a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Self-Study Plan

Submitted to the

ALA Committee on Accreditation

By the School of Library, Archival and Information Studies

The iSchool at the University of British Columbia

October 20, 2015

iSchool@UBC
SCHOOL OF LIBRARY, ARCHIVAL & INFORMATION STUDIES

UBC iSchool Mission

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

(Approved, February 28, 2015)

1. Introduction

The School of Library, Archival and Information Studies (SLAIS), The iSchool at the University of British Columbia (UBC), has been educating information professionals since 1961, with over 3000 graduates to date. Many of these individuals have and do play leading roles in libraries and information organizations in Western Canada, the Pacific Northwest and internationally: our graduates represent an outstanding legacy of the School to society. Building on this long history of educating future librarians and archivists, the iSchool's MLIS program continues to offer educational experiences that are innovative and responsive to changing information practices and the evolving needs and contexts of our stakeholder institutions and communities. This Self Study maps out the processes and sources of evidence for the upcoming accreditation review of the MLIS program, serving as an outline for the Program Presentation and a checklist to ensure that the site visit can be conducted successfully.

2. Overview of the Process

The accreditation process, in which the School assembles evidence of the adherence of the MLIS program to the Standards for Accreditation and documents this for the ALA Committee on Accreditation and the External Review Panel (ERP), provides an opportunity for analysis and self-reflection and for engagement with the School's various communities to discuss its goals and achievements. Recognizing this, we have designed the process of preparing for accreditation to engage a wide range of stakeholders and to build upon and intersect with other processes of assessment, planning and review. These include the previous Accreditation process carried out in 2013, the development and execution of our plan in response to Conditional Accreditation Status (2014-2015), ongoing activities of the iSchool Assessment Committee, and a Faculty of Arts External Review of the School (2014-2015).

Two planning committees have been organized: An Accreditation Oversight Committee (AOC) to provide guidance and direction for the preparation of the Program Presentation, and a Working Group on Accreditation (WG-A) to carry out the hands-on work of writing the Program Presentation report.

The mandate of the Accreditation Oversight Committee is:

- To provide guidance to the WG-A
- To provide input from, and represent the viewpoints of their constituencies
- To consult on draft versions of the Program Presentation Report
- To act as liaisons between their various constituencies and the ERP

The Accreditation Oversight Committee will have the following composition (and is currently being established):

- iSchool MLIS Alumni Representative
- Executive Director, British Columbia Library Association
- iSchool First Nations Curriculum Concentration Advisory Board Representative
- iSchool MLIS Adjunct Faculty representative
- Associate University Librarian, University of British Columbia Library

- Executive Member of iSchool Alumni Association
- Chair of LASSA (iSchool Student Association)
- Director, UBC Arts Co-Op Program
- 3-4 representatives of major employers of MLIS graduates, including the Vancouver Public Library, the Simon Fraser University Library, and other regional library systems

The WG-A will report to the Accreditation Oversight Committee. The core members of the WG-A are Acting Director, Dr. Luanne Freund (Chair), Associate Director Dr. Rick Kopak, Administator Mary Grenier , Student Service Coordinator Melissa Nightingale, and a Graduate Student Assistant (10 hours/week). In addition, all full-time faculty members with primary teaching responsibilities in the MLIS program serve as members of the WG-A. Further support for activities of the WG-A are provided by Administrative Assistant to the Director, Connie Wintels. The UBC Centre for Teaching and Learning (CTLT) is providing additional support and guidance to the WG-A in matters pertaining to assessment and community consultations.

Primary Responsibility for conducting the review and preparing the Program Presentation resides with the core members of the WG-A. This group will report on progress at each faculty meeting and consult with the Accreditation Oversight Committee (AOC). Additional members of faculty or staff are assigned to each of the Standards, to assist with the collection and interpretation of evidence and to provide input on the chapter as it is prepared. These assignments correspond roughly to responsibilities for the Program Plan prepared in 2013 to ensure that knowledge gained in that process transfers to this one.

Table 1: Chapter Assignments for the Program Presentation

Standard	Responsible for this Standard	
	Primary	Consultative
I: Mission, Goals and Objectives	Luanne Freund	Rick Kopak
II: Curriculum	Luanne Freund	Mary Sue Stephenson, Heather Obrien
III: Faculty	Rick Kopak	Lisa Nathan
IV: Students	Rick Kopak, Melissa Nightingale	Aaron Loehrlein
V: Administrative and Financial Support	Luanne Freund	Mary Grenier
VI: Physical Resources and Facilities	Rick Kopak	Mary Grenier
(Learning Outcomes Assessment)	Luanne Freund	Eric Meyers
Appendices	Mary Grenier	Melissa Nightingale

Other logistical tasks, such as the physical presentation of the document and the planning for the Site Visit, are assigned as shown in Table 2.

Table 2: Assignment of Logistical Tasks

Task	Assignee

Assembling documentary evidence	Mary Grenier (Administrator) directing permanent and contractual office staff; Graduate Student Assistant for Accreditation Process
Logistics of AOC meetings and community events as part of Program review and self study	Mary Grenier (Administrator), Connie Wintels (Administrative Assistant)
Compiling first draft of Program Presentation	Luanne Freund (Director, Chair of WG-A); Rick Kopak (Associate Director)
Editorial Work	Chair, Graduate Student Assistant and/or Consultant
Layout, Graphics, etc.	Mary Grenier (Administator), Graduate Student Assistant and/or Consultant
Logistics of Site Visit	Mary Grenier (Administrator), Connie Wintels (Administrative Assistant)

Planning for the accreditation process has, in various ways, been in progress since 2012, prior to the previous accreditation visit. It has been fully underway since early in 2014 when we established the Working Group on Accreditation, which was responsible for preparing a plan to respond to Conditional Accreditation, and all faculty became engaged in implementing the plan through a range of activities focused on learning outcomes assessment, curriculum review and community consultations. As part of this process, an iSchool Assessment Committee was established. In this sense, the program review will build quite naturally on existing infrastructure and processes within the iSchool. Luanne Freund, the Chair of the WG-A and Acting Director of the School since July 2015, will take responsibility for ensuring progress and adherence to timelines. Dr. Freund has taken a leading role in responding to being placed on Conditional Accreditation Status

The iSchool is a unit within the Faculty of Arts at the University of British Columbia. Professor Gage Averill is Dean of the Faculty of Arts and will be regularly briefed on the process.

3. Special Areas of Emphasis

The Self Study and Program Presentation will focus on select unique aspects of the iSchool and significant changes that have occurred since the last accreditation review. As we are currently in a time of change and new directions in the iSchool, the report will also highlight some of these new developments and possible future outcomes. We have identified three key areas of focus for the attention of the ERP: Experiential and community-based learning, the First National Curriculum Concentration, and the MLIS Core Renewal project. Please note that these areas have been somewhat revised from the list provided to the COA earlier this year, as a result of our discussions and deliberations in preparing this Self Study and in light of the leadership transition in the School, with Dr. Freund assuming the position of Acting Director in July 2015.

Experiential and Community-Engaged Learning

The iSchool offers students exceptional opportunities for experiential learning including practica, professional experience courses, directed research projects, and a successful co-op program, the first of its kind for graduate students in the Faculty of Arts. In recent years, we have expanded on the Community-Engaged Learning aspect of experiential learning by incorporating more community-based projects throughout the curriculum and expanding the opportunities for student reflection and

feedback from community stakeholders. Early in 2015, we introduced the new Graduating Project (capstone) course developed with the support of the university's Centre for Community Engaged Learning. These offerings map directly to UBC's Strategic Plan: Place and Promise,[1] which identifies Community Engagement as one of its core commitments.

First Nations Curriculum Concentration (FNCC)

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

MLIS Core Renewal

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

4. Layout of the Document

The Program Presentation will be structured in accordance with the *Standards for Accreditation of Master's Programs in Library and Information Studies 2008*. We will also provide a separate narrative on each of the identified Areas of Special Emphasis as well as discussing them in the context of specific Standards. The document will be submitted in print format and will also be available in electronic format, via a Web Portal or on a flash drive according to the preference of the ERP. Supplementary materials (e.g. course syllabi) will be made available electronically.

5. COA Timeline

Planning is an ongoing process within the iSchool, guided by our Mission, Goals and Objectives and by those of the Faculty of Arts and UBC, and informed by our assessment activities. The iSchool conducts an internal review on an annual basis, informed by the iSchool Assessment Report and Faculty Annual Reviews. The Faculty of Arts conducts periodic reviews every 5 years, with the most recent review conducted less than one year ago. Over the past two years, we have been heavily engaged in planning and assessment activities as part of our plan to achieve full Accreditation. To follow is a summary of past and planned milestones relating to planning and accreditation.

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[1] Place and Promise: the UBC Plan, http://strategicplan.ubc.ca/

Past Milestones

2014, January	Notification of Conditional Accreditation Status
2014, May	Review of iSchool Program Presentation and COA concerns by external consultant; Report submitted to iSchool Working Group on Accreditation
2014, June-July	Course Mapping Exercise, MLIS Core Renewal process; Community consultation on Graduate Competencies, Learning Outcomes Assessment Program Developed
2014, August	Faculty approval of MLIS Graduate Competencies; University approval of Graduating Project (Capstone) Course
2014, September	iSchool Faculty Retreat: Learning Outcomes Assessment Program presented for discussion
2014, October	Submission to COA of the *iSchool Plan for Removal of Conditional Accreditation Status*, Presentation of the Plan to the COA in Chicago, and subsequent acceptance of the Plan by the COA
2014, October	Strategic Planning meeting with Dean of Arts; update on Accreditation Status and process
2014, December	Submission of ALISE Statistical Report
2014, December	Faculty of Arts External Review of the iSchool; Report received in March 2015
2015, February	iSchool Mission revised – approved by Faculty vote
2015, March	Submission to COA of the *Status Report on the Plan for Removal of Conditional Status* and subsequent acceptance of the Plan by the COA
2015, June	Focus Groups with MLIS and MAS employers to gather input on iSchool Competencies and Learning Outcomes
2015, June-August	Review and updating of iSchool Course Descriptions to improve alignment with iSchool Graduate Competencies; second revision to be completed November 2015
2015, September	iSchool Faculty Retreat: Assessment Results discussion and planning session; Review and revisions to Goals; Discussion of Accreditation Process
2015, September	iSchool Assessment Report completed; results posted on Website
2015, September	Strategic Planning Meeting with Dean of Arts; approval to hire two faculty positions in 2015-2016 in accordance with strategic directions of iSchool

Planned Milestones leading to the Completion of the Program Presentation and Site Visit

2015, September – 2016, October	Regular updates on Accreditation process as part of monthly iSchool Faculty meetings
2015, October 20	Program Presentation Plan sent to COA Director and ERP Chair; Conference call to discuss Self-Study with ERP Chair and OA Director
2015, November	WG-A report to Accreditation Oversight Committee

2015, November	WG-A report to SLAIS students at Fall Director's Tea
2015, December	Documentary evidence assembled
2015, December	Room bookings completed
2016, January	Meeting of the WG-A; Progress Reports
2016, January	Meetings with UBC Administrators for ERP arranged
2016, March	Meeting of the WG-A; Progress Reports
2016, March	Report to iSchool students at Spring Director's Tea
2016, March	Report to Accreditation Oversight Committee
2016, April 22	Deadline for completion of first draft of Program Presentation
2016, May 23	Deadline for completion of final draft of Program Presentation
2016 May-June	Editing of completed draft by editorial team, graphic design and layout
2016, June 17	Program Presentation draft sent to COA Director and ERP Chair
2016, June-September	Revision of Program Presentation based on Feedback from COA
2016, August	Report to Accreditation Oversight Team
2016, September	Visit Agenda drafted and finalized; List of necessary documents for onsite visit prepared; Logistics for ERP visit completed
2016, September 1	Program Presentation distributed to ERP
2016 October	Informational Event for SLAIS students and faculty – in preparation for ERP visit
2016 October 17-18	Visit of COA on-Site Review Panel
2016, November 8	Draft ERP Report received
2016, November 15	Factual corrections submitted to ERP/COA
2016, November 22	Final ERP Report received
2016, November 29	Optional iSchool Response to ERP report
2017, January	Director meets with COA at ALISE

6. Documentation

All documents used as evidence will be available onsite. With the exclusion of course syllabi and confidential materials, the documentation will be provided via hyperlinks, or as appendices to the Program Presentation. Material of public interest will be posted to the iSchool website.

Much of the information to be included with the Program Presentation is readily available, much of it on the Web, as a result of reporting practices within the school. This includes faculty CVs and annual faculty self-reports, newsletters, syllabi for all courses, assessment data, including the results of surveys of alumni and students, regular reports to the Dean, and the narrative and statistical reports submitted to the COA. A Web Portal linking the Program Presentation to the various sources of

evidence will be provided, as well as a CD or flash drive with the relevant materials according to the preference of members of the ERP.

The sections below provide a detailed listing of sources of evidence to be used in assessing compliance with each of the standards. At the start of each section is a checklist of recommended sources provided in the Accreditation Process, Policies, and Procedures (AP3 – May 2012) manual and a bulleted list of specific sources that will be used for each. When there are additional sources used at the iSchool, these are listed below. All sources are numbered and the corresponding numbers are listed in the tables to follow, indicating which sources will be used to assess each standard. A general list, ordered numerically is provided as an Appendix to enable cross referencing.

I: Mission, Goals and Objectives

COA Checklist and actual Sources of evidence
- ✓ **Publicly available statements of program mission, goals, and objectives**
   - o (1) Statement of Mission, Goals and Objectives http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives/
- ✓ **Publicly available statements of program-level student learning outcomes**
   - o (2) iSchool Statement on Graduate Competencies slais.ubc.ca/programs/about-department/graduate-competencies/
- ✓ **Publicly available results of assessment of student learning outcomes**
   - o (3) Program Assessment: Annual Assessment Report http://slais.ubc.ca/programs/about-department/program-assessment/
- ✓ **Publicly available statements of institutional mission, goals, objectives, and strategic planning**
   - o (4) UBC Strategic Plan: Place and Promise http://strategicplan.ubc.ca/
   - o (5) Faculty of Arts Strategic Plan http://www.arts.ubc.ca/about-arts/arts-strategic-plan/
   - o (6) UBC Faculty of Graduate and Postgraduate Studies : Graduate Student Strategy and Operational Plan (2010-2015) https://www.grad.ubc.ca/sites/default/files/materials/ubcv_graduate_student_strategy_operational_plan_072010.pdf
- ✓ **Program-level strategic planning documents mapped to school, college, and university planning processes**
   - o (7) iSchool Strategic Plan (2015)
- ✓ **Materials relating to implementation of the strategic planning process**
   - o (8) Agendas and Notes from Annual Faculty Retreats
   - o (9) Strategic Planning Briefs submitted to Dean of Arts
   - o (10) iSchool Committee Mandates and Minutes
   - o (11) Newsletters highlighting major accomplishments
- ✓ **Description of the constituents that the program serves**
   - o (12) iSchool Self Study Report for Faculty of Arts External Review (Fall 2014)
- ✓ **Statements of the knowledge, competencies, and professional ethics imparted to students and the means by which the program measures and revises these outcomes**
   - o (2) iSchool Statement on Graduate Competencies slais.ubc.ca/programs/about-department/graduate-competencies/
   - o (13) iSchool Learning Outcomes Assessment Program Description
   - o (14) UBC iSchool Plan Submitted to COA, November 2014 http://slais-ischool.sites.olt.ubc.ca/files/2014/11/UBC_iSchoolPlan.pdf

- o (15) UBC iSchool Conditional Status Progress Report (March 2015) http://slais-ischool.sites.olt.ubc.ca/files/2014/08/UBC_StatusReport_March_2015.pdf
- o (16) Summary of Mapping of MLIS Course Objectives to Graduate Competencies
- o (17) Mapping of iSchool Graduate Competencies to COA Standard I.2
- ✓ **Statements that explain the relationship of the school's and program's goals to those of the institution**
  - o (12) iSchool Self Study Report for Faculty of Arts External Review (Fall 2014)
  - o (7) iSchool Strategic Plan (2015) (under development)
  - o (9) Strategic Planning Briefs submitted to Dean of Arts
- ✓ **Chart of the organizational structure from the institutional to program level**
  - o (94) UBC Organizational Chart: President's Portfolio to VP Level
    http://president.ubc.ca/files/2012/09/horg2012sep25.pdf
  - o (95) UBC Organizational Chart: VP Academic and Provost to Faculty Level
    http://president.ubc.ca/files/2011/12/pvpaorg2011dec.pdf
  - o (96) Description of Faculty of Arts administrative structure and responsibilities
  - o (19) iSchool Organizational Chart
- ✓ **Committee structure with membership; notes or minutes of meetings**
  - o (20) Annual Committee Assignments
  - o (21) iSchool Committee Mandates and Reports

Aditional Sources

- o (22) Report of iSchool External Review (March 2015) and iSchool response (June 2015)
  (23) First Nations Curriculum Concentration Program Description and Status Reports
- o (24) Human Computer Interaction Sub-specialization Description
- o (25) Community Survey on iSchool Graduate Competencies, Summary Report (Summer 2014)
- o (26) Reports on Community and Student Consultations on Revised Mission and Goals (in process)

Standard I: Mission, Goals and Objectives	Sources of Evidence
I.1. A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.	1, 3, 4, 5, 6, 7, 8, 9, 12, 13
I.2. Program objectives are stated in terms of student learning outcomes and reflect	2, 13, 16, 17
I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management	

I.2.2 the philosophy, principles, and ethics of the field;	
I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;	
I.2.4 the value of teaching and service to the advancement of the field;	
I.2.5 the importance of research to the advancement of the field's knowledge base;	
I.2.6 the importance of contributions of library and information studies to other fields of knowledge;	
I.2.7 the importance of contributions of other fields of knowledge to library and information studies;	
I.2.8 the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;	
I.2.9 the role of library and information services in a rapidly changing technological society;	
I.2.10 the needs of the constituencies that a program seeks to serve.	
I.3. Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.	1, 2, 3, 4, 5, 6, 12, 21, 25, 26

II: Curriculum

COA Checklist and actual Sources of evidence
- ✓ **Syllabi for all active courses**
    - o (27)Active Course Syllabi are available online and will be included in on-site materials http://slais.ubc.ca/programs/courses/terms-and-timetables/
- ✓ **Table of course numbers and descriptions, including locations and/or forms of delivery**
    - o (28) Course lists and descriptions are available online and will be compiled into a table for Program Presentation http://slais.ubc.ca/programs/courses/course-list/
- ✓ **Table of course rotation schedule, spanning the years since the last review through what is planned for the future**
    - o (29) Course rotation schedules from 2012 onward are online: comprehensive past and projected schedules will be included in Program Presentation
- ✓ **Table of areas of concentration/career pathways with required and elective courses**
    - o (30) Information on areas of concentration for FNCC and HCI Sub-Specialization are online and other pathways are under development. A table will be prepared for Program Presentation
- ✓ **Brief descriptions of experiential opportunities**
    - o (31) Summary of experiential learning opportunities http://slais.ubc.ca/programs/courses/experiential-learning/

- o (32) Summary of UBC Arts Co-Op Program at the iSchool
  http://artscoop.ubc.ca/students/how-co-op-works/slais/
- ✓ **Descriptions of the curriculum development and review processes, including the people involved**
  - o (33) Terms of Reference for the iSchool Curriculum Committee
  - o (34) Mandate and Procedures for UBC Graduate Curriculum Committee
    https://www.grad.ubc.ca/faculty-staff/graduate-council/graduate-curriculum-committee
  - o (35) Report from the MLIS Core Renewal Process (2014-2015)
  - o (8) Agendas and Notes from Annual Faculty Retreats (relevant to curriculum development and review)
  - o (36) UBC Curriculum Change Request forms for all substantive changes, showing rationales
- ✓ **Representative samples of student work, including papers, presentations, projects, portfolios, and capstone results**
  - o (37) Examples of student work together with grading rubrics will be provided on-site for course assignments used as Direct Measures of Student Learning Outcomes. These will include MLIS Core Courses and the Graduating Project Course.
- ✓ **Student and/or employer assessment of internship or practicum experiences**
  - o (38) Summary data and anonymized examples of employer assessments of experiential learning opportunities will be provided on-site (Co-Op, Practicum, Professional Experience)
- ✓ **Results of student follow-up surveys regarding the effectiveness of the educational experiences**
  - o (39) iSchool Student Survey Results for the MLIS Program will included as an Appendix in the Program Presentation. (A brief summary is available online in the 2015 Assessment Report http://slais-ischool.sites.olt.ubc.ca/files/2014/09/AnnualAssessmentReport_2015_Public.pdf)
- ✓ **Evidence of the rate and types of employment of program graduates**
  - o (40) The Annual Alumni Survey http://slais.ubc.ca/alumni/graduate-employment-survey/
- ✓ **Documentation of the use of relevant knowledge and competency statements in the development and review of the curriculum**
  - o (27) Course Syllabi which map course objectives to iSchool Graduate Competencies
  - o (35) Report of the MLIS Core Renewal
- ✓ **Table of courses and educational opportunities mapped to relevant elements in Standard II**
  - o (17) Mapping of iSchool Graduate Competencies to COA Standard I.2
  - o (41) A mapping of MLIS Courses and experiential learning opportunities to Standard II, based on primary learning objectives will be included in the Program Presentation
- ✓ **Sample student plans of study**
  - o (42) Sample plans of study will be included in the Program Presentation to demonstrate the flexibility of the MLIS program and opportunities for students to focus on areas of interest

Additional Sources

- o (43) Listing of new courses added to the curriculum
- o (44) Summary of campus and student organizations and events relating to curricular concentrations
- o (45) Summary of WISE courses offered to iSchool students and description of procedures for selection of WISE courses

- o (25) Community Survey on iSchool Graduate Competencies, Summary Report (Summer 2014)

Standard II: Curriculum	Sources of Evidence
II.1 The curriculum is based on goals and objectives and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.	1, 31, 32, 33, 34, 35
II.2 The curriculum is concerned with recordable information and knowledge, and the services and technologies to facilitate their management and use. The curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management.	2, 17, 27, 28, 29, 30, 35, 41
II.3 The curriculum	
II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;	2, 27, 28, 43
II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;	
II.3.3 integrates the theory, application, and use of technology;	
II.3.4 responds to the needs of a diverse society including the needs of underserved groups;	
II.3.5 responds to the needs of a rapidly changing technological and global society;	
II.3.6 provides direction for future development of the field;	
II.3.7 promotes commitment to continuous professional growth.	
II.4 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster development of the competencies necessary for productive careers. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.	29, 30, 31, 32, 37, 42, 44
II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.	
II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.	45
II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.	33, 35, 38, 39, 40,

III: Faculty

COA Checklist and actual Sources of evidence

- ✓ **Table of all faculty (full time, part time, shared, and adjunct) with names, status, teaching load,** courses taught, delivery mode, research areas, and service engagement
  - o (46) Summary table of faculty and responsibilities
- ✓ **Curricula vitae for all faculty**
  - o (47) Current CVs for all full time faculty, including academic qualifications, areas of research and teaching, services contributions and professional background
  - o (48) Abbreviated CVs for all adjunct faculty
- ✓ **The institution's and the school's policies on recruitment and retention of a diverse faculty, and data reflecting implementation of the policies**
  - o (49) UBC Employment Equity Reports http://equity.ubc.ca/employment-equity/
  - o (50) University of British Columbia Policy No. 2: Employment Equity http://www.universitycounsel.ubc.ca/files/2010/09/policy2.pdf
  - o (51) iSchool Hiring Plans for two tenure track faculty positions (2015), indicating how we will implement equitable recruiting policies.
  - o (52) Examples of Advertisements for iSchool Faculty Positions
- ✓ **Faculty personnel and governance policies and procedures**
  - o (53) Collective Agreement between UBC and the Faculty Association
  - o (54)Guide to Reappointment, Promotion and Tenure Procedures at UBC (2014/2015) http://www.hr.ubc.ca/faculty-relations/files/SAC-Guide.pdf
  - o (55) iSchool Faculty Handbook
- ✓ **The school's faculty evaluation policy, data reflecting its implementation, and data reflecting the use of the results of evaluations**
  - o (56) Faculty of Arts Annual Review of Faculty - Template and Policy
  - o (57) iSchool Policy on Merit and PSA
  - o (58) Faculty of Arts Procedures for Merit / PSA Recommendations
  - o (59) Examples of letters sent to faculty from Director following Annual Review meetings
  - o (60) Annual summaries of teaching evaluations
- ✓ **Materials relating to faculty development opportunities**
  - o (61) Summary of workshops and talks available to faculty through the Centre for Teaching and Learning, the Office and Research Services, the Faculty of Arts, and Support Programs to Advance Research Capacity (SPARC)
  - o (62) List of all iSchool Colloquia (2013-2016)
- ✓ **Descriptions and representative samples of faculty research and other scholarly activities**
  - o (63) Overview and examples of faculty research projects and accomplishments
  - o (64) List of teaching and research awards received by full-time and adjunct faculty
  - o (65) List of contributions to the LIS field made by faculty, such as conference organization, offices held, memberships on working committees, etc.

Standard III: Faculty	Sources of Evidence
III.1 Faculty: The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty. Particularly in the teaching of specialties that are not represented in the	46, 47, 48

expertise of the full-time faculty, part-time faculty enrich the quality and diversity of a program.	
III.2 Faculty: The school demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of innovation in teaching, research, and service; and through provision of a stimulating learning and research environment.	51, 52, 53, 54, 55, 56, 57, 58, 62, 63, 64
III.3 Faculty: The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.	49, 50, 51, 52, 53, 54, 55
III.4 Faculty: The qualifications of each faculty member include competence in designated teaching areas, technological awareness, effectiveness in teaching, and active participation in appropriate organizations.	47, 48, 56
III.5 Faculty: For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.	47, 56, 63, 64, 65
III.6 Faculty: The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives. These characteristics apply to faculty regardless of forms or locations of delivery of programs.	47, 63, 65
III.7 Faculty: Faculty assignments relate to the needs of a program and to the competencies and interests of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.	46
Procedures are established for systematic evaluation of faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.	53, 54, 56, 58, 59, 60

IV: Students

COA Checklist and actual Sources of evidence
- ✓ **The school's policies for recruiting, admission, placement, and retention of students**
  - o (66) Admissions Committee Terms of Reference and Mandate
  - o (67) Guidance documents and rubric for assessing MLIS applicants
  - o (68) iSchool Recruiting Framework and Strategy
  - o (69) School of Graduate and Postdoctoral Studies Prospective Student Gateway https://www.grad.ubc.ca/prospective-students

- o (70) iSchool grading policy http://slais.ubc.ca/resources/ischool-policies/letter-grades-and-grading-policy/
- o (71) iSchool Academic Regulations http://slais.ubc.ca/resources/ischool-policies/academic-regulations/
- ✓ **Data reflecting implementation of above policies**
  - o (72) Admissions Committee Faculty Meeting Reports (2013-2016)
  - o (73) Student Services Coordinator Faculty Meeting Reports (2013-2016)
  - o (74) Data on offers, admissions, and completions (2013-2016)
  - o (40) The Annual Alumni Survey http://slais.ubc.ca/alumni/graduate-employment-survey/
  - o (75) Student Survey results for questions on the iSchool environment: openness and acceptance of diversity
- ✓ **Materials used in student recruitment**
  - o (76) Examples of promotional materials for the MLIS program
- ✓ **Policies and procedures for waiving any admission standard or prerequisite**
  - o (77) Request for exemption from prerequisite form http://slais-ischool.sites.olt.ubc.ca/files/2014/07/Exempt_Prerequisite.pdf
- ✓ **Financial aid policy and data reflecting assistance made available**
  - o (78) Awards information from iSchool Website http://slais.ubc.ca/programs/awards-and-scholarships/
  - o (79) Summary table of entrance scholarships and awards to MLIS students (2013-2016)
- ✓ **Description of student advising procedures**
  - o (80) Summary of Faculty members' advisee assignments (2013-2016)
  - o (81) Example of orientation package including information on student advising
- ✓ **Progression and graduation data**
  - o (82) Data on offers, admissions, and completions (2013-2016)
- ✓ **Descriptions of student organizations and activities**
  - o (83) Table summarizing student organizations and activities
  - o (84) Student Survey data showing student level of involvement in extra-curricular professional and academic activities
- ✓ **Sample student plans of study**
  - o (42) Sample plans of study will be included in the Program Presentation to demonstrate the flexibility of the MLIS program and opportunities for students to focus on areas of interest

Not Included

- o Description of support for distance learning students [We have no distance program]

Additional Sources

- o (3) Program Assessment: Annual Assessment Report http://slais.ubc.ca/programs/about-department/program-assessment/
- o (11) iSchool Newsletters (2013-2016)
- o (13) iSchool Learning Outcomes Assessment Program Description
- o (32) Summary of UBC Arts Co-Op Program at the iSchool http://artscoop.ubc.ca/students/how-co-op-works/slais/

- o (39) Summary data and anonymized examples of employer assessments of experiential learning opportunities will be provided on-site (Co-Op, Practicum, Professional Experience)
- o (85) Minutes from Director's Forums (2013-2016)
- o (86) Examples of weekly E-Mail Digest distributed to all students
- o (87) Examples of course assignment descriptions and evaluation frameworks
- o (88) Description of procedures and request form to take external courses
- o (89) Summary of student representation on iSchool committees
- o (90) Annual Research Day Programs showing student participation

Standard IV: Students	Sources of Evidence
IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the school's mission and program goals and objectives.	66, 67, 68, 75
IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and other policies and procedures. The school demonstrates that it has procedures to support these policies.	69, 70, 71, 76, 78 (additional materials on iSchool Website)
IV.3 Standards for admission are applied consistently. Students admitted to a program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.	66, 67, 72, 74, 74
IV.4 Students construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.	42, 77, 80, 81, 88
IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and	32, 83, 84, 89, 90

implementation of policies affecting academic and student affairs.	
IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.	3, 13, 39, 85, 87

V: Administration and Financial Support

COA Checklist and actual Sources of evidence

- ✓ **Materials and data on the school's financial structure: budgets, budget analysis, and data reflecting the use of the analysis**
  - o (91) Budget history (2013-2016), compared to faculty, staff and student metrics
  - o (92) Special Project budget allocations during this period
  - o (93) Annual Unit-Level Budget and Resource Data Summaries
- ✓ **Organizational charts for the program, the school/college of which the program is a part, and the institution**
  - o (94) UBC Organizational Chart: President's Portfolio to VP Level
    http://president.ubc.ca/files/2012/09/horg2012sep25.pdf
  - o (95) UBC Organizational Chart: VP Academic and Provost to Faculty Level
    http://president.ubc.ca/files/2011/12/pvpaorg2011dec.pdf
  - o (96) Description of Faculty of Arts administrative structure and responsibilities
  - o (19) iSchool Organizational Chart
- ✓ **Description of relationship of school and program to the institution with regard to autonomy, support and resources**
  - o (97) Documents describing the strategic planning process with Dean of Arts
  - o (9) Strategic Planning Briefs submitted to Dean of Arts
- ✓ **Minutes of meetings: faculty, committee, advisory, etc.**
  - o (98) Minutes of Faculty Meetings
  - o (99) Minutes of FNCC Advisory Board Meetings
  - o (8) Agendas and Notes of Annual Faculty Retreats
- ✓ **Information on availability of funds for research, professional development, travel, leaves with pay, and student financial aid**
  - o (100) UBC Policy on Professional Development Reimbursement Funds
    http://www.hr.ubc.ca/faculty-relations/compensation/professional-development-reimbursement-fund/
  - o (101) UBC Policy on Leaves http://www.hr.ubc.ca/benefits/leaves/faculty/
  - o (102) List of Faculty Study and other Leaves taken (2013-2016)
  - o (103) UBC Office of Research Services information on funding availability
    http://www.ors.ubc.ca/contents/funding
  - o (104) UBC Student Service – Financial Advice
    http://students.ubc.ca/enrolment/finances/funding-your-studies/financial-advice
  - o (105) Documentation of Allocations of Graduate Student Initiative (GSI) funding
- ✓ **Information on administrative personnel: demographics, salaries, curricula vitae, and other data compared to similar units in the institution**
  - o (106) CVs for Director and Acting Director (2013-2016)

- o (93) Annual Unit-Level Budget and Resource Data Summaries
- o (107)Summary description of administrative personnel: position descriptions
- o (108) Data on faculty and staff salaries
- o (109) Comparison of faculty and staff salaries to university averages and national (CAUT) data for rank and level
- ✓ **The school's evaluation policy for administrative personnel, data reflecting its implementation, and data reflecting the use of the results of evaluations**
  - o (110) Description of the formative and summative evaluation processes for administrative staff
  - o (111) Job descriptions of all staff, highlighting changes over the period (2013-2016)
  - o (53) Collective Agreement between UBC and the Faculty Association
  - o (112) UBC Collective Agreement covering management and professional staff http://aaps.ubc.ca/sites/default/files/literature/2014_2019_AAPS_Collective_Agreement.pdf
  - o (113) UBC Collective Agreement covering iSchool clerical support staff http://www.cupe2950.ca/collective-agreement/
- ✓ **Descriptions of institution-wide opportunities for faculty, staff, and student participation**
  - o (114) Summary of training and professional development opportunities for staff, faculty and students available through UBC Human Resources and the Centre for Teaching and Learning Technology
  - o (115) Overview of the Academic Leadership Development Program (ADLP) http://ctlt.ubc.ca/programs/all-our-programs/academic-leaders-development-program-aldp/
  - o (116) List of workshops and training sessions attended by staff (2013-2016)

Additional Sources

- o (117) List of events attended and presentations given by iSchool Directors (2013-2016)
- o (118) List of highlights and accomplishments of the Directors and the iSchool during this period
- o (119) Description of outreach and collaboration activities within UBC, including collaborations with UBC Library and other academic units, and externally with stakeholder communities, e.g. British Columbia Library Association
- o (7)   iSchool Strategic Plan 2015 (under development) .
- o (9)   Strategic Planning Briefs submitted to Dean of Arts

Standard V: Administration and Financial Support	Sources of Evidence
V. The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.	91, 92, 93, 94, 95, 96, 97

V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.	*119*
V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.	106, 108, 109, 115, 117, 118
V.4 The school's administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.	107, 110, 111, 112, 113, 114, 116
V.5: The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school's program of teaching, research, and service.	91, 92, 93
V.6 Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.	108, 109
V.7 Financial Support: Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.	100, 101, 102, 103, 104, 105
V.8 The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.	7, 9, 12, 21, 97

VI: Physical Resources and Facilities
COA Checklist and actual Sources of evidence

- ✓ Facilities map or floor plans, including satellite facilities

- o (120) Floorplan of iSchool premises located in the Irving K. Barber Learning Centre (IKBLC)
✓ Description of institutional facilities available to faculty, students, and staff
  - o (121) Photos and descriptions of all iSchool spaces in the IKBLC
  - o (122) Information Sheets with photos on classrooms used outside iSchool premises
  - o (123) Photos, layout and description of external facilities available SLAIS for other events (meeting rooms, event spaces, etc)
  - o (124) Description of the Grieg Research Lab and Policy on Use
✓ Description of ADA compliance for all relevant facilities
  - o (125) Access Guide for the IKBLC http://services.library.ubc.ca/facilities/disability-access-by-building/access-guide-ikblc/
✓ Information on the library that supports the school and program: budget, collections, service, usage data
  - o (126) UBC Library Annual Reports to the Senate (2013-2016) http://about.library.ubc.ca/posts/category/publications/senate-reports/
  - o (127) UBC Library Strategic Plan/s http://about.library.ubc.ca/files/2012/09/StrategicPlan_2010.pdf
  - o (128) Library Research Guide for Library, Archival and Information Science http://guides.library.ubc.ca/libraryarchival
✓ Descriptions of technology resources: support services, computer labs and equipment, faculty and staff computing equipment, network resources
  - o (129) Information on UBC's Wireless and network services https://it.ubc.ca/services/email-voice-internet/wireless-internet-access
  - o (130) Information on Arts Instructional Services and Information Technology unit http://isit.arts.ubc.ca/
  - o (131) Information on the Centre for Teaching, Learning and Technology http://ctlt.ubc.ca/
  - o (132) UBC Central IT Unit's Strategic Plan (2011) https://it.ubc.ca/strategic-planning/strategic-plan-2011
  - o (133) Specifications of iSchool's two computer labs (Terrace and Kitimat Labs)
  - o (134) Inventory of iSchool technology resources available for teaching and research purposes
  - o (135) Documentation of the use of the Academic Equipment Fund (2013-2015)
  - o (136) Description of the iSchool Technology Learning Portal and Workshop Series
✓ Information on technology support for distance education students and faculty
  - o (137) Description of and resources relating to UBC's Connect Online Learning Platform http://elearning.ubc.ca/connect/

Additional Sources

- o (138) UBC Campus Plan http://planning.ubc.ca/vancouver/planning/policies-plans/land-use-governance-documents/vancouver-campus-plan
- o (139) Mission and services of UBC's Access & Diversity Unit http://students.ubc.ca/about/access
- o (140) Description of the iSchool Technology Sandbox and Flexible Digital Learning Initiative (2015)
- o (141) Descriptions and report of iSchool Resources and Facilities Committee
- o (98) Minutes of Faculty Meetings
- o (142) Usage study report of iSchool space and facilities

o   (143) List of facilities upgrades and major technology purchases (2013-2016)

Standard VI: Physical Resources and Facilities	Sources of Evidence
VI.1: A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.	
VI.2: Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the school's program, regardless of the forms or locations of delivery.	120, 121, 122, 123, 124
VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.	122, 124, 129, 130, 131, 132, 133, 134, 135, 136, 137, 140
VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.	125, 130, 131, 136, 138, 139
VI.5 The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.	3, 12, 21, 39, 98, 141, 142, 143

APPENDIX: Numerical Listing of Sources of Evidence

1 Statement of Mission, Goals and Objectives http://slais.ubc.ca/programs/about-department/missions-goals-and-objectives/

2 iSchool Statement on Graduate Competencies slais.ubc.ca/programs/about-department/graduate-competencies/

3 Program Assessment: Annual Assessment Report http://slais.ubc.ca/programs/about-department/program-assessment/

4 UBC Strategic Plan: Place and Promise http://strategicplan.ubc.ca/

5 Faculty of Arts Strategic Plan http://www.arts.ubc.ca/about-arts/arts-strategic-plan/

6 UBC Faculty of Graduate and Postgraduate Studies : Graduate Student Strategy and Operational Plan 2010-2015 .
   https://www.grad.ubc.ca/sites/default/files/materials/ubcv_graduate_student_strategy_operational_plan_072010.pdf

7 iSchool Strategic Plan 2015 (under development)

8 Minutes of Annual Faculty Retreats

9 Strategic Planning Briefs submitted to Dean of Arts

10 iSchool Committee Mandates and Minutes

11 iSchool Newsletters

12 iSchool Self Study Report for Faculty of Arts External Review (Fall 2014)

13 iSchool Learning Outcomes Assessment Program Description

14 UBC iSchool Plan Submitted to COA (November 2014) http://slais-ischool.sites.olt.ubc.ca/files/2014/11/UBC_iSchoolPlan.pdf

15 UBC iSchool Conditional Status Progress Report (March 2015) http://slais-ischool.sites.olt.ubc.ca/files/2014/08/UBC_StatusReport_March_2015.pdf

16 Summary of Mapping of MLIS Course Objectives to Graduate Competencies

17 Mapping of iSchool Graduate Competencies to COA Standard I.2

19 iSchool Organizational Chart

20 Annual Committee Assignments

21 iSchool Committee Mandates and Reports

22 Report of iSchool External Review (March 2015) and iSchool response (June 2015)

23 First Nations Curriculum Concentration Program Description and Status Reports

24 Human Computer Interaction Sub-specialization Description

25 Community Survey on iSchool Graduate Competencies, Summary Report (Summer 2014)

26   Reports on Community and Student Consultations on Revised Mission and Goals (in process)

27 Active Course Syllabi are available online and will be included in on-site materials http://slais.ubc.ca/programs/courses/terms-and-timetables/

28 Course lists and descriptions are available online and will be compiled into a table for Program Presentation http://slais.ubc.ca/programs/courses/course-list/

29 Course rotation schedules from 2012 onward are online: comprehensive past and projected schedules will be included in Program Presentation

30 Information on areas of concentration for FNCC and HCI Sub-Specialization are online and other pathways are under development. A table will be prepared for Program Presentation

31 Summary of experiential learning opportunities http://slais.ubc.ca/programs/courses/experiential-learning/

32 Summary of UBC Arts Co-Op Program at the iSchool http://artscoop.ubc.ca/students/how-co-op-works/slais/

33 Terms of Reference for the iSchool Curriculum Committee

34 Mandate and Procedures for UBC Graduate Curriculum Committee https://www.grad.ubc.ca/faculty-staff/graduate-council/graduate-curriculum-committee

35 Report from the MLIS Core Renewal Process (2014-2015)

36 UBC Curriculum Change Request forms for all substantive changes, showing rationales

37 Examples of student work together with grading rubrics will be provided on-site for course assignments used as Direct Measures of Student Learning Outcomes. These will include MLIS Core Courses and the Graduating Project Course.

38 iSchool Student Survey Results for the MLIS Program will included as an Appendix in the Program Presentation. (A brief summary is available online in the 2015 Assessment Report http://slais-ischool.sites.olt.ubc.ca/files/2014/09/AnnualAssessmentReport_2015_Public.pdf)

39 Summary data and anonymized examples of employer assessments of experiential learning opportunities will be provided on-site (Co-Op, Practicum, Professional Experience)

40 The Annual Alumni Survey http://slais.ubc.ca/alumni/graduate-employment-survey/

41 A mapping of MLIS Courses and experiential learning opportunities to Standard II, based on primary learning objectives will be included in the Program Presentation

42 Sample plans of study will be included in the Program Presentation to demonstrate the flexibility of the MLIS program and opportunities for students to focus on areas of interest

43 Listing of new courses added to the curriculum

44 Summary of campus and student organizations and events relating to curricular concentrations

45 Summary of WISE courses offered to iSchool students and description of procedures for selection

46 Summary table of faculty and responsibilities

47 Current CVs for all full time faculty, including academic qualifications, areas of research and teaching, services contributions and professional background

48 Abbreviated CVs for all adjunct faculty

49 UBC Employment Equity Reports http://equity.ubc.ca/employment-equity/

50 University of British Columbia Policy No. 2: Employment Equity http://www.universitycounsel.ubc.ca/files/2010/09/policy2.pdf

51 iSchool Hiring Plans for two tenure track faculty positions (2015) , indicating how we will implement equitable recruiting policies.

52 Examples of Advertisements for iSchool Faculty Positions

53 Collective Agreement between UBC and the Faculty Association

54 Guide to Reappointment, Promotion and Tenure Procedures at UBC (2014/2015) http://www.hr.ubc.ca/faculty-relations/files/SAC-Guide.pdf

55 iSchool Faculty Handbook

56 Faculty of Arts Annual Review of Faculty - Template and Policy

57 iSchool Policy on Merit and PSA

58 Faculty of Arts Procedures for Merit / PSA Recommendations

59 Examples of letters sent to faculty from Director following Annual Review meetings

60 Annual summaries of teaching evaluations

61 Summary of workshops and talks available to faculty through the Centre for Teaching and Learning, the Office and Research Services, the Faculty of Arts, and Support Programs to Advance Research Capacity (SPARC)

62 List of all iSchool Colloquia

63 Overview and examples of faculty research projects and accomplishments

64 List of teaching and research awards received by full-time and adjunct faculty

65 List of contributions to the LIS field made by faculty, such as conference organization, offices held, memberships on working committees, etc.

66 Admissions Committee Terms of Reference and Mandate

67 Guidance documents and rubric for assessing MLIS applicants

68 iSchool Recruiting Framework and Strategy

69 School of Graduate and Postdoctoral Studies Prospective Student Gateway
https://www.grad.ubc.ca/prospective-students

70 iSchool grading policy http://slais.ubc.ca/resources/ischool-policies/letter-grades-and-grading-policy/

71 iSchool Academic Regulations http://slais.ubc.ca/resources/ischool-policies/academic-regulations/

72 Admissions Committee Faculty Meeting Reports

73 Student Services Coordinator Faculty Meeting Reports

74 Data on offers, admissions, and completions

75 Student Survey results for questions on the iSchool environment: openness and acceptance of diversity

76 Examples of promotional materials for the MLIS program

77 Request for exemption from prerequisite form http://slais-ischool.sites.olt.ubc.ca/files/2014/07/Exempt_Prerequisite.pdf

78 iSchool Awards information http://slais.ubc.ca/programs/awards-and-scholarships/

79 Summary table of entrance scholarships and awards to MLIS students

80 Summary of Faculty members' advisee assignments

81 Example of orientation package including information on student advising

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83 Table summarizing student organizations and activities

84 Student Survey data showing student level of involvement in extra-curricular professional and academic activities

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92 Special Project budget allocations during this period

93 Annual Unit-Level Budget and Resource Data Summaries

94 UBC Organizational Chart: President's Portfolio to VP Level
   http://president.ubc.ca/files/2012/09/horg2012sep25.pdf

95 UBC Organizational Chart: VP Academic and Provost to Faculty Level
   http://president.ubc.ca/files/2011/12/pvpaorg2011dec.pdf

96 Description of Faculty of Arts administrative structure and responsibilities

97 Documents describing the strategic planning process with Dean of Arts

98 Minutes of Faculty Meetings

99 Minutes of FNCC Advisory Board Meetings

100 UBC Policy on Professional Development Reimbursement Funds http://www.hr.ubc.ca/faculty-
   relations/compensation/professional-development-reimbursement-fund/

101 UBC Policy on Leaves http://www.hr.ubc.ca/benefits/leaves/faculty/

102 List of Faculty Study and other Leaves taken

103 UBC Office of Research Services information on funding availability
   http://www.ors.ubc.ca/contents/funding

104 UBC Student Service – Financial Advice http://students.ubc.ca/enrolment/finances/funding-your-
   studies/financial-advice

105 Documentation of Allocations of Graduate Student Initiative GSI) funding

106 CVs for Director and Acting Director 2013-2016)

107 Summary description of administrative personnel: position descriptions, qualifications of personnel

108 Data on faculty and staff salaries

109 Comparison of faculty and staff salaries to university averages and national (CAUT) data for rank
   and level

110 Description of the formative and summative evaluation processes for administrative staff

111 Job descriptions of all staff, highlighting changes over the period

112 UBC Collective Agreement covering management and professional staff
   http://aaps.ubc.ca/sites/default/files/literature/2014_2019_AAPS_Collective_Agreement.pdf

113 UBC Collective Agreement covering iSchool clerical support staff
   http://www.cupe2950.ca/collective-agreement/

114 Summary of training and professional development opportunities for staff, faculty and students
   available through UBC Human Resources and the Centre for Teaching and Learning Technology

115 Overview of the Academic Leadership Development Program ADLP)
   http://ctlt.ubc.ca/programs/all-our-programs/academic-leaders-development-program-aldp/

116 Lists of all workshops and training sessions attended by staff

117 List of events attended and presentations given by iSchool Directors

118 List of highlights and accomplishments of the Directors and the iSchool during this period

119 Description of outreach and collaboration activities within UBC, including collaborations with UBC
   Library and other academic units, and externally with stakeholder communities, e.g. British
   Columbia Library Association

120 Floorplan of iSchool premises located in the Irving K. Barber Learning Centre (IKBLC)

121 Photos and descriptions of all iSchool spaces in the IKBLC

122 Information Sheets with photos on classrooms used outside iSchool premises

123 Photos, layout and description of external facilities available SLAIS for other events (meeting rooms, event spaces, etc)

124 Description of the Grieg Research Lab and Policy on Use

125 Access Guide for the IKBLC http://services.library.ubc.ca/facilities/disability-access-by-building/access-guide-ikblc/

126 UBC Library Annual Reports to the Senate http://about.library.ubc.ca/posts/category/publications/senate-reports/

127 UBC Library Strategic Plan/s http://about.library.ubc.ca/files/2012/09/StrategicPlan_2010.pdf

128 Library Research Guide for Library, Archival and Information Science http://guides.library.ubc.ca/libraryarchival

129 Information on UBC's Wireless and network services https://it.ubc.ca/services/email-voice-internet/wireless-internet-access

130 Information on Arts Instructional Services and Information Technology unit http://isit.arts.ubc.ca/

131 Information on the Centre for Teaching, Learning and Technology http://ctlt.ubc.ca/

132 UBC Central IT Unit's Strategic Plan (2011) https://it.ubc.ca/strategic-planning/strategic-plan-2011

133 Specifications of iSchool's two computer labs (Terrace and Kitimat Labs)

134 Inventory of iSchool technology resources available for teaching and research purposes

135 Documentation of the use of the Academic Equipment Fund (2013-2015)

136 Description of the iSchool Technology Learning Portal and Workshop Series

137 Description of and resources relating to UBC's Connect Online Learning Platform http://elearning.ubc.ca/connect/

138 UBC Campus Plan http://planning.ubc.ca/vancouver/planning/policies-plans/land-use-governance-documents/vancouver-campus-plan

139 Mission and services of UBC's Access & Diversity Unit http://students.ubc.ca/about/access

140 Description of the iSchool Technology Sandbox and Flexible Digital Learning Initiative (2015)

141 Descriptions and report of iSchool Resources and Facilities Committee

142 Usage study report of iSchool space and facilities

143 List of facilities upgrades and major technology purchases