
MLIS	Applications	Acceptance	Acceptance Rate	Yield	Yield Rate
2022-2023	275	116	42%	71	61%
2021-2022	240	109	45%	74	68%
2020-2021	173	86	50%	67	78%
2019-2020	160	89	56%	63	71%
2018-2019	158	95	60%	49	52%
2017-2018	155	84	54%	47	56%
2016-2017	155	96	62%	59	61%
2015-2016	140	98	70%	63	64%
2014-2015	148	110	73%	71	65%

MAS	Applications	Acceptance	Acceptance Rate	Yield	Yield Rate
2022-2023	27	11	41%	9	82%
2021-2022	57	13	23%	9	69%
2020-2021	40	15	38%	11	73%
2019-2020	25	20	80%	12	60%
2018-2019	23	17	74%	10	59%
2017-2018	33	28	85%	17	61%
2016-2017	38	29	76%	11	38%
2015-2016	29	19	66%	8	42%
2014-2015	39	25	64%	13	52%

MA (CHIL)	Applications	Acceptance	Acceptance Rate	Yield	Yield Rate
2022-2023	22	10	45%	7	70%
2021-2022	15	5	33%	4	80%
2020-2021	18	11	61%	6	55%
2019-2020	18	6	33%	4	67%
2018-2019	19	7	37%	5	71%
2017-2018	23	13	57%	10	77%
2016-2017	19	10	53%	8	80%
2015-2016	13	7	54%	2	29%
2014-2015	11	5	45%	3	60%

PhD (LAIS)	Applications	Acceptance	Acceptance Rate	Yield	Yield Rate
2022-2023	31	5	16%	4	80%
2021-2022	33	6	18%	3	50%
2020-2021	36	4	11%	3	75%
2019-2020	29	4	14%	3	75%
2018-2019	12	3	25%	2	66%
2017-2018	20	6	30%	5	83%
2016-2017	20	10	50%	8	80%
2015-2016	14	4	29%	3	75%
2014-2015	8	3	38%	2	67%

Figure 5.2 Enrolment breakdown by program and nationality



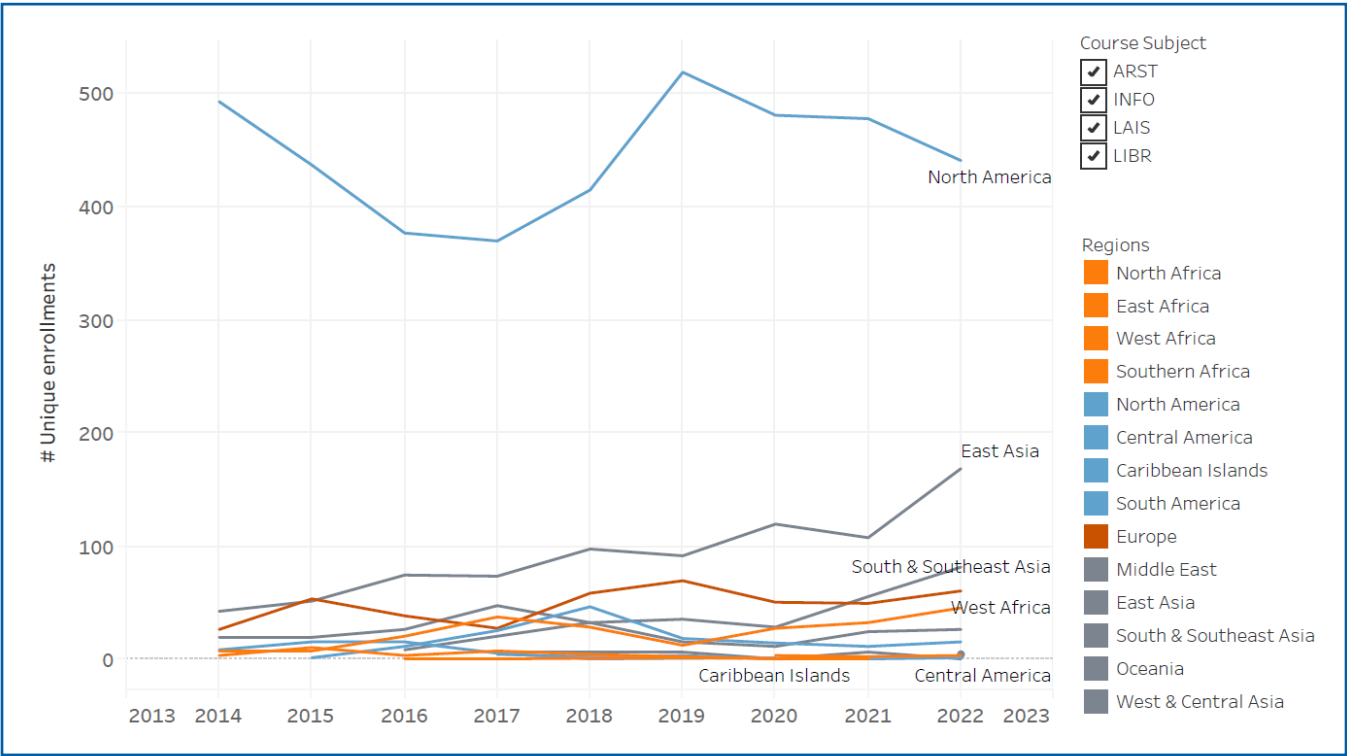
5.9 ENROLMENT

The following provides a breakdown per program and assesses our enrollment and whether students are domestic or international. No breakdown by gender is included here in recognition of non-binary students, which is a category not captured by UBC’s Student Information Services Centre. Since 2014, enrolment numbers have remained relatively consistent for all programs, with the exception of the MASLIS program, the numbers of which have steadily increased (Figure 5.2). The total number of students for the iSchool as a whole has also remained consistent, with an average of 283 students.

For the School as a whole, the percentage of international students increased in the last seven years, from roughly 30% to 39%. The region of origins of international students remains more or less the same, albeit that over the past three years there is an increase of students from East Asia and a decrease of those from the US (Figure 5.3).

For the MACL program, there has been a dramatic increase of international students from 14% to 44%. Likewise, for the PhD program, there has been a similar increase of international students from 32% to approximately 50%. In comparison, the ratio has remained steady for the MLIS, MAS, and MASLIS programs, with approximately 35% international students and 65% domestic students. The heavy reliance upon admission of international students could be a weakness; however, our acceptance rate (37%) is low enough that we are not dependent on the international student market. The percentage of overall accepted applicants has steadily decreased due to an increase in the total number of applications (Table 5.2).

Figure 5.3 International enrollment



5.10 EXPERIENTIAL LEARNING

The range of experiential learning options available to students contributes to student success and is an important factor in their choice to study at UBC. We offer many of these opportunities, in a variety of settings. The most significant of these are: the Professional Experience course, Practicum, and Co-op.

5.10.1 PROFESSIONAL EXPERIENCE

The iSchool Professional Experience course (ARST 596/LIBR 596) is an unpaid, 3-credit, 120-hours-long experiential learning opportunity. This course requires students to work with an archival or information professional to complete 120 hours of professional work, usually consisting of one or more projects in addition to common tasks in the professions. Students can apply to existing job opportunities, which are posted, or work with the Educational Services Manager to develop an opportunity that is suitable to their interests. Once a placement has been confirmed, students and supervisors are asked to review and sign the iSchool Hands-on Learning Agreement and to draft a Project Plan. Both the student and supervisor are required to submit an interim report and a final report that outlines the completed tasks and presents an assessment of the student’s work, for the supervisor’s reports. At the end of the placement, the student will receive a completion mark (Pass or Fail). The course is available for MAS, MLIS, and MASLIS students. Enrolment in the Professional Experience course has been fairly consistent over the past seven years, with an average of 49 placements per year (Table 5.4). There was a notable decrease in 2020-21 due to the pandemic.

5.10.2 PRACTICUM

The iSchool Practicum (LIBR 595) is an unpaid, non-credit, two-weeks long experiential learning opportunity. In contrast to the Professional Experience, the Practicum is designed to be more introductory and light-weight, usually consisting of job-shadowing various professionals with an organization or team for two weeks. Occasionally, the students may be asked to work on small assignments or projects during the two weeks. The process is as follows: Students are asked to submit their requests to the Educational Services Manager, who would attempt to develop Practicum opportunities based on the students’ interests. Once a placement has been confirmed, students and supervisors are asked to review and sign the iSchool Hands-on Learning Agreement and to draft a Project Plan, much like the process of the Professional

Experience. As this is only a two-week placement, students and supervisors are asked to simply submit one final report each. The Practicum is typically arranged to take place between teaching terms, with placements in April, August, and December. The course is only available for MLIS students. Enrolment in the Practicum varied widely over the past seven years (Table 5.5). In early 2020, many Practicum placements were cancelled due to the COVID-19 pandemic.

5.10.3 CO-OP

The UBC iSchool partners with UBC Arts Co-op to provide Work Integrated Learning for students in the UBC iSchool. The program provides opportunities and training for students to be hired on Co-op “work terms,” which usually involve full-time and paid positions for the duration of a term (four months), in positions related to information and archival studies. A co-op student is expected to work full time for a minimum of twelve weeks and a maximum of sixteen weeks, and to become a regular member of the staff team. The most successful co-op placements are those where the students have responsibility for specific projects and tasks, have supervisors to support and mentor them and provide regular feedback, along with a clear project plan and measures of success. Co-op work terms do not provide academic credits and the program is managed by the UBC Arts Co-op Office, rather than UBC iSchool.

Students apply to the Co-op program every October; if they are successful, they work closely with the Co-op Manager responsible for overseeing iSchool students to craft their applications, prepare for interviews, and apply for positions that had been arranged by the Co-op Office and various employers. Students are responsible for fulfilling various requirements as outlined by the Co-op Office, including attending workshops and submitting reports. The Co-op opportunities are available for MLIS, MAS, and MASLIS students. Since Arts Co-op launched the UBC iSchool Co-op program in 2002-03, over 700 UBC iSchool students have completed work terms across Canada and around the world. The number of Co-op work terms in the past seven years had been fairly consistent (with the exception of the 2019/2020 year), with an average of 56 placements per year (Table 5.6).

Table 5.4 Professional experience placement

	ARST	LIBR	Total
2022-2023*	18	37	55
2021-2022	24	29	53
2020-2021	11	23	34
2019-2020	20	47	67
2018-2019	18	33	51
2017-2018	11	40	51
2016-2017	11	32	43
2015-2016	9	35	44
2014-2015	13	35	48

Table 5.5 Practicum placement

	Total
2022-2023*	3
2021-2022	3
2020-2021	0
2019-2020	5
2018-2019	16
2017-2018	26
2016-2017	20
2015-2016	9
2014-2015	24

Table 5.6 Co-op placement

	MLIS	MAS	MASLIS	Total
2022-2023*	10	3	3	16
2021-2022	36	7	14	57
2020-2021	32	4	23	59
2019-2020	27	1	11	39
2018-2019	31	7	15	53
2017-2018	45	7	12	65
2016-2017	41	5	18	64
2015-2016	47	11	10	68
2014-2015	48	11	10	69

(*) Placements for 2022-2023 Winter Term 2 have not been finalized yet, so the total number is projected to be slightly higher.

5.11 FOSTERING COMMUNITY AMONG STUDENTS

Creating community among our students is important to us. The iSchool actively provides students with opportunities to create a closely-knit and reciprocal community of peers and friends, while ensuring that students feel supported academically. A few of these initiatives are the following:

- Student Groups and Associations. Our unit actively supports, logistically, financially, and by providing supportive advice, student groups and associations. LASSA is our main student association: it advocates for student issues; acts as a liaison among students, the iSchool and UBC; publishes newsletters, and organizes events; and its president meets with the iSchool Director and Administrator every two weeks to go over current development and issues. The association also represents students at UBC more broadly: in the Faculty of Arts, the Graduate Student Society Council, AMS Council, AMS President Caucus, AMS Academic Caucus, and iSchool Co-op Advisory Committee. LASSA is committed to providing an atmosphere of inclusion and strives to unite the student body. Of the other students group we support logically and financially is the IDEAS@UBC group—an inclusion, diversity, equity, access, and a dedicated space at the iSchool (see also the next point). An iSchool faculty liaison assists the students in developing and implementing their various initiatives, such as mentorship programs and speaker series.

“The iSchool actively provides students with opportunities to create a closely-knit and reciprocal community of peers and friends, while ensuring that students feel supported academically.”

- Indigenous, Black, and People of Color (IBPOC) Students. There are clear barriers to overcome for IBPOC individuals in the library and archival fields, and the iSchool supports initiatives and projects that help IBPOC students prepare to embark on their professional careers in the face of these challenges. Our unit has provided logistical and financial support for the IDEAS@UBC student group to create a program of activities to counter challenges they themselves identify. At the same time, iSchool Leadership and faculty are working closely with IDEAS@UBC, and a faculty liaison has been established (as a service task) to formalize our institutional support.
- Orientation. The iSchool provides opportunities on orientation day for students to get acquainted with their programs and the iSchool more generally (see above, “Helping students navigate their program”).
- iSchool Peer Advisors. Up to the present academic year, the iSchool appointed one or two Peer Advisors. The students in this role assisted their peers, and especially international students, with inquiries related to graduate education at the UBC iSchool, especially for international students and to issues of acclimating to UBC and Vancouver. To that end, the Advisors held office hours and made themselves available to all students. In recent years, very few students made use of this service, probably because there were sufficient other means to obtain the information the student was seeking. When in 2021-22 it turned out that demand had dwindled to a handful of cases over a full year’s appointment, it was decided to discontinue this position.
- Student Spaces. The UBC iSchool makes several physical spaces at the iSchool available for students to book and use for various academic and social activities.

5.12 HELPING STUDENTS NAVIGATE THE PROGRAMS

The iSchool actively supports students in navigating their programs (making sure they sign up for courses that are a good match for their anticipated careers) and their student lives more broadly. We do so in a variety of ways:

- Orientation. All incoming students are asked to attend various orientation events. The iSchool offers an orientation session for the unit as a whole, with presentations by a faculty member and students, several student groups (LASSA, IDEAS@UBC), as well as the Co-op coordinator, and a library representative. There are also orientations for the

stand-alone MAS and MLIS programs, and a session with the Graduate Advisor. At the program sessions, students are introduced to the requirements of the various programs, provided with answers to common questions, and informed about the various resources and staff members who can assist at the iSchool as well as at UBC in general, and the various policies and processes required by iSchool and other administrative units at UBC.

- Faculty Advisors. All iSchool students are assigned a Faculty Advisor, who can assist students with course-selection and the general planning of their program of study from an academic perspective, depending on the students’ academic and professional interests. All non-academic advising is carried out by the Advising Team.
- Advising Team. The iSchool advising team (Graduate Advisor, Educational Services Manager, and the Graduate Program Assistant) is responsible for assisting students in navigating their program of study successfully. The team advises students on a variety of topics related to registration, awards, student records, policies, leaves, graduation, and all other non-academic topics. In particular, the Graduate Advisor provides a significant amount of support to students who are in need of extra assistance to move through the program, tending to matters such as leaves of absence, deferred standing, exemptions from course requirements and pre-requisites, concessions, and all other items that involve the School’s or UBC’s academic regulations.
- Alumni presentations. During the COVID-19 pandemic the iSchool started to organize career development talks from iSchool alumni, which were well-attended and well-received by students. These presentations enable students to see what various career paths look like and how they may impact their current choice of courses. We are continuing these highly valuable components of student support.
- iSchool Communications. Wellness workshops and resources are communicated to students via the UBC iSchool weekly Digest as appropriate. The iSchool website also has several resources such as an advising flowchart and detailed FAQ page, in addition to the international student resource noted above.
- UBC facilities. Students are referred to UBC International Advising (International House) when matters of immigration and student visas come up, which are beyond the scope of what the iSchool advising team can speak to. Additionally, the Centre for Accessibility supports students when

they need to request accommodations. Also, at the Graduate Advisor Orientation at the beginning of each student’s program, students are introduced to a variety of student wellness resources on campus, including counselling services, hot lines, and the UBC Hospital.

5.13 OTHER STUDENT SUPPORT: TECHNOLOGY IN THE CORE

Technology in the Core is an educational program designed to address the wide-ranging levels of technology competencies within our incoming student cohorts by providing a self-directed and structured learning environment for students to acquire basic technological competencies. Aiming to provide skills regarding productivity software, the basics of web design and database, and connectivity/collaborative software, the program provides three types of learning resources:

- Online, self-administered information technology literacy test. Students can use this test to evaluate their current level of comfort with technology, and compare their current skills to the skills and capabilities expected from an iSchool student and from an information professional. The test is the first section of the [UBC iSchool Information Technology Literacy course](#) on edX, named “Evaluate your Information Technology Literacy”.
- Educational web portal with a series on online modules. This is the second section of the same course. Each module in this section of the course corresponds with a module in the test, providing step-by-step solutions to the tasks they were asked to complete and allowing students who couldn’t complete the test module to learn the right way to perform those tasks. Students can choose to engage with modules they find relevant to their particular needs, and are not required to complete the entire course.
- Series of face-to-face technology workshops. Those are offered four times a year. The workshops cover four topics that might be intimidating to students with no technological background, providing students with foundational information and an opportunity to engage with the digital tools and environments when support and guidance are available, hopefully allowing them to gain the confidence to explore further on their own, if they are interested.



SECTION 6

COMMUNITY ENGAGEMENT

6.1 COURSEWORK

Our unit offers courses that tap into community engagement and supplement students' theoretical base with valuable hands-on experience as they work with information professionals in the field. At the same time, these opportunities contribute to the iSchool's efforts to stay connected with alumni, to engage with the community of library, archival, and information professionals, and to mobilize knowledge and contribute to various public communities of information users. Through these placements, students regularly work with their supervisors to develop community programming at public libraries, assess user experience and requirements for certain services and systems, research into best practices for current protocols, and conceptualize the most suitable information standards for specific users and communities.

6.1.1 ARST 596/LIBR 596

The iSchool Professional Experience (ARST 596/LIBR 596) is a key course for providing students opportunities to engage in this way. Some recent projects undertaken within this course:

- Carrier Sekani Tribal Council. The Carrier Sekani Tribal Council (CSTC) is a tribal council situated in the central interior region of BC, representing six First Nations communities. For the Professional Experience, a MASLIS student worked with the CSTC librarian and archivist to develop a toolkit for archival practices that is intended to assist indigenous communities in developing their own archival initiatives. The Professional Experience is one of many placements with indigenous communities, illustrating the iSchool's commitment to community engagement in support of indigenous information sovereignty.
- Vancouver Black Library and the UBC Learning Exchange. The Vancouver Black Library (VBL) is a young organization dedicated to Black education, liberation, and community, with the intention to address the lack of Black community spaces in Vancouver. The VBL partnered with the UBC Learning Exchange to provide a MLIS student at UBC iSchool with the opportunity to work with colleagues dedicated to anti-racist education and Black empowerment. For the Professional Experience, students researched and developed a digital collection plan for the library, train volunteers for the library, and created circulation and cataloguing policies for the library.

- Arrow Lakes Historical Society and UBC-O. Arrow Lakes Historical Society (ALHS) partnered with UBC Okanagan Library to provide a MASLIS student at UBC iSchool with the opportunity to engage in policy work. For the Professional Experience, the student was tasked with identifying ALHS's archival policy needs, researching best practices at comparable institutions, interviewing current staff on user needs, putting forward proposed policies (specifically a Collections Management Policy and a Digital Strategy Document), and developing an implementation plan. The Professional Experience allows the iSchool to bring LIS work to an institution that otherwise might not have the resources to access LIS professionals and knowledge.

6.1.2 LIBR 582/ARST 556P

Another iSchool graduate course that includes community engaged learning projects is LIBR 582/ARST 556P: Digital Text and Image Collections. Taught by Dr. Richard Arias-Hernández, this course provides students the chance to work with local libraries, archives, non-profits, and private collectors to curate, digitize, and make accessible to the public, cultural heritage material of interest to local communities. Each digital collection, created and published by students through their Community Engaged Learning (CEL) project, demonstrates achievement of their learning outcomes for this class. Students are able to (i) Solve issues related to selection of analogue material for digitization and creation of a digital collection; (ii) Solve issues related to digital access to image and text collections; (iii) Use digitization hardware and software systems for the production of digital image and text collections; (iv) Plan a digitization project to create a digital image and/or text collection; and (v) create digital image and/or text collections in a web environment. Over the past six years, LIBR 582/ARST 556P students have worked with approximately 35 organizations, including: The Squamish Public Library, The Sointula BC Museum, Xwi7Xwa Library, the Xeni Gwet'in Nation of the Tsilhqot'in people, The Western Front, The Carnegie Branch of VPL, The BC Gay and Lesbian Archive, and the Kootenay's Women in Trades and Technology Archives among others. Graduates normally include these completed projects in their resumes and professional portfolios.

6.1.3 INFO 250

At the undergraduate-level, the iSchool offers a high-intensity Community Engaged Learning (CEL) course on social media strategy and analytics: INFO 250 (3) Networks, Crowds, and Communities. INFO 250 is a required class in the Bachelor of Media Studies (BMS) and it is an elective in our Minor in Informatics. INFO 250 includes a high-intensity, semester-long, CEL project, which has multiple deliverables and class exercises. Undergraduate students work in small teams with a local community partner to audit, design, implement, and evaluate a social media strategy or campaign to achieve an organizational goal.

6.2 RESEARCH

Some of our faculty's research is deeply rooted in the community. Some particularly noteworthy projects include:

- Dr. Julia Bullard's SSHRC-funded research project "Subject Descriptions from the Margins: Indigenous and Canadian Scholarship" (Insight Development grant, \$21k, 2021-22) studies how we understand subject description in information studies, particularly with respect to materials related to marginalized groups. Her research leans heavily on interviews with community members and is undertaken with the help of our graduate students.
- Dr. Heather O'Brien's SSHRC Partnership Development Grant "Making Research Accessible: Transforming the Utility of Scholarly Communication for the Downtown Eastside Community in Vancouver, BC" (2018-23, \$189k) looks at ways to make research more accessible and relevant to non-academic audiences; she and her team work to improve effective sharing of knowledge between researchers and community groups, and to gauge how librarians and literacy educators can play a role in this effort.
- Dr. Luciana Duranti's SSHRC Partnership grant (2021-26, \$2.5M), which has as co-applicants four iSchool faculty members (Drs. Abdul-Mageed, Arias-Hernández, Douglas, Lemieux), has 90 international partner organizations, of which 41 are community partners. In addition to a variety of archives at national, provincial and city level, these partners include NATO, the Red Cross, the IMF, the World Bank, UNESCO, and various museums. A total of 31 iSchool GAAs conduct case studies and test the research outcomes in collaboration with these institutions.



6.3 INDUSTRY PARTNERSHIPS

Close connections to industry partners are also noteworthy: The Blockchain Graduate Pathway Blockchain@UBC, led by Dr. Victoria Lemieux, incorporates twelve credits of course work with an industry sponsored research internship. With the internships, students not only conduct cutting-edge blockchain research on the ground, but also forge relationships with the private and public sectors, paving the way for full-time employment and the advancement of skills, including project management and leadership. For example, two MLIS students secured internships with the health intelligence company Molecular You and Manyone, a company offering identity services. The students researched the usability of a blockchain-based personal health wallet, and data storage in conflict contexts. Another similarly-funded graduate training program open to MLIS students is the Designing for People (DFP) program, which offers students the chance to work with industry partners on a capstone style group project. Students spend a term applying human-centred design methods to real-world problems and gaining experience working with industrial and non-profit partners. Dr. Duranti's InterPARES project has regularly involved industry partners, including, in its current phase, Blue Mountain, Collabware, and Artefactual. Additionally, two faculty members developed patents (Drs. Abdul-Mageed and Lemieux).

6.4 OTHER COMMUNITY OUTREACH

Some of our faculty share their research results more broadly to non-academic audiences through public lectures and well-researched blog posts. This public outreach through blog posts have been published by, for example, Drs. Jennifer Douglas (several posts on archival research), Erik Kwakkel (frequent posts on medieval manuscripts), and Heather O'Brien (posts on community outreach). Faculty have also been featured in the news, including Drs. Muhammad Abdul-Mageed (CBC Vancouver [interview](#) on privacy, 2018) and Erik Kwakkel, whose work on [color](#) in medieval artifacts (2018) and medieval [doodles](#) (2021) were featured on BBC News. Moreover, the iSchool organizes a public Colloquium Series for a broad audience from beyond the unit. Hundreds of individuals from across campus have visited the 50 lectures organized since our previous External Review (Appendix 7).



SECTION 7

INDIGENOUS
ENGAGEMENT

7.1 OVERVIEW

The School of Information’s First Nations Curriculum Concentration (FNCC) centers Indigenous knowledge, perspectives, and aspirations related to information-related practices, priorities and concerns. Since its inception in 1998, graduate students have had the opportunity to enrich their Master of Archival Studies (MAS) or Master of Library and Information Studies (MLIS) degree through participating in the FNCC. In the first thirteen years (1998-2011) a total of ten students (including two Indigenous individuals) fulfilled the requirements of the FNCC. A review of the FNCC in 2011, informed by FNCC alumni, Indigenous information professionals, and individuals involved in nation-wide and UBC-specific Indigenous initiatives, led to restructuring the requirements of the FNCC and enabling Dual students to participate in the concentration (MAS/MLIS). Over the next ten years (2012-22), the number of FNCC graduates increased ten-fold, averaging more than ten graduates per year (source: Re-envisioning the FNCC: Advancing Educational Renewal Project, April 8, 2022).

7.2 CURRENT CONTEXT

With more students participating in the FNCC each year, there is corresponding growth in the number of requests for relevant courses, project opportunities, volunteer project supervisors with requisite degrees and experience, and one-on-one mentorship from the FNCC Coordinator. Alongside this growth, the climate for Indigenous engagement at UBC has expanded with the implementation of the ISP. Given the dramatic growth and increased demands on the FNCC since its inception, a research project was initiated by iSchool faculty and a team of current students, to review the concentration. Entitled FNCC & Reciprocity (short name Reciprocity), the project was grounded by interviews and sharing circles with current FNCC students, FNCC alumni, and UBC-Vancouver faculty and staff who regularly work with FNCC students. The full review and findings from the AER project are made available on the iSchool AIR web resource, to which the External Review Committee has access.

The findings from the Reciprocity AER grant highlight a growing need for the iSchool to seek out ongoing resources and adequate support for Indigenous engagement. The resources needed will not only support the growth of the FNCC, but also Indigenous engagement priorities that expand across the school such as the hiring of Indigenous faculty, recruitment of Indigenous staff, support for Indigenous students and an ongoing commitment to work

with the [Musqueam](#) Nations, upon whose traditional lands UBC is situated. To date, the school has committed financially towards Indigenous initiatives in different ways, including in substantial ways, through the appointment of a year-round FNCC manager, but also through smaller initiative, such as reimbursing the application fee of Indigenous students. There is an awareness that this support will need to grow in future years to accomplish the goals of the FNCC and meet commitments to the ISP.

7.3 ISP ENGAGEMENT

In 2021-22 the iSchool conducted a number of [ISP engagement sessions](#) and a survey where faculty, staff and students could share their current engagement with the ISP priority areas (see for more details, 2.6). During this period valuable data was collected that highlighted what the iSchool was currently doing to advance the goals and actions of the ISP and what the future work might be (cf. 1.7.2 and Appendix 8). Similar to what was captured during the Reciprocity project, the future goals highlighted a need for strategic direction to guide and inform Indigenous engagement across the school, professional development for faculty and staff, recruitment and retention of Indigenous faculty and staff, and acknowledgment of the value of relationship building and partnerships with Indigenous units and how this needed to be present in a systemic way throughout the school.

7.4 FUTURE DIRECTIONS

The recommendations that have been shared as part of the Reciprocity project call for the development of a school wide base-level knowledge of Indigenous perspectives and ways that the school can amplify values and actions of solidarity and collectivity, meaning it's everyone's responsibility to take up this work in order for it to be successful. The project findings also reiterate the need for a curriculum review process and a reconsideration of traditional university frameworks of success. This will be difficult but necessary work, as the school and the profession more broadly are navigating a shift away from the reliance on knowledge systems that have not been inclusive or centring of Indigenous voices. The findings from the research also highlight the need to meet resistance where it may exist, whether this is in curriculum or steeped within outdated ideologies or values. Moving forward the iSchool has identified the need to develop a sound plan for support in areas such as faculty development, discussions of existing practices and classroom climate concerns and shifts to policies and practices within the school.

One of the key observations from the AER research, ISP engagement sessions and feedback shared by FNCC graduates is that the FNCC continues to be a place where reflective moments take place that have helped to shape the professional identity of participants. Moving forward we see the potential that deeper, situated work with Indigenous communities and curriculum could have on the overall experience that students have in the FNCC and at the iSchool. Lastly, and most importantly, are the experiences of Indigenous partners we have the privilege to work with and be guided by, and how the iSchool can ensure that this moves forward in a reciprocal way.





SECTION 8

PEOPLE AND WORK ENVIRONMENT

8.1 ENVIRONMENT AND MORALE

The 2014-15 External Review Committee picked up on tensions between faculty members, between faculty members and the Director, and between programs. These challenges were in part prompted, the Review concluded, by differences between programs' pedagogical and professional priorities, methodologies, and outlook on the field of Information Studies, as well as inter-personal dynamics. The Committee Report warned that these tensions could negatively impact "SLAIS's ability to attract and retain faculty, engage in strategic planning, and work effectively with the Dean of the Faculty of Arts" (p. 19). In response, we have improved our organizational culture by establishing a "whole of school" philosophy, aimed at countering the growing insularity of individual programs. In 2019 we adopted an iSchool Charter to promote positive and productive interactions among faculty and staff. Though aftershocks are still felt, the strong tensions of eight years ago have been reduced. Recruitment of new faculty has been beneficial in this regard, as these individuals appear less susceptible to historical friction due to their fresh perspectives.

Since 2014-15, we have engaged in a number of years of innovative thinking and exploration with respect to the goals and scope of the school, which was in part prompted by the previous External Review. This work has included the exploration of a merger with Journalism and Media Studies (although we supported the merge, it failed); discussions around new programs and partnerships, including with other units in an attempt to create a joint appointment (since 2019); and the name change, in 2020, to "School of Information" (cf. 1.8). Faculty and staff have embraced this period of uncertainty and change with willingness and enthusiasm, and this openness and resilience is a major strength of our unit. New initiatives, especially where they improve our teaching dynamic and in respect to increasing EDI efforts, are usually developed with full faculty support. School-wide enthusiasm also sprang from the introduction of our undergraduate Minor in Informatics, which was launched in September 2021. The COVID-19 emergency, while challenging, increased our cohesion as we tried to jointly navigate the pandemic and create appropriate responses in teaching and our other academic tasks as community of learning.

8.2 COVID-19 EMERGENCY

It has been three years since the COVID-19 pandemic started. As in post-secondary education more generally, the School of Information had to scramble and make quick and deeply-impactful shifts in routines and best practices, creating new ones as it struggled to keep classes going and support students, staff, and faculty in meaningful, often novel ways. It is due to the strong spirit and capabilities of faculty and office staff, and to the strong community sense in the iSchool more generally, that our unit functioned as well as it did. Post-graduation surveys of our students indicate that our online teaching was perceived to be effective, and that the investments our faculty made in terms of time, emotional support, and energy, were deeply appreciated.

In 2020 and 2021 our unit had a technology support team in place to help full-time and term-appointed faculty deal with challenges emerging from online teaching (two students, year-round, supervised by one or two faculty members). Moreover, an iSchool COVID Taskforce was formed, which met once a week to come up with solutions to a seemingly never-ending stream of problems. A supporting Canvas website with resources was designed and \$1k honorarium was provided to all term-appointed faculty who had to invest extra time to convert their course to online delivery. Full-time and term-appointed faculty were provided with one-time funding to purchase cameras and other teaching technology. Our unit felt supported well by the Faculty of Arts, who funded many of our initiatives and kept faculty and heads in the loop. Nevertheless, the frequent adjustments and uncertainties around the UBC-mandated teaching mode that would be in effect the next term, put considerable stress on faculty.

There were additional challenges to manage in our unit. A new Director was scheduled to start July 1, 2020. While the transfer was supported well by an extensive transition document produced by outgoing Director, Dr. Luanne Sinnamon, the pandemic impacted leadership transition in that routine processes were rendered irrelevant and new ones needed to be created continuously, and without much knowledge of the older practices they replaced. Moreover, with the secondment of the unit's Administrator, in October 2020, a significant segment of institutional memory and routine management fell away, increasing pressures on School leadership. Charlene McCombs, who started as Administrator in October 2020, did an outstanding job managing the office and administration more generally. Unit leadership was also greatly supported by the COVID-19 Taskforce.

8.3 WORK ENVIRONMENT GOING FORWARD

It is important to note that the global pandemic has an enduring impact on the well-being and coping mechanisms of students, staff, and faculty members. The stress of learning and teaching for two years under extraordinary pressures has left many physically and mentally strained. Moreover, as mentioned in 3.2, research output came under pressure as teaching absorbed much of the available time, which in turn reduced output and impacted CVs and career progress. UBC offered pre-tenured faculty a one-year COVID extension of the tenure clock, which released some of the pressures in the short term for these individuals. However, as a unit we have by no means returned to the pre-pandemic standard of research, or regular levels of mental and physical health.

We are also behind in other respects. Less essential unit maintenance was put on hold, including work on our goals and objectives, establishing an Advisory Board (cf. 10.3), and filling our 50% vacant faculty position (cf. 1.3.1); so were all public-facing events like the Awards Gala and our Colloquium Series. These postponed activities need to be booted up again while our regular work continues, which is challenging; moreover, this catching-up is taking place in a period during which the unit is undergoing two labor-intensive processes, the present External Review (2022-23) and the ALA Accreditation (2023-24 and 2024-25). All this is to say that COVID-19 continues to be an influential event, both directly and indirectly, that demands attention and impacts our expectations and outlooks for the near future.





SECTION 9

RESOURCES AND
ADMINISTRATION

9.1 STAFF NUMBERS AND ROLES

The iSchool has six staff members in total, which is comparable to other units of similar size in the Faculty of Arts. We are fortunate to have outstanding staff that work exceptionally well as a team. Our staff play an essential role in supporting the iSchool's academic functions, and there is an excellent collegial flow between faculty and staff. Processes are well-established and the needs of the students and faculty are well met. Our Office Staff is on a Flex schedule, meaning that they may work from home two days a week. Working schedules are posted on our AIR internal site for the benefit of faculty and students.

9.1.1 ADMINISTRATOR, FULL TIME:
ELIZABETH NOLAN (HIRED PER MARCH 13,
2023) (M&P)

Responsible for the administration of the school, reporting to the Director. The position contributes directly to the policy and priorities of the unit providing advice and guidance to faculty and supervising staff in all matters relating to the administrative and support function of the department, particularly with respect to the financial priorities and objectives. The incumbent supervises support staff and works collegially with other M&P staff in the Faculty of Arts, and iSchool faculty members and students.

9.1.2 GRADUATE PROGRAM ASSISTANT,
FULL TIME: SANDRA ABAH (HIRED 2015)
(CUPE 2950)

Provides front-line assistance to current and prospective students for the graduate programs, reporting to the Administrator. Coordinates the graduate admission process and the awards and scholarships competition process in tandem with the Awards Committee. Provides support to the Graduate Program Advisor and assists the Administrator and Educational Services Manager as required.

9.1.3 COMMUNICATIONS ASSISTANT, PART
TIME AT 80%: GABRIELLE BONIFACIO
(HIRED 2022) (CUPE 2950)

Manages and maintains the department website and social media platforms, and reports to the Administrator. Creator and editor of the weekly Digest and annual newsletter *Insights* (before 2016 called SLAIS Matters). The position is term based, and the term status of the

position is detrimental for staff retention. Since 2018, this position has been funded through internal School funds and partial funds from the Faculty of Arts. In 2021 the school benefitted greatly from having the position core funded by the Faculty of Arts at 80% for 1 year. In 2022, our former Communications Coordinator accepted a permanent role on campus, due to the lack of permanence offered in her role at the School. Requests have been made to the Dean of Arts to create this role as an ongoing, core-funded staff position which would allow the incumbent to carry out extensive student recruitment and alumni engagement activities, whilst providing job security.

9.1.4 INFORMATION ASSISTANT, FULL TIME:
DEBRA LOCKE (HIRED 2003) (CUPE 2950)

Responsible for providing front-line assistance to all visitors, reporting to the Administrator. The incumbent carries out general office support, manages room and equipment booking and fulfills other related clerical duties as required.

9.1.5 EDUCATIONAL SERVICES MANAGER,
FULL TIME: DR. KEVIN DAY (HIRED 2018)
(M&P)

Responsible for complex student advising, reporting to the Director and works co-operatively with the Administrator. Responsible for the development of experimental learning opportunities and related community engagement. Responsible for other related student management duties as required.

9.1.6 ADMINISTRATIVE ASSISTANT, FULL
TIME: JERRY HE (HIRED 2022) (CUPE 2950)

Provides senior clerical support to the Director, reporting to the Administrator. The position is the Human Resource Analyst (HRA) for the unit and is responsible for all HR and Finance processing into Workday. The incumbent conducts our general office support and handles other related duties as required.

9.2 DEPARTMENTAL BUDGET

Financial support for the School of Information is channeled through the Faculty of Arts. Each year, strategic annual plans are submitted. Omitting salaries and benefits for faculty and staff, the basic discretionary budget for the department is approximately:

Teaching Assistant Allocation	\$ █████
Sessional/Adjunct Hiring Allocation	\$ █████
Non-salary funding (supplies, equipment, travel):	\$ █████
TOTAL	\$ █████

In addition, to support the launch of the Minor in Informatics, the Faculty of Arts Dean’s office committed to providing an additional \$40k (approximately) annually during the first three years. Beyond this support, student enrolments in the Minor courses will dictate funding as part of the larger sessional funding calculation. Careful consideration and modeling of the funding allocation will be required to ensure the unit can cover undergraduate and graduate teaching (see for more details Section 4).

9.3 BUILDING AND OFFICE SPACE

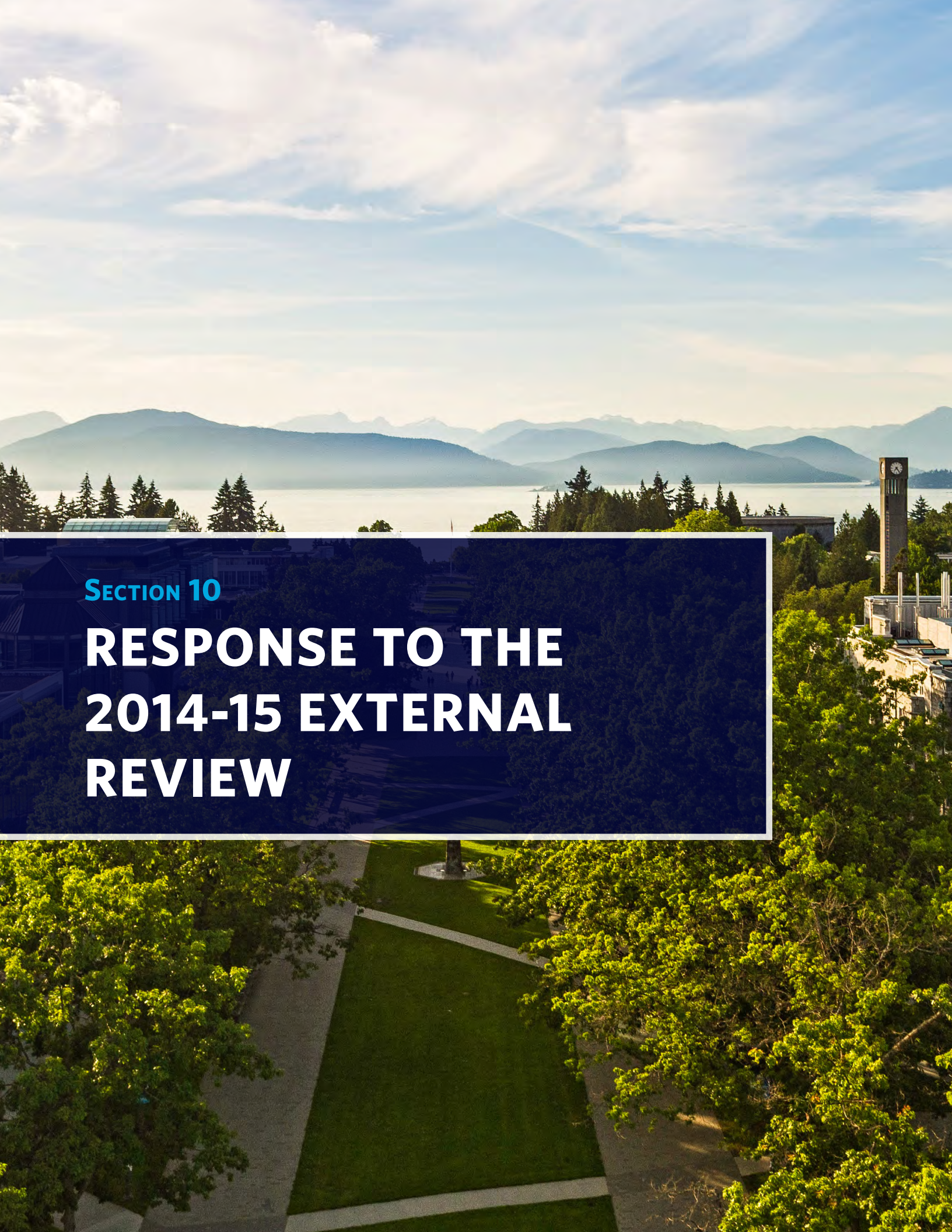
Since 2008, the School of Information is housed within the Irving K. Barber Learning Centre (IKBLC). The iSchool’s physical space consists of instructional lab space, research space, social and special event space, administrative space and faculty offices. The administrative main office (Room 470) is occupied by support staff. The space contains three separate offices occupied by the Director, Education Service Manager, and Administrator, all of whom require private office space. The main administrative office contains a separate storage and photocopier room, which has potential for reconfiguration to include an additional office space. In addition, there are three labs in support of teaching and meetings:

- The Terrace Lab is the main instructional lab and offers thirty laptops and a laptop charging cart, an instructor’s work station, and a ceiling mounted digital projector and sound system.
- The Kitimat Lab has eight PC computers (6/8 upgraded in 2022), three Mac desktop computers, a printer, scanning equipment with OCR capabilities, and a bookable pod for working on group projects. This student lab space is loaded with software required for various courses, and is accessible via a student card. The Pod Room within the Kitimat Lab is soundproofed, features a TV screen and whiteboard, and can be booked for student group meetings, mock presentations and research.

- The Roberta F. Greig Research Laboratory is a 315-square foot (29 square meters) research studio space with modern audio-visual equipment, a projector, video conference capability and research computers equipped with eye-tracking software. This space is used for website usability studies, focus groups, research and small meetings.
- The Slocan Room is a study and common space designated for PhD student use. The space is equipped with individual study alcoves, a common printer for student use and a small lounge area for common use.

Other facilities in the school include a small meeting room, kitchen facilities, lounge space, and an open plan gallery space, which is used for special events and general student study space.





SECTION 10

RESPONSE TO THE
2014-15 EXTERNAL
REVIEW

10.1 OVERVIEW

The 2014-15 External Review has had a deeply positive, catalyzing, and lasting effect on the school. We used the report as an opportunity to focus on strategic planning, to think creatively about internal structures and goals, and to strengthen communication and collaboration. The period 2014-15 to 2022-23 saw a considerable number of changes, including in our teaching and program design, how we present ourselves as a professional school in the Faculty of Arts, and how we interact as faculty. Moreover, many of the recommended steps had their effect in our strategic goals and objectives (Appendix 3). While maintenance work continues, we are proud of the substantial achievements we have made since the review.

10.2 SPECIFIC RESPONSES

The previous External Review report contained more than fifty recommendations. The following list discusses the key recommendations and our unit’s response to them. Response items up to 2017 were taken from our formal response submitted that year, written by Dr. Luanne Sinnamon, the previous Director. Progress made since that year was added for this Self-Study.

Build connections with the university that leverage and make visible the iSchool’s distinct contribution to the research priorities of the Faculty of Arts and the university as a whole

1. Developed new mission and vision that highlights broad research and educational commitments and clearly situates these within the mission of the Faculty of Arts and the University. These are communicated in all our interactions with members of the university and the public.
2. Initiated participation in Faculty of Arts and UBC initiatives that highlight our strengths: proposed successful collaborative bid for Media Studies Excellence Chair; took on prominent role in the Designing for People (DFP) research cluster supported by the VP Research; contributed to the development of the new Master of Computational Linguistics program; and ongoing engagement in the Indian Residential Schools History and Dialogue Centre (IRSHDC) and Indigenous initiatives at UBC.
3. Hired eight outstanding faculty members in strategic positions that will strengthen ties with the Faculty of Arts in areas such as digital humanities, media studies, critical information studies, and linguistics, as well as the Faculty of Science in areas such as

human-computer interaction, data science and artificial intelligence (AI).

4. Renewed collaborations with the UBC Library, including involvement in search for new University Librarian, a shared public relations initiative to highlight student projects and placements, and joint research workshop for academic librarians. Since 2019, UBC’s Head Librarian, Dr. Susan Parker, is appointed as Associate Faculty Member of our unit.
5. Encourage and support faculty who wish to create formal ties with other units, for example through grant applications, research collaborations, or through appointments as Associate members of other units.
6. Collaborated with Department of Sociology to create a twin set of courses for the Vancouver Summer Program in 2019, 2020, and 2021 (all canceled due to low enrolment).
7. Turned one of our Assistant Professor appointments into a joint appointment with the Department of Linguistics.
8. Actively pursuit of a joint appointment with another unit in the Faculty of Arts to fill our vacant 50% Assistant Professor position.
9. Active participation in the faculty-wide Bachelor of Media Studies (BMS) ties the iSchool to a number of other units on campus.

Additional resources, such as more faculty, more funding, and additional space would benefit the school

1. The school has benefitted from full support by the Faculty of Arts to hire a total of ten tenure-track faculty since 2014 in positions opened through retirements and resignations, as well as an open-rank hire for a senior scholar. These ten include two replacement faculty members for retirements per July 1, 2023.
2. Accessed additional research space through university wide research collaborations.
3. Increased the number of faculty office spaces; identified ways to further increase faculty spaces.
4. Proposed courses in Vancouver Summer Program (canceled due to low enrolment).
5. Received substantial funding for teaching and developing our Minor in Informatics in its initial three years (2021-22, 2022-23, and 2023-24).

Shift from a program development strategy of identifying overlap and potential redundancy to focus on growing a set of complementary programs

1. First, we instituted a new governance structure for the two largest degree programs (MLIS and MAS) with centralized program oversight by the Director and input from two broad-based program committees. This structure enables strategic program-level decisions to be made in the context of the iSchool's broader goals and improves alignment, complementarity and collegiality across programs. At a later stage, the role of Program Chair came to fulfil this function. After being absent for a few years, Program Chairs were reintroduced as a one-year trial in 2022-23.
2. Initiated a curriculum review of the MAS program (2018-21), including stakeholder and employer consultations, under the leadership of a senior faculty member teaching in the MAS program. The new curriculum will be first taught in 2023-24 (see Section 5).
3. Initiated a curriculum review of the MLIS program (2021-ongoing), including stakeholder and employer consultations, under the leadership of Dr. Luanne Sinnamon, the previous Director.
4. Strengthened the PhD program through curriculum renewal and recruitment, and through updating aspects of requirements, i.e. the qualifying exams.
5. The interdisciplinary MACL program, highlighted as a model program in the external review, has been further strengthened through streamlined procedures, engagement of new faculty from partner units, and an increase in applications and admissions.
6. A new undergraduate program (Minor in Informatics) was developed in 2018-20 and first offered in 2021-22 (Section 4).

Develop materials and processes that show students how to leverage the richness of course offerings

1. Developed a set of pathways in our largest program (MLIS) to highlight specialized career paths, areas of strength within the school, and connections with other units. The pathways identify relevant courses in the MLIS program and across the university. These pathways are Data Services, Information Interaction and Design, and Community and Culture, per our [website](#).
2. Organized an annual "Experiential Learning Day" event to facilitate information sharing among

students regarding placements and employment (Co-op) opportunities available to them. Placed on hold in 2019 due to the COVID-19 Pandemic.

3. Organizing introductions to our programs during annual orientation of new students.

Develop ways of attracting students with a broader range of background and preparing them for a broader array of careers

1. Initiated partnerships with Journalism, the Centre for Digital Media, Linguistics and other units with the aim of opening up options for students; Collaborated in the NSERC CREATE Designing for People graduate training program (2017-23); Collaborated in the creation of Blockchain@UBC which provides affiliated funding for student participation, including the Provincial Government of BC Micro-Credential Initiative.
2. Developed MLIS pathways to articulate alternative career paths.
3. Carried out several initiatives to strengthen students' technology competencies within programs, including a self-guided learning technology portal and a new technology sandbox.
4. Introduced several new data and technology-focused electives: Python Programming, Social Media Intelligence, Data Analytics.
5. Working with the Arts Co-op office and the Centre for Student Involvement and Careers, initiated a new workshop for incoming students on career planning.
6. Collaborated with Arts Co-op to diversify placement options and develop broader range of career services.
7. Partnered in Arts Co-op TLEF project to create e-portfolios that will aid students in connecting learning outcomes to career objectives, and to create narratives of accomplishment that can be used directly in communication with a diverse set of employers.
8. Since 2020 we have organized and facilitated frequent career development speaker panels with alumni and professionals from the information field, where the speakers engaged with current students to discuss their current roles, challenges, career paths, and career development strategies. Invited speakers came from a variety of institutions, such as the World Health Organization, Simon Fraser University, Lululemon Athletica, Alberta Health Services, the Law Society of BC, and the University of California.

9. Since 2020 we have facilitated student and alumni connections and networking through the Ten Thousand Coffees professional networking application that UBC subscribes to.

Continue to strengthen procedures, structures, and practices to address concerns raised by the ALA Accreditation Committee with the goal of acquiring full accreditation as soon as possible

1. Successfully achieved full accreditation status for the MLIS program from the American Library Association in January 2017; external review panel provided glowing report acknowledging the school's expertise and leadership in learning outcomes assessment. Our unit will undergo a new Accreditation process starting in 2023-24 (draft report, formal planning) and continuing into 2024-25 (report, visit).
2. Implemented a systematic planning and assessment process that involves the whole school, and incorporates stakeholder consultations; results are shared in an [Annual Assessment Report](#), which is posted on our website.
3. Strategic planning is a primary focus of annual faculty retreats (May, August) and monthly faculty meetings: it informs all major decisions and communications with the Dean's office (see also Section 1).
4. Faculty hiring (8 tenure track positions since last External Review) is guided by the strategic goals of the school, the Faculty of Arts and the university, and articulated in explicit hiring plans for each position.
5. Strengthened communications and engagement with two key stakeholder groups: term-appointed instructors (Adjunct Professors, Sessional Lecturers) and alumni, facilitated by three new annual outreach events: Awards Gala (fall), Experiential Learning Day (spring), and Adjunct Instructor Orientation (summer). Due to COVID, over the last three years only the Orientation has been organized.

Carefully manage the goals of undergraduate education – develop high-quality experiences to increase awareness of the School of Information among undergraduates, increase the number of high-quality candidates

1. Continued engagement in BMS program with three core and several elective courses.

2. Attempted participation in Vancouver Summer Program in 2018, 2019 and 2020, designed to increase awareness of our programs among potential students (remained unscheduled due to insufficient enrolment).
3. Developed a new undergraduate program (Minor in Informatics) in 2018-20, which was first offered in 2021-22 (Section 4).

10.3 OUTSTANDING RESPONSES

Steps have been taken to create an External Advisory Board. This has been a long-term wish of our unit, dating back to the previous External Review, and some headway was made during the 2018-19 August Retreat in defining the scope of the Advisory Board's mandate and identifying potential members. Our attempts to create this vital governance component were paused, however, during the COVID-19 emergency and its aftermath (cf. 8.2). Establishing an Advisory Board remains a priority.



Acknowledgments

1.5-1.6 and 5.2-5.6: program summaries provided by Program Chairs Drs. Jennifer Douglas (MAS), Rick Gooding (MACL), Eric Meyers (PhD), Lisa Nathan (Minor/Undergraduate), and Heather O'Brien (MLIS) • **1.7** (ISP): taken from School of Information's Self-Assessment Report Indigenous Strategic Plan May 2022, written by Drs. Heather O'Brien and Lisa Nathan, and Amy Perreault • **4.1-4.2:** excerpts taken from Executive Summary of the Minor in Informatics, written by previous and current Director • **5.7-5.12:** written by Educational Services Manager Dr. Kevin Day • **5.13:** written by Drs. Julia Bullard and Hannah Turner • **6.1:** written by Drs. Kevin Day and Richard Arias-Hernández • **7:** written by FNCC manager Amy Perreault • **9:** written by former Administrator Charlene McCombs • **10:** document core taken from 2017 External Review report written by Dr. Luanne Sinnamon • **Appendix 2:** written by Committee Chairs Drs. Luanne Sinnamon (Awards), Richard Arias Hernandez (Curriculum and Assessment), Eric Meyers (Doctoral Studies), Lisa Nathan and Heather O'Brien (Equity and Diversity), Erik Kwakkel (Merit and PSA) • **Appendix 7:** written by Drs. Elizabeth Shaffer and Hannah Turner • **Appendix 8:** written by Drs. Lisa Nathan and Heather O'Brien, and Amy Perreault • **Table 5.1, Figure 5.1,** and **Appendix 11** were provided by Arts ISIT; **Figure 5.3** by the Faculty of Graduate and Postdoctoral Studies • **Document Design:** Gabrielle Bonifacio (UBC iSchool Communication Assistant) and Belén Garcia • The **data** for this document were gathered by staff members Dr. Kevin Day (Educational Service Manager) and Jerry He (UBC iSchool Assistant), who also produced the **figures** and **tables** • Short excerpts from our new [website](#) have been included throughout.



UBC School of Information (iSchool)

Self-Study for External Review 2023

Appendices

Appendix 1: Faculty and Staff in 2022-23

FACULTY

Rank (Type of appointment)	Name
Full-time (15)	
Professor and Director (Tenured)	Dr. Erik Kwakkel
Professor (Tenured)	Dr. Luciana Duranti
Professor (Tenured)	Dr. Victoria Lemieux
Associate Professor (Tenured)	Dr. Eric Meyers
Associate Professor (Tenured)	Dr. Heather O'Brien
Associate Professor (Tenured)	Dr. Jennifer Douglas
Associate Professor (Tenured)	Dr. Lisa Nathan
Associate Professor (Tenured)	Dr. Luanne Sinnamon
Associate Professor (Tenured)	Dr. Muhammad Abdul-Mageed
Associate Professor of Teaching (Tenured)	Dr. Rick Kopak
Associate Professor of Teaching (Tenured)	Dr. Richard Arias-Hernández
Assistant Professor (Without review, 3-year appointment ending June 30, 2023)	Dr. Elizabeth Shaffer
Assistant Professor (Tenure track)	Dr. Hannah Turner
Assistant Professor (Tenure track)	Dr. Julia Bullard
Lecturer (5-year appointment ending June 30, 2027)	Dr. Tess Prendergast
Term-appointed (29)	
Adjunct Professor	Alexandra Wieland
Adjunct Professor	Alyssa Green
Adjunct Professor	Carolyn Petrie
Adjunct Professor	Chris Middlemass
Adjunct Professor	Christie Menzo
Adjunct Professor	Jana Grazley
Adjunct Professor	Jessica Lee
Adjunct Professor	Jessica Tung
Adjunct Professor	Jorge Cardenas Garcia
Adjunct Professor	Julie Iannacone
Adjunct Professor	Kathryn Shoemaker
Adjunct Professor	Kristy Waller
Adjunct Professor	Dr. Rebecka Sheffield
Adjunct Professor	Tara Fraser
Adjunct Professor	Melissa Salrin
Adjunct Professor	Dr. Quinn Dupont
Adjunct Professor	Elissa How
Adjunct Professor	Fiona Hunt

Sessional Lecturer	Chang Lu
Sessional Lecturer	Ean Henninger
Sessional Lecturer	Dr. Kevin Day
Sessional Lecturer	Colleen Pawliuk
Sessional Lecturer	Dr. Corinne Rogers
Sessional Lecturer	Dan Slessor
Sessional Lecturer	Danielle Batista
Sessional Lecturer	Kristin Kozar
Sessional Lecturer	Alan Doyle
Sessional Lecturer	Vanessa Kitchin
Sessional Lecturer	Dr. Fatemeh Salehian Kia
Visiting scholars (1)	
Associate Professor of Teaching (U Toronto)	Dr. Olivier St-Cyr
Other (1)	
Manager FNCC (part-time)	Amy Perreault

STAFF

Position	Name
Administrator	Elizabeth Nolan (as per March 13, 2023)
Educational Services Manager	Dr. Kevin Day
Program Assistant	Sandy Abah
Communications Assistant	Gabrielle Bonifacio
Administrative Assistant	Jerry He
Information Assistant	Debra Locke

Appendix 2: Committee Portfolios

The iSchool currently has five active committees: 1. Awards; 2. Curriculum & Assessment; 3. Doctoral Studies; 4. Equity & Diversity; 5. Merit & PSA.

1 AWARDS COMMITTEE

Composition in 2022-23: Luanne Sinnamon (Chair), Elizabeth Shaffer, Hannah Turner, and the Graduate Advisor (Rick Kopak).

1.1 AIMS

The aims of the Awards Committee are to assist in the adjudication of Tri-Council and other UBC-level graduate scholarships and to build capacity to increase the number, quality, and success of student scholarship applications. The Awards Committee was established in 2019 to take on responsibilities that were previously part of the broad suite of duties held by the Graduate Advisor, in order to make that role more feasible and sustainable. The Awards Committee works closely with the Graduate Advisor, who is a committee member, and is the primary point of contact between the Faculty of Graduate and Postdoctoral Studies (FOGS+PS) and the school with respect to these awards. The Awards Committee consists of four to six faculty and staff members, with essential support provided by the Graduate Program Assistant.

1.2 ACTIVITIES

The activities of the committee include offering workshops for graduate students who are in the process of preparing UBC and Tri-Council grants, in addition to providing specific feedback to student applicants and supervisors. Further, the committee conducts unit-level review and ranking of applications, preparation of nomination materials including nominations letters, and ongoing communication with applicants. The major awards handled by the committee are the Killam Postdoctoral Award, the Vanier Doctoral Fellowship, the SSHRC Canadian Graduate Scholarships (PhD and Master's), the UBC Affiliated Awards (PhD and Master's) and the UBC Aboriginal Graduate Fellowships. Working within the limited nomination quotas placed on our unit for these major awards, the Awards Committee contributes to a strong record of iSchool student funding, typically including one or two awards each at the doctoral and at the master's level per year. Two of our current PhD students are winners of prestigious Vanier Fellowships.

1.3 FUTURE

The Awards Committee would like to build an in-house repository of materials to support applicants (e.g. examples of successful applications, training modules) and faculty (e.g. examples of letters of reference and nominations). The committee will continue to streamline and document processes and outcomes in order to make ongoing and future work more efficient, and to increase the number of successful applications.

1.4 OPPORTUNITIES AND CHALLENGES

The Awards Committee contributes directly to graduate training and student success. In addition to the importance of funding, the skills gained in developing competitive research proposals and grant applicants are valuable outcomes, both for PhD students and for the relatively small number of master's students who apply for funding. As nomination quotas are set based on past success in these competitions, there is an opportunity to continue to build up both the number of applicants from our department and their success rate. One challenge in this regard is that our incoming students have limited disciplinary and research knowledge in comparison to other graduate units, due to the nature of our field. The Awards Committee depends heavily on faculty supervisors to train and mentor their students in preparing strong applications. Another challenge is service capacity. Award application numbers are currently on the rise, especially among master's students, which is a positive development, but faculty and staff are already stretched to keep up with current award cycles and application

numbers. In a unit with over 250 graduate students, it is an ongoing challenge to balance the investments of time on this committee against other priorities of the school.

2 CURRICULUM & ASSESSMENT COMMITTEE

Composition in 2022-23: Richard Arias-Hernández (Chair), Luciana Duranti, Luanne Sinnamon, Tess Prendergast, and Student Representative (Olenna Hardie).

2.1 AIMS

- Review proposed changes to courses and program requirements and, when necessary, initiate new proposals.
- Review proposals for new curricular initiatives, program review, and program evaluation and when necessary, initiate new proposals.
- Coordinate responses to curricula consultations requested by other academic units at UBC.
- Coordinate and monitor the data collection efforts of staff and faculty in accordance with the iSchool Learning Outcomes Assessment plan.
- Prepare documentation necessary to move curriculum proposals approved by the iSchool Faculty to the Faculty of Arts Curriculum Committee and the UBC Senate.
- Oversee the consultation and collection of data from stakeholder communities that pertains to annual strategic priorities for the iSchool.
- Oversee the process of running the Learning from our Students online survey of students once every two years.
- Oversee the analysis of data collected through these efforts in order to produce a defined set of direct and indirect measures of student achievement.
- Report the results of this analysis in the context of established targets and benchmarks to the faculty. This takes the form of an annual assessment report produced in the Summer of each year for consideration at the annual Faculty Retreat, and communicated to the general public in the form of a summary of measures published on the Program Assessment page of the iSchool website.
- Review the iSchool Learning Outcomes Assessment program and the assessment instruments (surveys, feedback forms, course-based measures, etc.) on a regular basis and make recommendations to the faculty for needed revisions.
- Report to the faculty at regular faculty meetings.

2.2 MAJOR RECENT ACTIVITIES

- Curriculum process required to obtain UBC approval for the Minor in Informatics, as well as eight new undergraduate courses now offered by the UBC iSchool for this Minor.
- Curriculum process to renew the Master in Archival Studies.

2.3 FUTURE ACTIVITIES

- Complete curriculum process to renew the Master in Library and Information Studies.
- Transition to Workday Student.
- Assessment support to ALA's MLIS Accreditation Committee.

2.4 OPPORTUNITIES AND CHALLENGES

The work of the committee is critical for the pedagogical mission of the school. It helps keep the curriculum up to date and constantly evolving. It also supports the creation of new curriculum initiatives that expand the reach and impact of the school in the Faculty of Arts and at UBC. In terms of assessment, it provides the data to support program accreditation and evaluation as well as the evaluation of the strategic goals of the school. The main challenge for this committee is the amount of work that needs to be taken on by the Chair and committee members when programs are being renewed, newly created, or evaluated. An additional challenge is the range of impromptu activities taken on by this committee that may originate from UBC administration (e.g. Workday Student) or other UBC units (curriculum consultations) which are difficult to anticipate, dedicate time to, and plan for in advance.

3 DOCTORAL STUDIES COMMITTEE

Composition 2022-23: Eric Meyers (Chair), Jennifer Douglas, Julia Bullard, and Student Representative (Peter Sullivan).

3.1 AIMS

The iSchool Doctoral Studies Committee (DSC) is a standing committee within the iSchool. It is made up of representatives from the faculty and doctoral student body. Membership consists of three to five faculty members, one whom serves as Committee Chair, and one doctoral student representative. The Director is responsible for appointing the Chair and committee members; appointments are made on an annual basis. The DSC is tasked with managing the Doctoral Studies Program. The Committee Chair also chairs the program and provides leadership on policy, curriculum, admissions, awards, and evaluation. The committee members advise the Chair through regular meetings, document and portfolio review, and other activities as requested. All major decisions about policy and curriculum affecting doctoral education are voted on by the faculty as a whole.

3.2 ACTIVITIES

- Establish an annual agenda of priorities related to the doctoral program in consultation with the Director, and produce a mandate to meet these priorities within an appropriate timeframe.
- Work with iSchool Communications staff to recruit doctoral students that match the research interests and funding opportunities of faculty.
- Adjudicate the Anne and George Piternick Student Research Award and PhD Student Travel Award; the latter award is contingent on the availability of iSchool resources and extenuating circumstances (e.g. travel bans).
- Conduct the annual PhD admissions process in collaboration with the Student Educational Services Coordinator and Program Assistant.
- Meet with iSchool Director and Administrative Manager to discuss PhD funding; the iSchool administrative team will indicate when this meeting should take place. Provide input to the iSchool Graduate Advisor and Administrative Manager to allocate PhD funding, including the Graduate Support Initiative Awards (GSI).
- Conduct annual PhD Student performance reviews using an agreed-upon template based on input from supervisors and students.
- Chair PhD students' major oral qualifying exams and proposal defenses.
- Report to faculty on a regular basis.
- Deliver an annual summary report at the end of the academic year.

		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Agenda setting												
2	Recruitment												
3	Continuing awards												
4	Admissions												
5	Funding allocations												
6	Annual reviews												
7	Defense chairing												
8	Monthly reporting												
9	Annual reporting												

3.3 CURRENT ACTIVITIES AND PRIORITIES

- Fully implement new student reporting/ tracking systems and practices.
- Design new annual review forms and procedures.
- Decide process for new travel funding (one-time allocation).
- Complete and approve new Qualifying Exam procedures for discussion with whole faculty.
- Revisit and discuss policy on PhD funding with an eye toward clarifying the role of TAs and RAs through grant funding in admissions.
- Further develop Canvas instance for PhD student communication and document sharing.
- Update PhD program handbook to reflect agreed-upon changes in policies and procedures.

		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Student tracking												
2	Annual review												
3	Travel funding												
4	Qualifying exam												
5	Funding												
6	Canvas site												
7	PhD Handbook												

4 EQUITY & DIVERSITY COMMITTEE

Composition in 2022-23: Lisa Nathan (co-chair), Heather O'Brien (co-chair), Julia Bullard, Staff Member (Administrator), Student Member (Yifan Liu), and Liaison IDEAS group (Elizabeth Shaffer).

4.1 AIMS

In 2019 the Equity and Diversity (ED) Committee was formed to collect, respond to, and address student concerns about the internal climate of the school and the retention and support of BIPOC (Black, Indigenous, and People of Colour) students. The ED committee's focus has since expanded to include support for BIPOC staff and faculty. The ED committee works to recommend, inform, and promote equitable policies and practices within the school, act as a contact point for issues that arise across the school, facilitate internal professional development that supports a diverse learning community, and consult with other committees in areas such as recruitment, admissions, hiring, curriculum, and event planning. The committee is comprised of at least two iSchool faculty members, one staff member, and two student members.

4.2 ACTIVITIES

- Syllabus Review (ongoing): This project is informed by a 2021-22 survey of all iSchool instructors regarding their experience with specific pedagogical practices that support equity and diversity. Next steps of the project include researching and curating a list of iSchool resources for instructors seeking to enhance their course(s) through incorporating more inclusive pedagogical practices.
- Indigenous Strategic Plan (ISP) (ongoing): Staff and faculty at the iSchool engaged with the UBC Indigenous Strategic Plan (ISP) Self-Assessment Tool between April 2021 and April 2022, to "meaningfully advance the human rights of all Indigenous people and Peoples connected to the university" (ISP Self-Assessment Tool, p. 2). Given the scope of the ISP work, the ED Committee prioritized specific items for 2022-23:
 - Develop course registration priority option for Indigenous students
 - Completion of FNCC & Reciprocity (Re)envisioning project: Prioritize specific action items from "Walking the Talk," the Indigenous initiatives section of the FNCC & Reciprocity Report.
- Anti-racism report discussion group (nascent): Advocate for the development of specific iSchool recommendations informed by [UBC's Anti-racism Task Force Report](#) and the [Scarborough Charter](#).

- Musqueam Resource Curation Project (nascent): The iSchool joined the Musqueam Resource Creation Project (MRCP) in 2021. MRCP was established in response to a request by Leona Sparrow of Musqueam Indian Band for UBC to develop a centralized approach for UBC entities (students, faculty, staff, units) to access information about Musqueam, reducing communication burdens on Musqueam.
- Instructor Professional development series (nascent): In-house professional development and opportunities to share classroom successes and challenges in a safe, supportive space. There are many resources within UBC, including knowledgeable and trained facilitators.
- Soliciting Concerns from Students: The Equity and Diversity Committee may be contacted to address concerns via a form (optionally anonymous) or directly to ischool.equity@ubc.ca, both monitored by the E&D co-chairs.

4.3 OPPORTUNITIES AND CHALLENGES

We are working to support a shift in pedagogical practice, ensuring that there is no space for racism and discrimination, colonialism, and ableism in the iSchool. The scope of the work is vast and, unfortunately, the resources of a committee are not.

5 MERIT & PSA COMMITTEE

5.1 AIMS

Merit recognizes meritorious performance over the past year (April 1 to March 31). PSA reflects three elements: performance over a period of time which is worthy of recognition; the relationship of a faculty member's salary to that of other members, taking into consideration total years of service at UBC; and market considerations. All units in the Faculty of Arts are required to have clear and transparent written procedures on its unit-level merit and PSA review processes. Eligible faculty members in the unit are given the opportunity to provide input on the unit-level policy.

Merit and PSA are determined annually for full-time faculty, including 12-month Lecturers, Instructors, Senior Instructors and Professors of Teaching, Assistant, Associate and Full Professors. For research stream faculty, performance assessment is typically based on a weighting of research, teaching, and service; for educational leadership stream faculty it is based on teaching, educational leadership, and service; for Lecturers it is based on teaching and service. The weighting of these various categories will have been agreed upon in advance through guidelines set by the unit.

The Collective Agreement stipulates that all aspects of performance should be evaluated. For Research-Stream faculty these are: research (40%), teaching (40%), and service (20%). For Educational Leadership faculty there are: teaching (60%), Educational Leadership activities (20%), and service (20%). For Lecturer positions: teaching (80%), Educational Leadership activities (10%), and service (10%). The unit's Merit and PSA guidelines outline what activities and output each category entails. It is not at the discretion of the committee to give 100% weight to research alone for research stream faculty. Assessment must be based on the duties expected of the faculty member in the period in question and shall not be based on activities in which the member had no opportunity to engage.

5.2 PROCESS

Faculty members who wish to be considered for Merit and/or PSA awards must supply to the Merit and PSA Review Committee a completed copy of the Faculty of Arts "Summary of Activity" report and a full CV by the date specified each year by the Director, and optionally, up to two pages (500 words) to describe their achievements in that year. Determination of Merit is based on: evidence of performance in the last academic year (April 1-March 30) that is above load, above expectations for the year in question, or above expectations for the rank of the faculty member. Determination of PSA is based on evidence of performance over an extended period that is cumulatively above load, above expectations for the years in question, or above expectations for the rank of the faculty member.

Recommendation for Merit and/or for PSA is made by the School Merit and PSA Review Committee which includes at least one representative from each rank currently filled by continuously appointed School faculty: Assistant, Associate and Full Professors, Instructors, Senior Instructors, and Professor of Teaching. (Note: while 12-month lecturers are considered for Merit and PSA, they are not eligible for membership on the review committee.) Criteria are weighted by the Merit and PSA Review Committee according to the weights accepted by the faculty for consideration of promotion and tenure (Criteria for Merit and PSA document). Credit towards Merit for a publication is considered once, only for the year in which the publication is actually published; similarly, merit for a grant award is considered once, only in the year in which the grant is awarded.

At the end of the annual merit and PSA review cycle, a list of those members who are awarded merit and/or PSA shall be distributed individually to all eligible members of the faculty. A list of members who are awarded increases based on retention funds would likewise be distributed. Only the names of the recipients (not amounts awarded) are included on this list.

5.3 OPPORTUNITIES AND CHALLENGES

During the COVID-19 emergency the Merit and PSA process was preceded by a faculty discussion, held during the Faculty Meeting of March 2020, regarding whether and how the pandemic's impact on faculty teaching, research, and service should be taken into account in merit and PSA distributions for the academic year 2020-21. Recommendations were made to the Merit and PSA committee, which were subsequently implemented in distributing merit and PSA that year.

5.4 FUTURE ACTIVITIES

The iSchool is eager to adjust its Merit and PSA criteria and weigh activities undertaken by faculty in support of Indigenous students and promote Indigenous perspectives on campus. Presently the Faculty Agreement is the leading principle for weighing merit and PSA, and adjusting our own criteria depends in large part on centralized adjustment of the Faculty Agreement. UBC is in the process of making these adjustments, and our unit intends to subsequently make similar adjustments.

Appendix 3: iSchool Goals and Objectives

CURRENT GOALS AND OBJECTIVES

GOAL 1: TO PROMOTE A THRIVING, RESPONSIVE AND DIVERSE ISCHOOL COMMUNITY

- 1.1 Reinforce the reputation and identity of the iSchool to external partners and the broader community.
- 1.2 Continue to strengthen alliances within the Faculty of Arts and the University that increase the campus-wide visibility of the iSchool.
- 1.3 Develop and implement a comprehensive recruiting plan to encourage and support high-quality applicants, especially those from under-represented communities.
- 1.4 Develop an equity and diversity statement and associated action plan that reflects iSchool values and goals.

GOAL 2: TO FOSTER EDUCATIONAL EXPERIENCES THAT ENABLE OUR GRADUATES TO ADVANCE THEIR FIELDS OF KNOWLEDGE AND PRACTICE

- 2.1 Offer complementary curricula that are aligned with the iSchool Graduate Competencies and responsive to the needs of the associated professional communities and potential employers (MLIS/MAS).
- 2.2 Continue to strengthen and support pathways and concentrations that enable students to specialize in areas of interest and prepare for a broad range of careers.
- 2.3 Foster an intellectual milieu that stimulates a positive commitment towards the professions, scholarship, and life-long learning (MLIS/MAS).
- 2.4 Expand commitments to undergraduate education to increase the impact and visibility of the iSchool and support recruitment to its graduate programs.
- 2.5 Sustain reliable processes of community input, assessment and planning at course, program and school-wide levels, including implementation of a program-level capstone assessment.
- 2.6 Increase the level and quality of technology-enhanced learning and strengthen student outcomes relating to technology use.
- 2.7 Provide clear teaching expectations and development opportunities for adjunct faculty.

GOAL 3: TO CONDUCT INNOVATIVE AND MEANINGFUL RESEARCH THAT INFORMS PRACTICE, EXTENDS THEORY AND ADDRESSES CHALLENGES OF SOCIETAL IMPORTANCE

- 3.1 Nurture a culture of inquiry within the school, both informally and formally, through ongoing commitment to research-focused activities for graduate students and faculty.
- 3.2 Sustain societally-relevant research agendas leading to scholarly publication and knowledge exchange.
- 3.3 Increase the level of support for faculty to establish research groups and partnerships and to acquire external research funding.
- 3.4 Increase public exposure to iSchool research through communication and social media channels.

GOAL 4: TO BUILD AND SUSTAIN RECIPROCAL AND MEANINGFUL EXTERNAL RELATIONSHIPS

- 4.1 Establish and sustain an iSchool Advisory Board.
- 4.2 Maintain ties with library, archival and information-based associations in British Columbia, Canada, and internationally.
- 4.3 Reinforce core values of reciprocity, social responsibility, and professional ethics in teaching, research and service commitments.
- 4.4 Encourage student engagement in scholarly and professional communities.
- 4.5 Provide leadership in cross-campus research initiatives and collaborations.
- 4.6 Initiate and develop collaborations with international academic institution

Appendix 4: iSchool Policies

Faculty policies are found on our AIR website, to which the External Review committee has been given access.

Please visit lais.air.arts.ubc.ca/external-review/policy-and-guidelines to see Appendix 4.

Appendix 5: Faculty Awards

AWARDS AND CITATIONS FOR TEACHING

Surname	Awards
Dr. Lemieux	Great Supervisor, Faculty of Graduate and Postdoctoral Studies #GreatSupervisor Campaign, 2018 and 2019
Dr. Meyers	Pratt Severn Faculty Innovation Award, Association for Library and Information Science Education (2015). Awarded annually to an LIS faculty member who demonstrates innovative use of technologies in teaching. \$1,000.
Dr. Nathan	<ul style="list-style-type: none"> Thomson Reuters Outstanding Information Science Teacher Award, Association for Information Science & Technology (2016) Instructor of the Year Award, WISE Consortium January, 2014
Dr. O'Brien	<ul style="list-style-type: none"> 2022. Letter of commendation from Dean of Science for having teaching evaluations amongst the highest in the Faculty of Science for CPSC 544 (Winter 1, 2021-2022). 2020. Leader in Open Learning at UBC, UBC Alma Mater Society (AMS). Nominated for creating or using Open Education Resources (OER).

AWARDS FOR SCHOLARSHIP

Surname	Awards
Dr. Abdul-Mageed	<ul style="list-style-type: none"> Google Cloud Research Innovators, Google (2022) Best system paper, ACL Sixth Conference on Machine Translation (WMT21). Similar Language Translation Track (2021) Best system paper, ACL 5th workshop on Computational Approaches to Linguistic Code-Switching (CALCS). English-Hinglish Track (2021) Best system paper, ACL 4th Workshop on Arabic Natural Language Processing (WANLP). Florence, Italy (2019) Best system paper, AAAI-19 2nd Workshop on Affective Content Analysis (AFFCON2019). Honolulu, Hawaii, USA (2019)
Dr. Arias Hernández	SoEL, UBC Scholarship, (2017-2018)
Dr. Bullard	<ul style="list-style-type: none"> Best Early Career Researcher Paper for "Confusing, inaccurate, and just goofy: author assessments of 'Indians of North America' cataloguing," awarded by International Society for Knowledge Organization 2022 Conference award committee, awarded July 2022. Sixth Annual "Best Article in KO Award" for Volume 45, J. Bullard (2018) "Curated Folksonomies: Three Implementations of Structure Through Human Judgment.", awarded by Knowledge Organization editorial board. 2019.
Dr. Douglas	W. Kaye Lamb Prize, for article that most advances archival thinking in Canada, Archivaria. 2020
Dr. Duranti	<ul style="list-style-type: none"> Doctorate Honoris Causa in Science. Mid-Sweden University (Mittuniversitetet), Östersund and Sundsvall, Sweden. 2019 Association of Canadian Archivists Fellow. Association of Canadian Archivists, Victoria, BC. 2014 Member of the Accademia Galileiana di Scienze, Lettere ed Arti for research merit. 2014
Dr. Lemieux	<ul style="list-style-type: none"> NSERC Brockhouse Prize nomination by UBC Vice-President for Research and Innovation, 2022 Sauder Distinguished Scholar Award, Sauder School of Business, 2017, 2021

	<ul style="list-style-type: none"> • Emmett Leahy Award, Emmett Leahy Committee, 2015 • Big Data Innovation Award, World Bank, 2015
Dr. Meyers	<ul style="list-style-type: none"> • Equity, Diversity and Inclusion Award, ACM Communities and Technologies (C&T '19). Vienna, Austria. 2019. For "Designing Picturebook Apps: Valuing Culture and Community" with Lisa Nathan and Bonnie Tulloch. • Best Conference Paper, Human-Computer Interaction International (HCII '17). Vancouver, BC. 2017. For "Four Biases in Interface Design Interactions" with Alamir Novin (student first author). • Honourable Mention Paper, ACM Conference on Information Interaction and Retrieval (CHIIR '17). Oslo, Norway. 2017. For "Making Sense of Conflicting Science Information: Exploring Bias in the Search Engine Result Page" with Alamir Novin (student first author). • Honourable Mention Paper, 2017 AERA Conference. 2017. Best Student-led Paper for "Misinformed by Algorithm: How Search Engine Results Can Lead to Biased Student Writing" with Alamir Novin (student first author). • Honourable Mention Paper, ACM Conference on Computer Supported Collaborative Work (CSCW '16). San Francisco, CA. 2016. For "Impoverished visions of sustainability: Encouraging disruption in digital learning environments" with Lisa Nathan. • Best Emerging Media Paper, 2015 AERA Conference. Paper: "'Talking back' to the text: Knowledge, belief and justification in YouTube comments" with Christian Hendricks (student first author).
Dr. Nathan	<ul style="list-style-type: none"> • 2019 Equity, Diversity & Inclusion Paper Award, Meyers, E. M., Nathan, L. P., & Tulloch, B. (2019). Designing Picturebook Apps: Valuing Culture & Community. Awarded by jury for the Conference on Communities & Technologies: Transforming Communities. • 2019 Outstanding Paper, Nathan, L.P & Perrault, A. Indigenous initiatives and information studies: Unlearning in the classroom. Awarded by jury selection from the International Journal of Information, Diversity & Inclusion (awarded 2019 for a 2018 paper). • 2017 Poster Competition, 2nd place, Perrault, A. & Nathan, L.P. Indigenous Initiatives & Information Studies Education: Developing Pedagogical Capacities. iSchool Research Day, 2017. • 2016 Honorable Mention. Meyers, E.M. & Nathan, L.P. (2016). Impoverished Visions of Sustainability: Encouraging Disruption in Digital Learning Environments. Proceedings of the ACM Conference on Computer Supported Cooperative Work (CWCW '16).
Dr. O'Brien	<ul style="list-style-type: none"> • 2022. Association for Information Science and Technology (ASIS&T), Research in Information Science Award for "outstanding contribution to information science research." • 2018. Special Interest Group Information Seeking and Use (SIG USE), Association for Information Science and Technology (ASIS&T), Best Paper Award for, "The role of information resources in young fathers' parenting experiences." • 2016. Special Interest Group Information Seeking and Use (SIG USE), Association for Information Science and Technology (ASIS&T), Best Poster Award for, "The Role of Information in the Settlement Experiences of Refugee Students."
Dr. Turner	<ul style="list-style-type: none"> • 2022. Winner of the 2021 Labrecque-Lee Book Prize, Awarded by the Canadian Anthropological Society (CASCA). • 2021. Honorable Mention for Best Paper, "Participatory Design for the Anarchive: The Amagugu Ethu/ Our Treasures Documentation Project DIS 2021.

AWARDS FOR SERVICE TO THE PROFESSION

Surname	Awards
Dr. Abdul-Mageed	ACL Top Reviewer, Association for Computational Linguistics, July 2, 2018, Melbourne, Australia. 2018
Dr. Douglas	Just Desserts, UBC Alma Mater Society, April 2016
Dr. Duranti	<ul style="list-style-type: none"> • Distinction: Elected Member-at-large of the Board of The Association of Canadian Archivists (2019-2020) • Distinction: Elected Co-chair of the Steering Committee on Canadian Archives (2018-2020) • Distinction: Elected President of the Association of Canadian Archivists (2016-2018)
Dr. Lemieux	<ul style="list-style-type: none"> • Blockchain Revolution Global Awards, 2020 Blockchain Ecosystem Leadership Award (judged by an independent panel of judges as showing outstanding leadership across the global blockchain technology space) • Top 20 Women in Cyber Security in Canada in 2020, ITWC (judged by an independent panel of judges out of more than 170 nominations for 117 women in Canada)
Dr. Meyers	<ul style="list-style-type: none"> • Exceptional Reviewer Award, 2018 ASIS&T Conference, Awarded by Program Committee (November 2018) for exceptional reviewing in support of the conference program. • Exceptional Reviewer Award, 2017 CHI Conference, Awarded by Program Chairs (April 2017) for exceptional reviewing in support of the conference program. • Exceptional Reviewer Award, 2014 iConference, Awarded by Program Chairs and Emerald Group (March 2014) for exceptional reviewing in support of the conference program.
Dr. Nathan	2019. ACM SIG CHI Special Recognitions for Reviewing (Full Papers).
Dr. O'Brien	2019. SIG Member of the Year. Special Interest Group Information Seeking and Use (SIG USE), Association for Information Science and Technology (ASIS&T).
Dr. Sinnamon	<ul style="list-style-type: none"> • 2021. Best Paper Reviewer Award, ASIST Annual Meeting, 2021 • 2021. Distinguished Member, Association of Information Science and Technology (ASIST) • 2020. Top Reviewer Award for 2019, Information Processing and Management Journal

AWARDS FOR EDUCATIONAL LEADERSHIP

Surname	Awards
Dr. Arias Hernández	Dean's Award for Educational Leadership 2021, UBC Faculty of Arts, March 26, 2021

Appendix 6: Service Beyond the Unit (UBC and the Profession)

SERVICE TO UBC

MEMBERSHIP ON COMMITTEES, INCLUDING OFFICES HELD AND DATES

Dr. Abdul-Mageed	<ul style="list-style-type: none"> • Member of Steering Committee, Language Sciences Global Research Institute (2021-present). • VP Research and Innovation Reviewer, Canada Foundation for Innovation (CFI) John Evans Leaders Fund (JELF) applications (2021). • Research Lead, Language Sciences Research Cluster (2019-2021). • Support Programs to Advance Research Capacity (SPARC) Reviewer, SSHRC Insight Grant competition (2019). • Appointed Member, VP Research and Innovation Digital Research Infrastructure (2018-present). During my office, the committee has deployed a powerful compute infrastructure across UBC. • Founding Member & Member of Steering Committee, AI@UBC (May 2017-Dec. 2017) (currently Center for Artificial Intelligence, Decision Making and Action [CAIDA]) • Member, Strategic Planning Working Group (2021-present) • Member, Masters of Data Science - Computational Linguistics Committee (2019-present) • Member, Computational Linguistics Hiring Committee (2017, 2018, 2021)
Dr. Arias Hernandez	<ul style="list-style-type: none"> • BMS – Member of Steering Committee (Sep. 2018 –Present) • BMS – Admissions Files Reviewer (January 2016 to Present) • School of Journalism at UBC – External Search Committee Member – Hiring Committee for a Tenure Track Instructor (Educational Leadership Stream) - March 5 – May 29, 2019 • FoA – Advisory Committee for the selection of a Director, School of Information –Aug 2019-Mar 2020 • FoA – Advisory Committee for the selection of a Director for the School of Library, Archival and Information Studies – January to March 2018 • CCEL - Grants Adjudication Committee for the Connect to Community Grants and the Chapman & Innovation Grants – February 2018 and February 2019
Dr. Bullard	<ul style="list-style-type: none"> • CGSM Reviewer, 2020, 2021 • UBC Data Governance Committee, 2018- • Designing for People (DFP) Seminar Steering Committee 2018- • Designing for People (DFP) Justice, Equity, Diversity and Inclusion Taskforce, Faculty Lead 2022-

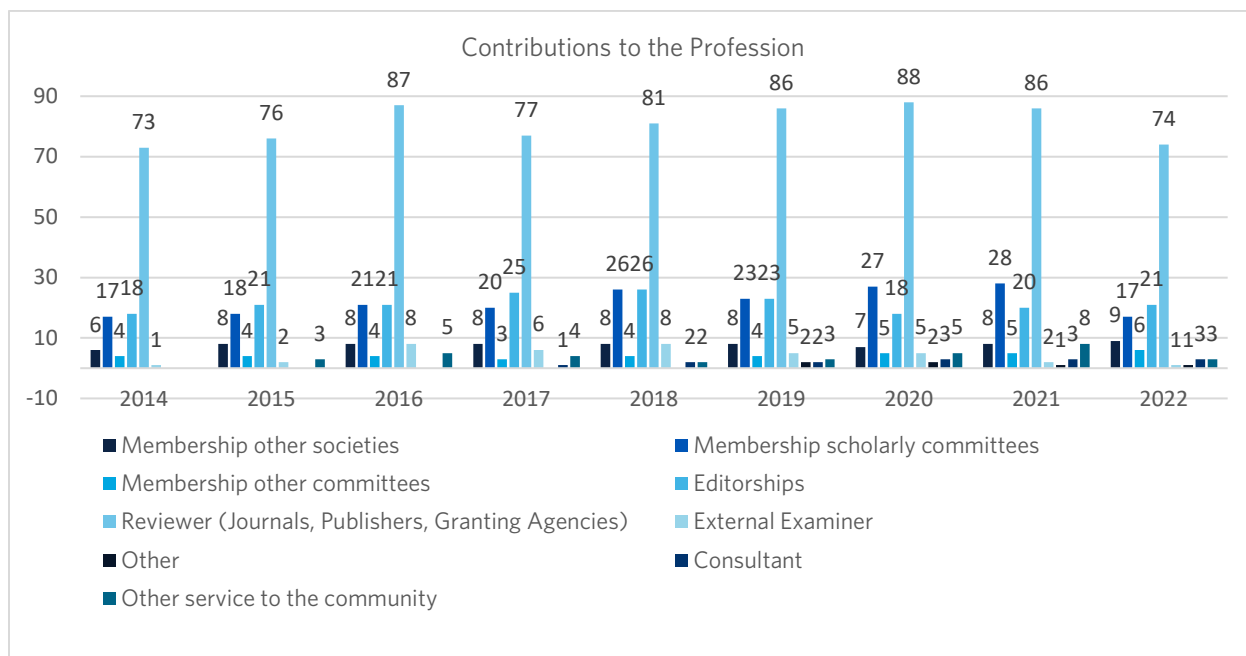
Dr. Douglas	<ul style="list-style-type: none"> • Tri-Agency CGS/ Affiliated Fellowships Doctoral Committee (Social Sciences and Humanities), member, 2021/22 • Killam Scholarship Committee, 2021/22 • Tri-Agency CGS/ Affiliated Fellowships Doctoral Committee (Social Sciences and Humanities), member, 2020/21 • Killam Scholarship Committee, 2020/21 • Tri-Agency CGS/ Affiliated Fellowships Doctoral Committee (Social Sciences and Humanities), member, 2019/20 • President's Advisory Committee on the Selection of a Director, SLAIS, member, February/March 2018 • Tri-Agency CGS/ Affiliated Fellowships Doctoral Committee (Social Sciences and Humanities), member, October-December 2017 • UBC Killam Scholarship Committee, member, October-December 2017
Dr. Duranti	<ul style="list-style-type: none"> • Member, CGSM and Affiliated Fellowships-Master's Committee #4 (Social Sciences and Humanities), 2019 • Chair, Ad Hoc Senior Appointment Committee of the Faculty of Arts, 2018 • Member, Advisory Committee to the Dean of Arts for the reappointment of the SLAIS Director, 2018 • Member, Standing Committee for Journalism, review of Mary Lynn Young for Promotion to Full Professor, 2017-18 • Member, China Council, 2015-present • Faculty of Arts, Peer Review of Teaching, September 2011-present • Director, Centre for the International Study of Contemporary Records and Archives, 1999-present. • Faculty of Graduate Studies, Chaired Doctoral Theses (about one a year)-1997-present
Dr. Kopak	<ul style="list-style-type: none"> • Peer Review of Teaching: 2 cases (2022-23) • Tenure Review: University of Toronto (Faculty of Information), 03 Oct 21. • Peer Teaching Review (promotion): UBC (Dept. of Geography), 15 Nov 21. • Peer Teaching Review (tenure): UBC (Art History, Visual Art & Theory) March-April 2018 (committee adjourned - reviewed and re-submitted February 2019) • Member, Graduate Admissions System Project (GRASP) Faculty User Advisory Group (FUAG): April 01, 2016 - March 31, 2017 • Member, UBC Faculty of Graduate and Postdoctoral Studies Graduate Council (Sept. 2010 - 2015)
Dr. Kwakkel	<ul style="list-style-type: none"> • 2020-21 Member, Tenure and Promotion Committee (I): Full Professor (Department in Faculty of Arts) • 2020-21 Member, Tenure and Promotion Committee (II): Full Professor (Department in Faculty of Arts) • 2019-20 Member, Hiring Committee: President's Excellence Chair (English Department) • 2019-20 Member, Hiring Committee: Assistant Professor in Romance Studies (FHIS)

Dr. Lemieux	<ul style="list-style-type: none"> • UBC NSERC CREATE Blockchain graduate pathway, CREATE Education Director, September 2019 to present • VPRI NSERC CREATE Information Session and Panel [presenter], January 20, 2021 • Department of Linguistics, Summative Peer Reviewer of Teaching, 2020 • Peter Wall Institute Adjudication Committee for Virtual Roundtables, May to June 2020 • Dean's Advisory Committee for the Selection of a Director of the School of Library, Archival and Information Studies, September to April 2020 • UBC Digital Salon, Founder, 2014 • Media and Graphics Interdisciplinary Centre, Director, September, 2013 to July, 2014 • Graduate School of Journalism, Member, Steering/Advisory Board, June 2013 to June 2014 • Human-Computer Interaction (HCI) Sub-Specialization, UBC HCI Sub-Specialization Committee Member, September 2012 to June 2014
Dr. Meyers	<ul style="list-style-type: none"> • HCI@UBC Initiative, Steering Committee member, 2013-2017 • Designing for People, Core Faculty Group, 2016-present • Designing for People, Symposium Committee member, 2017-2018 • Hiring Committee, Creative Writing (External member), 2016 • Hiring Committee, Language and Literacy Education (External member), 2020-2022 • Research Cluster Adjudication Committee, Social Sciences and Humanities, 2019 • Banting Postdoctoral Fellowship Selection Committee, G+PS, 2021
Dr. Nathan	<ul style="list-style-type: none"> • Member, Musqueam Curation Project. Collaborative project developing a portal to Musqueam resources for UBC staff, faculty and students. (2021-ongoing). • Member, UBC's Interdepartmental Climate Emergency Committee (2022-ongoing) • Member, UBC's Climate Emergency Action Committee (2022-ongoing) • Member, Transformative Memory Network, GCRC, UBC. (ongoing) • Member, Designing for People Cluster, GCRC, UBC. (ongoing) • Adjudicator, Vanier Canada Graduate Scholarship competition, UBC Rankings (2020, 2019, 2018) • Internal Reviewer, Office of the VP Research and International, SPARC office. (2014-ongoing). • Member, Indigitization Steering Committee (2015-2019) • Co-organizer, Volunteer Docents for the Opening of UBC's Indian Residential School History and Dialogue Centre. 2018. • Member, Selection Committee for the position of Head of the Xwi7xwaLibrary (2017-2018). • Member, Search Committee for UBC's Indian Residential School Research and Dialogue Centre Data Curator (2016-2017). • Member, Search Committee for UBC's Indian Residential School History and Dialogue Centre Research Assistant (2016-2017).

	<ul style="list-style-type: none"> • Affiliate, Design for People Cluster in Cyber-Physical Interactive Technology, UBC VRPI for Excellence Cluster Funding, (2016-2018) • Founding and Member, UBC's Indian Residential School Research and Dialogue Centre Working Group (2014-ongoing). • Member, HCI Sub-Specialization Committee (2013-2018) • Member, Faculty Advisory on Indigenous Classroom Climate Issues - UBC's Centre for Teaching and Learning (Fall, 2011 - ongoing)
Dr. O'Brien	<ul style="list-style-type: none"> • Hiring Committee Member, University of British Columbia Learning Exchange Academic Director Search, 2022 • Steering Committee Member, Making Research Accessible Initiative (MRAi), University of British Columbia Learning Exchange, 2017-present • Faculty of Graduate Studies, University of British Columbia, Vancouver, BC, Doctoral Defence Chair • Faculty of Graduate Studies, University of British Columbia, Vancouver, BC, University Examiner, • Peer Review of Teaching Evaluator, Faculty of Arts, 2021-2022 • Office of the VP Research and Innovation Office, Impact Assessment Specialist Hiring Committee, Member, February 2020 • Internal Research Grant Adjudication Committee, Faculty of Arts, Adjudicator, 2019-2020 • SSHRC Exchange - Workshop and Visiting Speaker Grants (October 2019, December 2019, April 2020) • SSHRC Explore - Arts Out-of-Cycle Research Grants (October 2019, December 2019, April 2020) • SSHRC Exchange - Arts International Conference Travel Grant (October 2019, December 2019, April 2020) • SSHRC Explore: Arts Graduate Research Assistant Support Grants (October 2019, December 2019, April 2020) • Vice-President Research & Innovation's Grants for Catalyzing Research Clusters (GCRC) competition, Test your cluster event panelist, August 29, 2018. • Insight Grant Competition, Support Programs to Advance Research Capacity (SPARC), Internal reviewer 2017 • Spring Graduate Awards, Graduate and Postdoctoral Studies, Adjudicator, 2016; 2018 • University of British Columbia Library Preservation Archives (PARC) Consultation, School of Library, Archival and Information Studies Representative, 2014.
Dr. Shaffer	<ul style="list-style-type: none"> • Member, UBC Public Humanities Hub Steering Committee (2021 - ongoing) • Member, Agenda Gap Research Project Advisory Committee (2021 - ongoing) • Member, UBC Indigenous Research Ethics Steering Committee (2020-ongoing) • Member, Belkin/WF Digital Strategies Steering Committee (2019 - 2021) • Member, UBC Library Gardens Working Group (2019-2021) • Member, UBC Indigenous Strategic Plan Implementation Committee (2017-ongoing)

Dr. Sinnamon	<ul style="list-style-type: none"> • Co-Director, Designing for People NSERC CREATE program and Research Cluster, 2021-current • Member, Designing for People NSERC CREATE Management Committee, Faculty of Science, 2017-2020 • Member, FOA Standing Committee on Policy, Governance, and Organization 2019-2020 • Member, Senate Library Committee, September, 2015 – June 2020 • Member, UBC Open Data Working Group, 2018-2020 • Member, Data Governance Steering Committee, 2017-2018 • Member, President's Advisory Committee, University Librarian Search, 2016-2017 • Member, SSHRC Graduate Fellowships Review Committee Member, Faculty of Graduate and Postgraduate Studies, October 2014, November 2016 • Member, Bachelor of Media Studies Executive Committee, 2015 - 2019 • Member, Killam / Doctoral Affiliated Adjudication Committee, Faculty of Graduate and Postgraduate Studies, May 2016
Various faculty	Grant Reviewer, Thesis Examiner, Doctoral Examination Chair

SERVICE TO THE PROFESSION



Appendix 7: iSchool Seminar Series 2014-2023

The UBC iSchool Colloquia Series has been running for a number of years, and invites scholars from Vancouver, UBC, and beyond to give talks to iSchool students and faculty on a variety of information studies scholarship. The Colloquia Series also includes a variety of iSchool events and programs (e.g. Research Day, Visiting Professors, Brown Bag Series, etc.). Colloquia speakers are invited to lunch with graduate students and faculty after the talks, which gives the opportunity for increased engagement and the building of intellectual networks for junior scholars. Attendance numbers began to be recorded in 2021-22 due to pre-registration for online and hybrid talks due to COVID-19.

2014-15

- 24 September 2014 Dr. Jennifer Preece, Professor and Dean, iSchool, University of Maryland "Citizen Science: Information, Technology and People"
- 4 November 2014 Dr. Vivian Howard, Associate Professor, School of Information Management and Associate Dean "Reading Practices in a Digital World: Two Case Studies"
- 5 November 2014 Dr. Barbara Wildemuth, Associate Dean and Professor, School of Information & Library Science "A Conversation on Mixed Methods Research, With a Focus on Why and How"
- 14 January 2015 HCI@UBC Stuart Schechter, Microsoft Research "Etching Random 56-Bit Secrets Into Human Memory"
- 16 January 2015 SLAIS Brown Bag Lunch Talk Dr. Christian Rapp, SLAIS (iSchool) Visiting Scholar, Zurich University of Applied Sciences "Cheese, Chocolate and....?"
- 21 January 2015 UBC Master of Arts in Children's Literature Program (MACL) Colloquia Kit Pearson, Award Winning Writer For Children and Young Adults "An Open Book: The Redemption Of Story"
- 6 March 2015 iSchool Research Day Dr. Mark Turin, Associate Professor of Anthropology & Chair, First Nations Languages Program "And What Of The Analogue Humanities? Lives, After-Lives And Responsibilities In Digital Anthropology"
- 18 March 2015 Dodson Visiting Professor Colloquia Dr. Julie McLeod - Program Leader MSc Information and Records Management, iSchool, Faculty of Engineering & Environment, Northumbria University "Tackling The Wicked Problem Of Managing Records In The Digital Environment"

2015-16

- 16 September 2015 Dodson Visiting Professor Colloquia Dr. Spencer Lilley, Senior Lecturer, Te Pūtahi-a-Toi, School of Māori Art, Knowledge and Education, Massey University "Ki te Ao Marama Towards the light: Indigenous knowledge and the New Zealand Library & Information Professions"
- 20 October 2015 Dr. Victoria L. Lemieux, Associate Professor, University of British Columbia (on leave) and Senior Public Sector Specialist, The World Bank "'We Feel Fine': Big Data Observations about State Institutions and Social Inclusion."
- 27 October 2015 National School Library Day Colloquium In Honour of Judith Saltman Panel Presenters: Maggie De Vries, Jan Hare, Yukiko Tosa, Judith Saltman "The Place and Space for Canadian Children's Literature in Our Lives and Libraries"
- 11 March 2016 iSchool 2016 Research Day Dr. Mark Warren, Professor, Harold and Dorrie Merilees Chair for the Study of Democracy, Department of Political Science "The Participedia Project: Using an Open Source Platform to Mobilize Knowledge about Democratic Innovations".

2016-17

- 19 October 2016 Dr. Catherine Ross, Professor Emerita, Faculty of Information & Media Studies, Western University "Researching the Reading Experience: What Avid Readers Say"
- 9 November 2016 Dr. Jenny Preece, Fellow of the ACM SIGCHI Academy and Professor at the College of Information Studies, Maryland's Information School "Citizen Science: Challenges for Data Curation"
- 18 January 2017 Anne Lindsay, Access and Research Archivist for the NCTR "Beyond Jenkinson: Authority, Provenance, and Arrangement in a Complex Digital Collection at the National Centre for Truth and Reconciliation"
- 6 March 2017 Dr. Maite Taboada, Professor, Discourse Processing Lab, Department of Linguistics, Simon Fraser University "Sentiment Analysis and Online Content: How to Make Sense Of Too Much Information"
- 10 March 2017 iSchool 2017 Research Day Dr. Lyle Ungar, Professor of Computer and Information Studies, University of Pennsylvania "Measuring Well-Being Using Social Media"
- 5 April 2017 Dr. Alison Powell, Assistant Professor, Director of MSc Media and Communication (Data & Society), London School of Economics and Political Science "Dilemmas of Data Citizenship: Understanding the Work of Open Data Intermediaries"
- 22 March 2017 Dr. Jennifer O'Neal, University Historian and Archivist, University of Oregon "From Time Immemorial: Centering Indigenous Traditional Knowledge in the Archival Paradigm"
- 30 March 2017 Dr. Margaret Mackey, Professor Emerita, School of Library and Information Studies, University of Alberta "Moving Experiences: Children's Literate Lives in a Mobile Ecology".

2017-18

- 14 September 2017 Dr. Ray Hsu- Digital media artist, Chair of the UBC Virtual and Augmented Reality User Group, Faculty in Residence at UBC's Emerging Media Lab "Virtual Reality/ Augmented Reality + Brain Computer Interfaces"
- 5 October 2017 Dr. Richard Smith, Professor, School of Communication, Simon Fraser University "New Media, new problems, new solutions: The Centre for Digital Media engages with the issues and challenges of emerging media"
- 26 October 2017 Dr. Victoria L. Lemieux, Associate Professor, School of Library, Archival, and Information Studies, University of British Columbia "The Future of Archives as a Decentralized, Autonomous and Global Network"
- 23 November 2017 Dr. Lisa Nathan, Associate Professor and Coordinator, First Nation Curriculum Concentration, School of Library, Archival, and Information Studies, University of British Columbia "Humility, Discomfort & Awe: Developing human capacities through information system design"
- 11 January 2018 Dr. Hannah Turner, SSHRC Postdoctoral Fellow, School of Interactive Arts and Technology, Simon Fraser University "The Legacy of Data: Infrastructure, Material Durability, and Museum Catalogs"
- 25 January 2018 Sandy Littletree, PhD Candidate at the University of Washington Information School "Relationality and Indigenous Systems of Knowledge: At the Heart of an LIS Pedagogy"
- 18 February 2018 Dr. Heather O'Brien, Associate Professor, Information School, School of Library, Archival, and Information Studies, University of British Columbia "Why does engagement matter? Questioning the benefits and outcomes of user engagement in an ever-shifting technology landscape"
- 1 March 2018 Dr. Bonnie Mak, Associate Professor, School of Information Sciences and the Program in Medieval Studies, University of Illinois "The Dimensions of a Scholarly Publication"
- 22 March 2018 Dr. Susan Parker, University Librarian, University of British Columbia "Beyond Borges: Telling Tales of Future Libraries"
- 5 April 2018 Dr. Michelle Caswell, Assistant Professor, Department of Information Studies, University of California Los Angeles "Now More Than Ever: Community Archives, Activism, and Disrupting Time".

2018-19

- 1 November 2018 Dr. Soo Young Rieh, University of Michigan “Searching as Learning”
- 29 November 2018 Dr. Brenda Chawner, Victoria University of Wellington “Exploring Community-initiated libraries in New Zealand”
- 10 January 2019 Dr. Michelle Martin, University of Washington “Reimagining the Wooded ‘White Space’: Picture Book Representations of Children of Color in Nature”
- 7 February 2019 Robert Bittner, UBC iSchool “What does it matter who’s reading those books?”
- 28 March 2019 Dr. Fereshteh Didegah, UBC iSchool “Research Alignment with Public Concerns in Diabetes”

2019-20

- 21 October 2019 Dr. Annie T. Chen, University of Washington School of Medicine “Online Communities as Vehicles to Share Health Information and Support”
- 24 October 2019 Dr. Isto Huvila, iSchool Visiting Professor, Uppsala University “Makers in their spaces?: Working with and towards data, information and records”
- 14 November 2019 Oscar Ruben Cornejo Casares, Sociology Ph.D. student at Northwestern University & Jill Baron, Librarian, Latin@ & Caribbean Studies at Dartmouth College Film Screening & Q & A with filmmakers, “Change the Subject”
- 20 November 2019 Dr. Abby S. Gondek, FDR Presidential Library and Museum “New Developments in Holocaust Studies in the Digital Humanities”
- 23 January 2020 Dr. Tess Prendergast, Lecturer in Librarianship, UBC iSchool “People with Disabilities and Public Libraries”
- 6 February 2020 Dr. Tricia Logan, Assistant Professor, UBC iSchool, “(De)colonial Spaces of Memory Activism”
- 13 March 2020 (canceled due to COVID-19 emergency) Dr. Christine Borgman, Distinguished Research Professor, University of California, Los Angeles “Open Data, Grey Data, and Stewardship: Universities at the Privacy Frontier”
- 26 March 2020 (canceled due to COVID-19 emergency) Dr. Megan Finn, University of Washington, School of Information “Earthquakes, Infrastructures and the Anthropocene”

2020-21

Colloquium Series canceled due to COVID-19 Pandemic

2021-22

Colloquium Series canceled in W1 term due to COVID-19 Pandemic

- February 2022 Dr. Jessica Lapp, Sessional Lecturer, University of Toronto, Faculty of Information “Posters with Glitter Issues” (online via Zoom)
- 3 March 2022 Dr. Dave Gaertner, Assistant Professor and Dr. Daisy Rosenblum, Assistant Professor, UBC “CEDaR and Relational Technologies” (hybrid: in person and Zoom)
- 31 March 2022 Dr. Kavita Philip, Professor, President’s Excellence Chair in Network Cultures, UBC, “The Pirate Function” (hybrid: in person and Zoom).

2022-23

- 17 November 2022 Dr. Olivier St Cyr, Visiting Professor; Associate Professor, University of Toronto, Faculty of Information "Building a User Experience Concentration in Information Curriculum Learning Spaces and Community Engaged Learning."
- 19 January 2023 Dr. Annette Henry, Professor, UBC Department of Language and Literacy Education and Institute for Race, Gender, Sexuality and Social Justice TBC
- 9 February 2023 Dr. Cait McKinney, Assistant Professor in the School of Communication at Simon Fraser University "High-Touch Media: Caring Practices at the Deaf AIDS Information Center"
- 15 March 2023 Dr. Megan Finn, Associate Professor, University of Washington Information School, TBA
- 19 April 2023 Dr. Joe Sutliff-Sanders, Associate Professor, University of Cambridge, TBA

Appendix 8: ISP Survey Self-Assessment Report (core section)

Selections from iSchool Self-Assessment Report Indigenous Strategic Plan (May 2022)

Prepared by: Heather O'Brien, Lisa Nathan and Amy Perreault

1 BACKGROUND

Staff and faculty at the School of Information (iSchool) engaged with the Indigenous Strategic Plan (ISP) Self-Assessment Tool between April 2021 and April 2022. The ISP Self-Assessment Tool was developed to support the launch and implementation of the [UBC Indigenous Strategic Plan](#), which contains eight goals and 43 actions to “meaningfully advance the human rights of all Indigenous people and Peoples connected to the university” (ISP Self-Assessment Tool, p. 2).

The Self-Assessment Tool was “developed to support the practical implementation of ISP goals and actions” (ISP Self-Assessment Tool, p. 2), and is intended as the first step of a multi-phased approach to help units identify areas of strength and for improvement with respect to Indigenous initiatives. The ISP Self-Assessment Tool contains five sections: Understanding, People, Culture and Systems, Relationships and Partners, and Teaching, Learning and Research. Table 1 summarizes the main focus of each section and the corresponding number of items (i.e. statements demonstrating meaningful Indigenous engagement) related to each section. Respondents were asked to rate how well the statement aligned with their unit’s activities in that area; see Appendix A for the wording of items for each section.

Section	Description	No. items
Understanding	the “unit’s understanding of the importance of acknowledging Indigenous peoples and place, the systemic challenges for Indigenous peoples with respect to education, and how your unit, in its role at UBC, can break down these barriers” (p. 9)	7
People	“...deals with hiring and recruiting practices as well as the way your unit supports Indigenous students, faculty, and staff with specific practices and policies” (p. 12)	6
Culture and Systems	“...relates to structures, processes, cultural features, and group norms that create an environment for meaningful change and progress around Indigenous engagement at the university and with its partners” (p. 15).	6
Relationships and Partners	“...relates to respectful communication skills with students, faculty, staff, and community partners through meaningful engagement and informed action. It also relates to your unit’s network of partners which help to implement Indigenous human rights as well as any procurement policies you may have” (p. 18).	7
Teaching, Learning and Research	“...covers areas such as ethical research practice, Indigenous curriculum development, and recognition of Indigenous excellence in academia” (p. 21)	8

Table 1: Overview of ISP Self-Assessment Tool Major Sections

1 PROCESS

The iSchool’s engagement with the ISP Self-Assessment Tool took many forms. We held large group sessions (facilitated by Alex Ashe, Vicki George and Jessie Penner) and separate small group breakout sessions, and administered an ISP Toolkit survey. While these different approaches helped meet the needs of contributors, the variation in method raises consistency issues since different sections of the toolkit were approached using different modes of inquiry. For example, the small group breakout sessions generated rigorous conversation, but the amount of documentation generated (i.e. note-taking) varied significantly between groups.

Discussions took place over Zoom conference software (year two of pandemic) and the survey was administered through Qualtrics. There was a high turnout from staff and faculty to the sessions and a good response rate for the survey (n=22).

iSchool Associate Director, Heather O'Brien, met with student leaders (LASSA, PhD, IDEAS groups) in April, 2021 to provide background for the ISP Self-Assessment Tool and the iSchool's motivation for undertaking the process, and to seek input on how students might like to be involved. Based on student leaders' recommendations, one session was held with iSchool students in June, 2021 and was facilitated by First Nations Curriculum Concentration (FNCC) Coordinator, Amy Perreault. A limitation of the overall process is that we did not engage extensively with iSchool students or alumni. In addition, adjuncts were invited to the first two large group sessions (one adjunct came to the first session), but this is another group that was not heard in this process. Based on these limitations it is important to clarify that this report reflects only the views of iSchool staff and faculty who contributed to this process.

3 ANALYSIS OF THE DATA AND FINDINGS

As a first step toward analysis, data from the discussions and the survey was merged into the ISP self-assessment tool template. We then looked within each of the major areas of the ISP: Understanding, People, Culture and Systems; Relationships and Partners, Teaching, Learning and Research at the responses and collapsed comments to focus on the main ideas posed in the toolkit (for each section):

- What are we currently doing as a unit to advance the goals and actions of the ISP?
- What can we be doing more of?
- What are we doing that we can change?
- What can we start doing?

This information, "Full findings based on ISP," is presented in section 4. In addition, themes that drew upon the full findings and extended across ISP sections are described in section 3.1. Readers may wish to review these overarching themes for the main ideas in the data, and the full findings for a more fulsome understanding of our responses to the areas identified in the toolkit.

4 OVERARCHING THEMES IN THE DATA

4.1 DESIRE FOR AN ISCHOOL-WIDE STRATEGIC PLAN TO GUIDE WORK ON INDIGENOUS INITIATIVES.

Throughout the process, there were several areas where it was noted that some work was taking place, e.g. within individual courses or committees, by specific staff or faculty, etc., but that a commitment and vision by the iSchool as a whole was needed (e.g. develop and meet targets for our curriculum, recruitment and retention, reciprocity with Musqueam, building relationships with other Indigenous communities and so on). In designing an iSchool-wide strategic plan, we need to strive for relational (rather than hierarchical, Western) approaches.

4.2 STAFF AND FACULTY RECRUITMENT AND RETENTION

On multiple occasions in the data gathering process, our lack of Indigenous representation amongst staff and faculty was noted. While we have some Indigenous colleagues, they are not employed on a full-time basis, and we are not clear, as a unit, whether we have the supports in place to attract and retain existing or new Indigenous staff and faculty. This has been cited as problematic for multiple reasons, including: there is no one to supervise Masters and PhD students seeking an Indigenous faculty advisor; current Indigenous faculty and staff carry more of the responsibility to bring Indigenous perspectives to teaching and service roles and support Indigenous students; and, although we have models of shared decision-making in place at the iSchool, their voices are few and therefore a diversity of Indigenous perspectives is lacking.

4.3 RELIANCE ON THE FNCC

The FNCC is held up as a crucial component for the iSchool. It is a draw for students applying to our programs, enhances the iSchool's reputation, acts as an intellectual and social hub for students, and welcomes Indigenous knowledge holders into the School. However, students are self-directed in mapping their curricula and utilizing courses to fulfill FNCC requirements, and this small concentration does a lot of heavy lifting when it comes to relationship maintenance between students, between students and the School, and between the School and UBC and Indigenous communities. When it comes to FNCC, we need to ask, what are we doing to help FNCC students and FNCC-relationships thrive?

4.4 EXTERNAL RELATIONSHIPS

As mentioned in 4.1, there were mentions of individuals or groups doing relational work or projects with Indigenous communities and professionals, e.g. Professional Experiences, FNCC, course instructors. Past activities were mentioned, such as hosting Indigenous-student lunches at the Longhouse and convening other iSchools in Canada to discuss Indigenous perspectives in relation to LAIS education and the professions. However, the iSchool does not have a systemic plan to develop relationships and partnerships. Such a plan could include other UBC units (e.g. Centre for Critical Indigenous Studies or Anthropology) where we can learn from each other to benefit our curriculum (e.g. electives in our and other units for iSchool and other students), grow research connections, or support students work placements, e.g. Xwi7xwa. There is also a need to learn more about local Indigenous communities and put ourselves in a position to respond to information-related community needs and priorities. The word here is reciprocity.

4.5 PROFESSIONAL DEVELOPMENT

During this process, some contributors expressed not feeling confident in bringing Indigenous content into their classrooms, advising Indigenous students, and so on. While some of the journey forward depends on each of us taking responsibility to learn through self-directed reading or enrolling in UBC workshops and modules (e.g. such as through CTLT), there is a need for iSchool wide professional development on topics such as academic freedom, anti-racism, curriculum development, community engagement and ethics, and hiring and retention. This should be offered to various constituents, including staff, students, faculty and adjuncts, on a regular basis and people should be supported to attend (e.g. staff not expected to attend outside of work hours).

4.6 CONCLUSION

The ISP Self-Assessment Process is an inquiry specific to Indigenous initiatives, yet there are aspects that connect to ongoing projects across the iSchool, including the syllabi review project led by the Equity and Diversity Committee, the FNCC & Reciprocity Project, the MAS and MLIS curriculum renewal processes, the Musqueam Resource Creation Project, etc. In order to design strategic, well-grounded, longer-term objectives for the iSchool, significant coordination is needed to weave learnings from these projects together. Our goal should be to create a stronger, more rigorous learning environment for Indigenous engagement by creating a more expansive epistemological space for learning.

Appendix 9: Visiting Scholars

The iSchool welcomes visiting professors for many reasons, including advancing research and education at UBC and the iSchool and opening up possibilities for students to benefit from the presence of an authority in their field. In addition to regular visiting scholars, the iSchool also offers the Dodson Visiting Professorship, named in honour of Suzanne and Earl Dodson. Visiting scholars receive office space in the unit, are sponsored by a faculty member, and stay for one or two terms. The following scholars stayed in the iSchool over the period 2014-2022:

<i>Year</i>	<i>Visiting Scholar</i>	<i>Home university</i>
Dodson Visiting Professorship		
2022-23 (2 terms)	Dr. Olivier St-Cyr	University of Toronto
2019-20 (2 terms)	Dr. Isto Huvila	Uppsala University, Sweden
2018-19 (1 term)	Dr. Pierluigi Feliciati	University of Macerata, Italy
2018-19 (1 term)	Dr. Brenda Chawner	Victoria University of Wellington, New Zealand
2018-19 (1 term)	Dr. Soo Young Rieh	University of Michigan, USA
2015-16 (2 terms)	Dr. Spencer Lilley	Massey University, Palmerston, New Zealand
2014-15 (1 term)	Dr. Julie McLeod	Northumbria University, UK
Other visiting scholars		
2018-19 (2 terms)	Dr. Mamiko Matsubayashi	University of Tsukuba, Japan
2018-19 (1 term)	Dr. Yuxiang Zhao	Nanjing University of Science and Technology, China

Appendix 10: Postdoctoral Fellows

Name	Year Start	Year Finish	Supervisor
Zohreh Champiri	2015	2015	Caroline haythornthwaite
Ben Steichen	2013	2015	Luanne Sinnamon
Michael Huggett	2010	2014	Edie Rasmussen
Rafa Absar	2013	2015	Heather O'Brien
Kathleen Brennan	2018	2018	Heather O'Brien
Robert Bittner	2018	2020	Rick Kopak
Chris Rowell	2018	2020	Victoria Lemieux
Chang Lu	2019	2022	Victoria Lemieux
Abdelrahim Mohamed	2019	2024	Muhammad Abdul-Mageed
ElMoatez Nagoudi	2019	2024	Muhammad Abdul-Mageed
Syeda Batool	2021	2023	Luanne Sinnamon
Ibrahim Tariq Javed	2021	2022	Victoria Lemieux
Jessica Lapp	2021	Declined	Jennifer Douglas
Fatemeh Slehian Kia	2021	2022	Heather O'Brien
Fakraddin Alwajih	2023	2024	Muhammad Abdul-Mageed

Appendix 11: Student Evaluation of Instruction

SEI scores summary

UBC Arts ISIT

Teaching & Learning Review Dossier | iSchool | Academic Year 2014 - 2022

Overall iSchool mean course evaluation scores for all questions.

UBC Vancouver and UBC Okanagan have moved to using the new set of university module items (UMI) starting in Winter Term 1, Fall 2021. Wording of new and old questions are very different and therefore values should not be used to compare trends with previous version of the same UMI question. For more information on the process used for revising SEI questions and the outcome see: <https://seoi.ubc.ca/upcoming-changes/revised-university-module-questions/>

Wording of all SEI questions is shown in the Appendix: SEI Question Wording. Hovering over the table scores will show question text too. Rating scale used is Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). UMI6 and ARTS 6 questions are highlighted in green. UMI 6 asks about the instructor, while ARTS 6 evaluates the course.

Academic year at UBC starts in the summer term 1 and ends with the winter term 2.

		Academic Year								
Question Code	UMI Revision	2014	2015	2016	2017	2018	2019	2020	2021	2022
UMI 1	Old Questions	4.2	4.2	4.2	4.2	4.2	4.3	4.3	4.5	
	Revised Questions								4.2	4.4
UMI 2	Old Questions	4.2	4.2	4.2	4.2	4.2	4.3	4.3	4.4	
	Revised Questions								4.1	4.3
UMI 3	Old Questions	4.2	4.1	4.3	4.3	4.3	4.4	4.3	4.6	
	Revised Questions								4.3	4.4
UMI 4	Old Questions	4.2	4.2	4.3	4.3	4.2	4.4	4.4	4.4	
	Revised Questions								4.1	4.2
UMI 5	Old Questions	4.4	4.4	4.5	4.4	4.5	4.5	4.5	4.5	
	Revised Questions								4.5	4.5
UMI 6	Old Questions	4.2	4.2	4.2	4.2	4.3	4.3	4.3	4.5	
	Revised Questions								4.2	4.3
ARTS1		4.5	4.4	4.5	4.5	4.5	4.6	4.5	4.5	4.5
ARTS2		4.3	4.2	4.4	4.3	4.4	4.4	4.4	4.3	4.4

ARTS 3		4.6	4.5	4.5	4.5	4.6	4.6	4.5	4.6	4.6
ARTS 4		4.5	4.4	4.5	4.5	4.5	4.6	4.6	4.6	4.6
ARTS 5		4.6	4.6	4.6	4.6	4.6	4.7	4.7	4.7	4.7
ARTS 6		4.2	4.1	4.2	4.2	4.2	4.3	4.3	4.3	4.4
ARTS DE 1		3.7	3.4	3.4						4.7
ARTS DE 2		4.2	4.1	3.8						4.8
ARTS DE 3		4.7	4.9	4.5						4.9
ARTS DE 4		4.1	4.1	4.6						4.8

Appendix 12: Program Requirements

1 UNDERGRADUATE PROGRAM (MINOR IN INFORMATICS)

This concerns a 30-credit Minor, of which at least 18 credits must be at the 300-level or above (cf. [UBC-V Calendar entry](#)). Students enrolled in the Minor must complete three required courses (9 credits total): INFO 100: (De)coding Information and Why it Matters; INFO 200: Foundations of Informatics; and INFO 300: Information in Data Design. In addition, 21 credits are acquired by selecting 7 courses from a list of 29 approved courses, 10 of which apply to the Application strand and 19 to the Ideas strand. We partnered with six departments in the Faculty of Arts (Anthropology, Central and Eastern European Studies, English, History, Linguistics, Philosophy) and two departments in the Faculty of Science (Computer Science, Statistics) to offer a range of electives across a number of thematic areas. These collaborations ensure that the Minor in Informatics is relevant across many disciplines. Departments with the highest number of approved Minor courses, besides the School of Information itself, are History (4), English (3), Linguistics (3), and Philosophy (3). In addition, Minor students can sign up for courses which iSchool faculty members teach for BMS (INFO 250, INFO 419, and INFO 456), though there is limited capacity. While bearing the INFO prefix, these BMS offerings are not dedicated Minor courses in that they were not specifically designed for iSchool students or with our Minor in mind, though they are a good fit.

2 GRADUATE PROGRAMS

2.1 MLIS

Students are required to complete a four-course (12-credit) “core” at the beginning of their program consisting of:

- Human Information Interaction (LIBR 506)
- Methods of Research and Evaluation in Information Organizations (LIBR 507)
- Information Practices in Contemporary Society (LIBR 508)
- Foundations in Bibliographic Control (LIBR 509).

These core courses introduce foundational knowledge and are pre-/co-requisites for all elective courses. The other 36 credits can be acquired by choosing twelve elective courses, at least eight of which must have the LIBR prefix (Appendix 13), while the others can be taken from the iSchool’s Master of Archival Studies program (ARST prefix), or from any other graduate program on campus. Six credits can be taken in 300 and 400-level courses, with approval of the Graduate Advisor.

Electives cover diverse subject areas: knowledge representation and organization; materials and services for children, young adults and adults; information retrieval; information systems design and programming; digital collections; information seeking behavior and use; information policy; various types of libraries; special collections; and organizational management. Among the electives is a selection of courses that serve to fulfil the MLIS management requirement, which asks students to take two courses (6 credits) from a list of approved management-related courses (LIBR 504, LIBR 570-578). Their contents range from a broad overview of management practices to more fine-grained dimensions such as specific areas of management (marketing, HR, and project management) and specific types of information organizations (special, public, and academic libraries).

Among the electives is a special category of courses that provides our students the chance to personalize their learning experience. For example, students may enroll in directed and collaborative research courses (3 credits each: LIBR 592, LIBR 594, LIBR 597) or the thesis option (6 credits: LIBR 599) under the supervision and mentorship of a faculty member. In addition, students may take a non-credit experiential learning course (3 credits, LIBR 596), apply for the UBC iSchool co-op program (paid work placements of four or eight months—receiving no credits), and work as Graduate Academic Assistant (GAA) or Graduate Research Assistant (GRA)—also receiving no credits—on projects led by iSchool faculty, or as Student Librarians at UBC and other academic and public libraries throughout the Vancouver Lower Mainland.

2.2 MAS

Currently, students complete a 12-credit, four-course “core” program in their first term, consisting of foundational theoretical and methodological courses. The core courses are:

- ARST 500: Archival Diplomatics
- ARST 515: Arrangement and Description of Archives
- ARST 516: Records Management
- ARST 573: Archival Systems and the Profession.

Before they graduate, students are required to take ARST 520: Selection and Acquisition of Archival Documents. In addition, students can choose from a range of elective courses. They are able to take up to 12 credits worth of courses outside their degree program; students might choose, for example, to take some MLIS courses in the iSchool, or take courses in other units that will complement their studies (e.g. language course, Indigenous studies, Museum Studies).

Beginning in September 2023, as the new curriculum comes into effect, students will complete a revised 18-credit, 6-course core over the first two semesters of their program. The new core includes all of the current core courses with the addition of two courses focused on archival technology (ARST 500: Archives and Technology) and digital preservation (ARST 555: Digital Preservation). These changes reflect findings that students require stronger preparation in these areas and a shift since the previous program review recognizing that digital preservation is now clearly core knowledge for Archival Studies students.

The MAS program includes an option for students to complete a 3-credit, 120-hour experiential learning placement, supervised by a professional archivist or records manager (cf. 5.9). There are also options for students to engage in independent research projects through the 3-credit Directed Study (ARST 592 and ARST 594) courses and through the 6-credit thesis option (ARST 599).

2.3 MASLIS

Students are required to complete a total of 81 credits of work approved by the iSchool. Of these, at least 36 must be ARST and 36 must be LIBR. The remaining nine credits can be a combination of ARST, LIBR, or other approved courses. Within the total of 81 credits, each student must take the core courses in both programs, which presently are ARST 510, ARST 515, ARST 516, ARST 520, and ARST 573 (3 credits each for a total of 15 credits) and LIBR 506, LIBR 507, LIBR 508, and LIBR 509 (3 credits each for a total of 12 credits).

2.4 PHD PROGRAM

Students entering the doctoral program with an approved master’s degree will be required to take a minimum of 24 credits of coursework before achieving candidacy. In year one, students take LAIS 605 (Advanced Seminar in Research Methods), LAIS 607 (Doctoral Proseminar), a second course on data analysis approved by the student’s advisor, and LAIS 608 (Academic and Research Practices in LAIS). Students who take LAIS 609B (Archival Theory, offered occasionally, when there are students with an archival research focus), may opt-out of LAIS 608. In year two, students take LAIS 620 (Advanced Study in Major Area) and LAIS 621 (Advanced Study in Minor Area). Half of these two courses comprise of qualifying examinations (written and oral components), which are taken at an appropriate time as judged by the student’s committee, not before the completion of required coursework, but before the student has reached 30 months since program matriculation. Additional courses may be recommended in consultation with the student’s advisor. The student may be required to take courses in the iSchool Master of Library and Information Studies program or the Master of Archival Studies program to provide sufficient background for their research focus. Doctoral students will be strongly encouraged to take graduate-level courses from other UBC departments in their chosen area of research.

2.5 MACL

The MA is awarded on the completion of 30 credits of work, including 24 credits of coursework and a 6-credit thesis. The coursework will be selected in consultation with the supervisory committee to support the multi-disciplinary nature of the program. A maximum of 6 credits of coursework may be taken at the 300- or 400-level; the remainder must be at the 500-level and above. Of the 24 credits of coursework, 3 credits are required from each of the following categories, including at least 6 credits at the 500-level:

- Historical Overview (3 credits): LLED 441, ENGL 392, LIBR 520, LIBR 521
- Contemporary Children's/Young Adult Literature (3 credits): LLED 442, LLED 449, LIBR 520, LIBR 521, LIBR 526, LLED 540, LLED 541
- Research Methodology (3 credits): CHIL 500, EDUC 500, LIBR 507.

The remaining 15 credits of courses may be chosen from the wide range of offerings available in the departments of English Language and Literatures, French, Hispanic and Italian Studies, Language and Literacy Education, the School of Creative Writing, and the School of Information; from relevant courses, with the Chair's approval, offered elsewhere at UBC; and from approved courses offered by other institutions. Subjects can also be pursued under Direct Readings. A maximum of 12 credits in courses germane to children's literature, earned no more than five years prior to entry into the program, may be transferred from another institution or another program at UBC. Transfer credit will not be accepted for a course that has been applied to another degree. The degree may be taken on a full-time or part-time basis. Students may begin the program in Winter Term One.

Appendix 13: Courses taught in 2022-23

* Offered Twice per year

^ Cross-listed

Course	Long Title
Archival Studies courses	
ARST 510	Archival Diplomatics
ARST 515	Arrangement and Description of Archives
ARST 516	Management of Current Records
ARST 520	Selection and Acquisition of Archival Documents
ARST 540	Archival Public Services
ARST 545	Advanced Arrangement and Description of Archival Documents
ARST 550	Management of Audiovisual and Non-textual Archives
ARST 554	Database Design*^
ARST 555	The Preservation of Digital Records
ARST 556	Digital Image and Text Collections^
ARST 556	Digital Libraries^
ARST 556	Metadata^
ARST 565	Administering Records under Freedom of Information Legislation^
ARST 570	Management of Information Organizations^
ARST 573	Archival Systems and the Profession
ARST 575	Blockchain Tech for Information Professionals^
ARST 575	IT Security, Information Assurance, and Risk Management^
ARST 575	Personal Archives
ARST 575	Topics in the Management of Records
ARST 575	UX for GLAM^
ARST 580	Records, Archives, and the Law
ARST 585	Information Practice and Protocol in Support of Indigenous Initiatives^
ARST 587	Preservation*^
ARST 591	Archival Research and Scholarship
MACL-specific courses	
CHIL 500	Research in Children's and Young Adult Literature
Undergraduate courses	
Dedicated Minor courses:	
INFO 100	(De)coding Information and Why it Matters
INFO 200	Foundations of Informatics
INFO 300	Information and Data Design
INFO 301	Digital Cultural Collections
INFO 303	Search Engines and Society
INFO 441	Media Design for Contemporary Childhood

Bachelor of Media Studies (BMS):	
INFO 250	Networks, Crowds, and Communities
INFO 419	Information Visualization
INFO 456	Information Policy and Society
PhD courses	
LAIS 605	Seminar in Advanced Research Methods
LAIS 607	Doctoral Proseminar
LAIS 608	Academic, Research Practices in Library, Archival and Information Studies
Library and Information Studies courses	
LIBR 504	Management of Information Organizations^
LIBR 506	Human-Information Interaction*
LIBR 507	Methods of Research and Evaluation in Information Organizations*
LIBR 508	Information Practices in Contemporary Society*
LIBR 509	Foundations of Resource Description and Knowledge Organization*
LIBR 514	Administering Records under Freedom of Information and Protection ^
LIBR 514	IT Security, Information Assurance, and Risk Management ^
LIBR 514	Metadata^
LIBR 516	Information Asset Management
LIBR 520	Survey of Literature and Other Materials for Children
LIBR 524	Writing, Publishing and the Book Trade for Children
LIBR 525	Illustrated Literature and Other Materials for Children
LIBR 526	Literature and Other Materials for Young Adults
LIBR 527	Services for Children
LIBR 529	Services for Families and Early Literacy in the Preschool Years
LIBR 531	Client-Centred Services for Adults
LIBR 533	Legal Information Sources and Services
LIBR 534	Health Information Sources and Services
LIBR 535	Instructional Role of the Librarian*
LIBR 539	Specialized Materials
LIBR 541	New Media for Children and Young Adults
LIBR 545	Adult Popular Reading & Media Interests
LIBR 553	Understanding Information Users in Diverse Environments
LIBR 554	Database Design*^
LIBR 555	Information Design I - Systems
LIBR 556	Information Design II - Documents
LIBR 559	Blockchain Tech for Information Professionals^
LIBR 559	Blockchain@UBC Summer Institute
LIBR 559	Issues in Scholarly Communications and Publishing
LIBR 559	Python Programming
LIBR 559	Sociotechnical Perspectives of Information Systems
LIBR 559	UX for GLAM^

LIBR 561	Information Policy
LIBR 564	Information Practice and Protocol in Support of Indigenous Initiatives^
LIBR 565	Progressive and Radical Information Work
LIBR 569	Current Issues and Trends in Library Services and Information Science
LIBR 570	Marketing in Information Organizations
LIBR 571	Human Resources Management
LIBR 574	Project Management in Information Organizations
LIBR 575	Academic Libraries
LIBR 576	Public Libraries
LIBR 579	Archives for Librarians
LIBR 579	Community-Led Libraries
LIBR 579	Rare Books and Special Collections Librarianship
LIBR 580	Collection Management*
LIBR 581	Digital Libraries^
LIBR 582	Digital Image and Text Collections^
LIBR 587	Preservation*^