
PROPOSAL TO ESTABLISH A NEW SCHOOL

The School of Media, Information and Journalism
(or Media and Information)
In the
Faculty of Arts

Approved by the Faculty of Arts on: _____

Approved by the Vancouver Senate Academic Policy Committee on: _____

UNIVERSITY OF BRITISH COLUMBIA
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Contents

Executive Summary.....	3
Proposal	4
1.0 Overview	4
2.0 Educational Programs	5
3.0 Expected benefits or outcomes.....	7
4.0 Structural problems addressed by the new school.....	10
5.0 Relevant UBC strengths and connection to strategic priorities and objectives:.....	10
6.0 Comparisons with other institutions.....	11
7.0 Basic implementation timetable	12
8.0 Review cycle expectations	12
9.0 Size and accommodation of new body	13
10.0 Governance	14
12.0 Funding plans and expectations.....	17
13.0 Results of consultation process.....	17
APPENDICES	19
Appendix 1: Proposal Advisory Process	19
Appendix 2: Potential Research Areas of Impact.....	20
Appendix 3: Program Enrolment Data	21
Appendix 4: Comparator Schools.....	22
Appendix 5: Consultation Report	24
Appendix 6: Consultation Request.....	29

EXECUTIVE SUMMARY

This document proposes, effective July 1, 2017, to

- Establish the School of Media, Information and Journalism (or Media and Information)
- Transfer all components of the Schools of Journalism, and of Library, Archival and Information Studies (including programs, Faculty and Staff) into the School of Media, Information and Journalism (or Media and Information)
- Transfer the Bachelor of Media Studies program into the School of Media, Information and Journalism (or Media and Information); and
- Disestablish the School of Journalism, and the School of Library, Archival and Information Studies.

The School of Journalism and the School of Library, Archival and Information Studies are successful small units that offer educational programs that are in demand. The Bachelor of Media Studies program is a new high-demand program that is currently administered from within the office of the Dean of Arts, and has no departmental 'home'. Integration of these two Schools and the BMS program into one new School will reduce redundancies resulting from overlapping course offerings and service roles, and extend the scope of the combined whole. Further, it will foster a collaborative and inter-disciplinary culture and approach to education and research that can both leverage and shape the rapidly evolving information and media environment.

Dramatic changes in means and methods of creating, disseminating, analyzing, using, and preserving all forms of information and media -- from social media to digital archives and the Internet of Things -- are producing ongoing shifts in traditional professional and academic disciplines. This environment demands new competencies and opens up new research areas across all disciplines. There is also high economic and societal demand, in British Columbia and globally, for a new generation of digitally skilled leaders drawn from the fields of journalism, information studies and media studies. These leaders will be graduates with training in multiple disciplines, capable of generating evidence-based knowledge and innovating for the public good in response to complex 21st century challenges.

Although other top tier universities integrate these disciplines, the only Canadian institution currently bringing together journalism, information and media studies is the University of Western Ontario. The proposed School will foster emerging synergies between the disciplines of librarianship, archival science, journalism, information science, and media studies. It will generate a connected and interdisciplinary environment, drawing upon the wide range of academic and professional practices represented by core and partner units, opening up enormous possibilities for creativity and innovation.

The new School will integrate the existing units and programs, maintaining all of the existing processes and structures. It will be minimally disruptive for faculty and students. With an implementation date of July 1, 2017, the processes of integration described in Section 7.0 of this proposal will take place prior to September 1, 2017. The School will enroll its 2017/2018 cohorts in September 2017.

PROPOSAL

1.0 Overview

This proposal outlines the creation of a new school within UBC Vancouver’s Faculty of Arts that reimagines the information, media and journalism landscape in response to the dramatic digital shift of the past two decades. The new unit, The School of Media, Information and Journalism (or Media and Information), will be formed by combining two existing units, The School of Library, Archival, and Information Studies, and the School of Journalism, and integrating the collaborative Bachelor of Media Studies (BMS) program. The new School will enhance the research and teaching potential across these cognate units, provide a substantial administrative base for their faculty and students, and enable UBC to take a leadership role in these areas. An overview of the proposal development process is provided in Appendix 1.

This proposal emerges at a time when universities are tasked with generating creative and evidence-based innovations in response to an array of economic, social and environmental challenges. Many of these challenges are global – from climate change to terrorism, migration and population displacement to the growth of drug-resistant bacteria. Others are local – from lack of clean water and safe housing on First Nations reserves, to the fentanyl crisis. Some challenges pertain to information management within government and the corporate sector, including data privacy, security and trust; while others arise from the changing media landscape itself, as concentrated media ownership, information personalization through online algorithms, and the proliferation of “fake news” on social media threaten individuals’ access to the reliable, independent and evidence-based information that is the bedrock of any democratic public sphere¹.

This is also a moment of synergy and opportunity. Traditional disciplinary divides are becoming more porous and disciplinary forms of expression are transforming. Big Data has been described as the “new commodity” for an emerging “intelligence economy” and the new Internet of Things ecosystem is poised to connect up to 50 billion devices to the Internet by 2020, generating billions in economic activity globally². Cloud, social, mobile and automation technologies are already indispensable to the ways in which we work, communicate, store information, govern ourselves, do business, and spend our leisure time. There is a pressing need for experts who can work within and across disciplines to address the social, technical and ethical dimensions of these developments.

Digital media, data, and information now operate on a rapidly evolving shared technological and cultural platform. This connects the work of journalists, librarians, archivists, designers, artists and other information and media professionals in radical new ways. These professionals are also connected by shared ethical commitments, to freedom of expression, access to information, public knowledge and education, democratic dialogue, the importance of records and evidence, accountability, and social justice.

The new School of Media, Information and Journalism (or Media and Information) will create a strengthened collaborative environment, in which the professional training and research agendas of the existing schools, and the BMS program, can flourish. This is an environment in which students and faculty will have greater opportunities to work across disciplines, share technological innovations, and develop collaborative research and teaching initiatives. It will accomplish its goals by:

¹ Kleins Nielsen, R., Cornia, A., & Kalogeropoulos, A. (2016) *Challenges and opportunities for news media and journalism in an increasingly digital, mobile, and social media environment*. Prepared by the Reuters Institute for the Study of Journalism for the Council of Europe Steering Committee on Media and Information Society. <http://reutersinstitute.politics.ox.ac.uk/publication/challenges-and-opportunities-news-media-and-journalism-increasingly-digital-mobile-and>

² The Information and Communications Technology Council (2015). *Big Data and the Intelligence Economy*. www.ictc-ctic.ca/wp-content/uploads/2015/12/BIG-DATA-2015.pdf

- Educating skilled professionals and future knowledge leaders, who can, individually and collectively, leverage the transformative and disruptive nature of the digital economy for societal and economic benefit;
- Serving as a hub and incubator for multidisciplinary and interdisciplinary research, scholarship and design focused on emerging real-world challenges and opportunities;
- Engaging creatively with issues of critical societal importance, providing insight, increasing understanding, and designing solutions.

The primary partners in the creation of the new school, The School of Library, Archival, and Information Studies, The School of Journalism and the BMS program, are within the Faculty of Arts. Two of the academic programs are collaborative, with some participation by units within and external to the Faculty of Arts, including the Faculty of Education and the Department of Computer Science in the Faculty of Science. Externally, the School will maintain and build partnerships with the professional communities its programs serve and the growing technology sector in the Pacific Northwest region.

2.0 Educational Programs

The School of Media, Information and Journalism (or Media and Information) will be based upon a model of interdisciplinarity grounded in respect for the role of disciplinary and professional knowledge and expertise. It will offer a unique and in-demand undergraduate degree (the BMS) and will inherit the successful professionally oriented graduate programs currently offered by the School of Journalism and The School of Library, Archival and Information Studies. The partners' units and programs have a shared approach to education, which includes professionally-oriented programs, a strong emphasis on experiential learning and field placements, including engagement with the Faculty of Arts Co-operative Education Program, and a commitment to indigenous-focused courses and specializations.

Undergraduate Education

The **Bachelor of Media Studies** is a collaborative, interdisciplinary, enriched, and professionally-oriented direct-entry 4-year undergraduate program that was introduced in 2014 and is currently administered from within the office of the Dean of Arts. Eight academic units partner to provide courses for this program: the School of Library, Archival, and Information Studies, the School of Journalism, the Department of English, the Creative Writing Program, the Department of Theatre and Film, the Department of Art History, Visual Art and Theory, the Department of Central, Eastern and Northern European Studies, and the Department of Computer Science in the Faculty of Science. With well over 600 applicants for the 40 places in each cohort, the program has the potential to grow in size and through the development of a graduate component, both of which can be facilitated within the new School. Interest in the BMS is indicative of a broader interest in media studies content (journalism, information science, creative technologies) among Arts undergraduates.

The Bachelor of Media Studies Program has direct linkages to the Master of Digital Media program at Great Northern Way Campus through a BMS students are eligible to register for the following courses offered by the Master of Digital Media: DMED 500 (Foundations of Digital Media); DMED 503 (Foundations of Game Design); and DMED 540 (Contemporary Digital Practices).

Graduate Education

Professionally Oriented Programs:

The School of Journalism and The School of Library, Archival and Information Studies are primarily graduate units known for delivering high quality programs in journalism, librarianship, information studies and archival studies. These are career-oriented programs with excellent placement rates. The new school will maintain the distinct expertise and reputation of these programs, while seeking opportunities to develop cross-listed courses. Shared courses will be carefully considered so as to strengthen the individual programs and to respect the distinct disciplinary and professional orientations of each of them. Existing professionally oriented programs to be offered by the School of Media, Information and Journalism (or Media and Information) include:

Master of Journalism (MJ) - A full-time, 42-credit program currently offered by the School of Journalism that runs over five semesters, including a summer internship. The M.J is the only graduate journalism program in western Canada. The program is known for its strengths in international issues, Indigenous reporting, digital economy, and science and environment. Total enrollment is approximately 80 students.

The Master of Library and Information Studies (MLIS) - A 48 credit, professionally accredited degree currently offered by the School of Library, Archival, and Information Studies that can be completed through course work or a combination of coursework and thesis. Graduates are qualified to work as professional librarians throughout North America, and graduates increasingly enter a wide range of related career fields. Total enrollment is approximately 160 students.

The Master of Archival Studies (MAS) - A specialized 48 credit degree currently offered by the School of Library, Archival, and Information Studies that can be completed through coursework or a combination of coursework and thesis. It is one of a small number of stand-alone archival degrees in North America and has strong support from the Canadian archival community. Total enrollment is approximately 30 students.

The Dual MAS/MLIS program - This is an 81-credit program currently offered by The School of Library, Archival, and Information Studies in which graduates receive two Master's degrees, equipping them for a wide range of career options. Total enrollment is approximately 35 students.

Academic Graduate Programs:

The two academic (thesis-based) graduate programs currently offered by the School of Library, Archival, and Information Studies will be offered in the new school.

The Master of Arts in Children's Literature (MACL) - This is a collaborative, interdisciplinary degree jointly offered by The School of Library, Archival, and Information Studies and three other units: the Department of English and the Creative Writing Program in the Faculty of Arts, and the Language and Literacy Education in the Faculty of Education. This collaborative arrangement will continue with the new School administering the program. Enrollment is small, with 10 to 15 students in total, but it is a unique and high profile program, with award-winning and highly successful graduates.

PhD in Library, Archival and Information Studies – The School of Library, Archival, and Information Studies offers a PhD program in library, archival and information studies, which has approximately 15 students.

Future Plans

Within the new School, there will be many opportunities for new initiatives. Some new programs that might be considered include a Masters in Media and Information Design and an undergraduate minor in Media and Information Studies. Some new collaborative programs could be developed with a focus on Indigenous knowledge and records, Indigenous media studies, information policy and ethics, digital media and human computer interaction. In the short term, the School intends to prioritize initiatives that a) capitalize on the shared strengths of the partner units and build capacity and, b) are strongly aligned with the strategic priorities of the University. Priority initiatives to undertake in the first two years of the new School are:

- expansion of course offerings for the BMS from within the School with a potential increase of the annual cohort (in consultation with the BMS Program Committee);
- the introduction of cross-cutting courses open to all master's programs in the school, such as information technology, media literacy, data analytics, digital media design, and information policy: a minimum of 4 cross-cutting courses by 2019;
- strengthening the focus on Indigenous issues across the programs in partnership with the Institute for Critical Indigenous Studies, the Museum of Anthropology, and other partners; establishing a school-wide indigenous curriculum concentration;
- Establishing at least one school-level academic partnership with a leading international academic institution, building upon discussions already underway with the University of Glasgow and Hong Kong University.

Priorities in the next 3-5 years will focus on extending the scope of the School and expanding career opportunities for graduates, including the establishment of a graduate component for Media Studies. The leadership of the School, in consultation with the Advisory Board, will assess the viability of new programs and initiatives based on the many interdisciplinary partnerships and collaborations already under discussion within the partner units. Potential partners include: the Centre for Digital Media, which already offers courses to BMS students), the (proposed) School of Public Policy and Global Affairs, the Master of Computational Linguistics program in the Department of Linguistics and the First Nations and Endangered Languages Program. All of these units/programs are strong supporters of the new School and have initiated meetings and discussions with the partner units on the potential for collaboration.

3.0 Expected benefits or outcomes

The primary benefits of the new School will be greater long-term stability for the programs currently offered by partner units; increased opportunities for interdisciplinary research and education in high profile areas, including digital media, information policy, social media, media theory and data science, and the ability to attract a new, more diverse, and more international pool of students to study there.

Benefits for Students:

A 2016 Report³ describes the pressing need for digitally skilled talent in the Canadian workforce. New career paths, emerging out of rapidly changing technological, economic and social trends, are located at the

³ The Information and Communications Technology Council (2016). *Skills in the digital economy*. <http://www.ictc-ctic.ca/wp-content/uploads/2016/05/Skills-in-the-Digital-Economy-Where-Canada-Stands-and-the-Way-Forward-.pdf>

intersection of content, communication, media and technology⁴. As corporations, organizations and public institutions grapple with how to manage, protect and store digital information, there is increasing demand for skilled digital archivists and librarians. As legacy and emerging media organizations grapple with the shifting online sphere of public information, journalists need to be adept at producing accurate and rigorously researched multimedia stories for mobile and social media platforms. New interdisciplinary roles – for example in data analytics, digital content management, privacy analysis, digital strategy, social media analytics, digital forensics, and game design – are proliferating.

By integrating separate units we will be able to provide our students with more access to digital media, data, information and technology skills that are in high demand. The integration will allow for courses to be shared, while maintaining the distinct identities of specialized, professionally oriented programs. Graduate students will benefit from access to new cross-cutting courses in areas such as data analytics, digital media design, information policy, and media literacy. Our graduates will be poised for innovation and leadership as the next generation of journalists, librarians, and archivists. They will also be better prepared to take on new and emerging digital media roles within and beyond those fields in the emerging intelligence economy. Further, the new School will offer enhanced experiential learning and career services by partnering with the Faculty of Arts Co-op Office and pooling the expertise and resources of the three partner units. For graduate students, the combined unit will also provide opportunities for teaching and mentoring in the BMS program. For undergraduates, it will provide an advanced context for their media studies courses.

Benefits for Faculty:

Faculty will benefit from having a larger cohort of colleagues to share service responsibilities, to provide mentoring and peer support and to draw upon for academic leadership. This will lead to better outcomes for faculty recruitment and retention and better assurances of long-term stability in the unit. They will be supported in the development of existing teaching priorities and initiatives, in the development of industry collaborations, and in the pursuit of cutting-edge research. Within the new School, there will be more opportunities to develop creative and forward-looking initiatives in response to the opportunities afforded by the digital age, including interdisciplinary, problem-based research.

Benefits for UBC:

The new School will build the reputation of UBC in the area of digital media and help to strengthen UBC's contributions to the digital technology sector by enhancing educational opportunities in this area. Serving as an interdisciplinary hub for collaboration, the new School will link students and faculty members in Arts with units in Science, Applied Science, Medicine and Business, creating an outstanding environment for problem-based research and innovation. Two of the partner units are already involved in cross-campus research clusters supported by the Vice President Research: Designing for People and the Hidden Costs of Global Supply Chains. The three partner units jointly proposed the Humanities Excellence Research Chair in Media Studies (with a projected appointment date of 1 July 2018). In addition to creating research opportunities, the new School will serve UBC as an exemplar of professionally-oriented education, including experiential learning, international placement opportunities, student learning outcome assessment, and in-house career development and placement services.

Benefits for Alumni:

Many graduates of the School of Library, Archival and Information Studies, established in 1961, and the School of Journalism, established in 1997, are active and engaged alumni and professionals. They hire and mentor students and give back to the university in many ways. The new School is committed to maintaining these ties at the School and program level, and creating opportunities, such as the Advisory Board, for alumni to provide input. The benefits to alumni will be a higher profile for the School and its programs within the

⁴ <http://www.slideshare.net/webbmedia/tech-trends-for-journalists-9th-annual-online-news-association-presentation>

university, an expanded framework for alumni engagement made possible by the increased size of the School, and the enhanced ability to maintain long term commitments to the professional groups served by the School. By developing, innovating, and collaborating, the new School will be able to provide leadership in the face of the ongoing change in the media and information sectors.

Benefits to British Columbia:

The new digital environment offers many opportunities for the province. New technologies continue to impact the way we work and live and raise complex social and technical challenges. These include the digital divide and community-based access to information, security of government information, public trust in the storage of financial data, the impacts of digital forensics and predictive policing methods upon civil liberties, the ethics of automated data carrying systems such as bit coin and block chain, and the privacy challenges of large health research databases for treatment of disease⁵.

The training of highly skilled, technologically adept, and critical-thinking professionals is essential for the province to effectively meet these challenges. In the context of “fake news,” “alternative facts” and “post-truth politics,” the functioning of a stable democracy in British Columbia and Canada is at stake⁶. Quality public service journalism to inform the public and to generate democratic dialogue about pressing 21st century challenges is essential, across multiple platforms. Similarly, information professionals, including librarians and archivists, provide essential services educating the public in information and media literacy and ensuring access to high quality information and authentic records. The province needs a new generation of creative thinkers equipped with technological know-how and analytical rigor, capable of generating unique socio-technical solutions in response to complex challenges.

The appointment by the BC Premier of President Ono as Chief Advisor of the Innovation Network offers a clear indication of the need for graduates able to contribute to the media, information and technology sector in this province. Graduates of the Bachelor of Media Studies will be remarkably situated to meet this need, with the opportunity to take courses from within Computer Science, Library, Archival, and Information Studies, Journalism, English, Creative Writing, Theatre and Film, Art History, Visual Art and Theory, Fine Arts, and Central, Eastern and Northern European Studies. Graduates of the Masters and PhD programs in the School will have received high-level training across diverse areas such as human information interaction, media ethics, records management, integrated multimedia journalism, information visualization, reporting in indigenous communities, database design, the anthropology of science and technology, new media, information design, social media intelligence, and project management.

The development of interdisciplinary research into issues such as trustworthy data governance, media and archival trends, and policy development are also of vital importance at this time. We anticipate a high level of research collaboration within the new school, cutting across the disciplines represented. This will extend outwards, given initiatives such as new research clusters supported by the VPRI Office, including the Designing for People cluster (The School of Library, Archival, and Information Studies, Computer Science, Engineering, Architecture and Nursing) and the Hidden Costs of Global Supply Chains cluster (School of Journalism and units from the faculties of Arts, Business, Law, Forestry, Science). It will also include involvement in the Advanced Research Computing (ARC) Initiative and many ongoing projects, such as the iTrust Partnership Grant and the Indian Residential School History and Dialogue Centre. Through the School of Media, Information and Journalism (or Media and Information), UBC will be poised to have a major impact in several key areas of research and knowledge translation, such as those listed in Appendix 2.

⁵ Royal Statistical Society (2015) *The Opportunities and Challenges of Big Data*.

⁶ Canada’s Public Policy Forum (2017). *The Shattered Mirror: News, Democracy and Trust in the Digital Age*. <https://shatteredmirror.ca/>

4.0 Structural problems addressed by the new school

Both the School of Journalism, with 5.5 full-time faculty positions, and The School of Library, Archival, and Information Studies, with 13 full-time faculty positions, are small, primarily graduate units, below the Senate minimum size for department status of 15 full-time equivalent faculty members. Combining these two units will increase the profile of the unit with the Faculty of Arts, reduce the faculty administrative and service load by eliminating redundancies across the units, increase the capacity for handling searches, appointments, and promotion, and provide a larger internal pool for leadership.

Solely graduate units are rare at UBC, and are relatively expensive to operate in comparison to units with a mix of undergraduate and graduate students, a wider range of class sizes, and a broader tuition base. Across Canada, the most prominent schools of journalism (e.g. Carleton and Ryerson) and library and information science (e.g. Western and Toronto) have in-house or affiliated undergraduate programs in addition to their graduate level offerings. The inclusion of the BMS in the new School will increase the alignment with comparator units and will increase the financial stability of the whole, although it should be noted that much of the tuition revenue will continue to be channeled to the BMS partner units who contribute courses. Further, it will provide a more well-rounded academic experience for students, with more opportunities to engage with undergraduates and graduates studying in related fields.

In recent years, a similar gradual decline in applications has been experienced by all the graduate professional programs offered by these two units (MLIS, MAS, Dual and MJ) (see Appendix 3), which reflects trends across North America. At the same time, there is a clear demand for graduates with the information management, design and communication competencies afforded by these programs, especially when combined with a stronger digital media, media studies and technology focus. This represents an unmet potential that neither Journalism nor the iSchool can address individually, due to limited capacity. The new School will increase the capacity for technology-based education by sharing instructional resources and cross-listing courses. Instructors with knowledge of media production, data analysis, creative technologies, visual analytics, computer programming, human-computer interaction and social media management and analysis will offer courses across programs in the new School, reducing redundancy and increasing access to these courses. The requirements for existing programs will not be changed, as these are largely professionally oriented programs with specified core learning outcomes; however, a wider range of electives will be made available to students. The new School will investigate opportunities to develop new programs or specializations within the first 3-5 years.

The BMS was established in 2014 as an initiative of the Dean of Arts' office in collaboration with eight academic units, and is in need of an academic home that can provide dedicated student services and oversight. This is a pressing matter because the program is in very high demand and is poised for expansion. The new School will provide a base and administrative oversight for this expansion, which will occur at the discretion of the BMS partner units and the Faculty of Arts. The UBC Vancouver BMS is independent of the UBC Okanagan Media Studies degree and these will continue to function in parallel following the creation of the new School. The UBCO Dean of Arts and Sciences was consulted and supports the new School, seeing it as opening up more opportunities for students to transfer between campuses.

5.0 Relevant UBC strengths and connection to strategic priorities and objectives:

UBC is well situated to support this new unit, which will be unique in Canada. All the component parts currently exist; bringing them together will increase capacity, enable growth, and lead to greater impact. The School of Journalism and the School of Library, Archival and Information Studies have strong faculty contingents, excellent reputations among peer universities and strong community support through their alumni and

professional networks. The new unit will be able to build upon that combined base. The new Bachelor of Media Studies has been phenomenally popular and successful in its first three years of operation, with high international enrolments and outstanding students. Digital media are recognized as an area of strength at UBC; having a focal point for academic research and practice in digital information and media will open up opportunities for closer collaboration with units such as the Centre for Digital Media, and options for new programs and research collaborations that address emerging issues and technologies. As such, the new unit will enable UBC to reach its potential in this area. Vancouver, the Pacific Northwest, and the Pacific Rim provide an environment that is ideally suited to the mission and strengths of the new unit. Vancouver is a digital hub where the majority of British Columbia's growing high tech sector are employed. That sector surpassed 100,000 employees in 2015⁷. There is enormous potential for collaborations with industry and community-based organizations, experiential learning placements and a range of innovative partnerships, which would build on already-existing connections and initiatives.

This proposal aligns with many of the strategic priorities of the university. It will support research excellence by providing a hub for collaborative, interdisciplinary research that cuts across the arts and sciences and is focused on real-world problems. The establishment of the Humanities Excellence Research Chair Media Studies will catalyze new research activity in this area. The proposal aligns with UBC's goals to promote community-engaged and experiential learning, as these are key features of the shared pedagogical vision of the new School. A commitment to Indigenous education and to working with Indigenous partners in the community and across UBC on a range of issues is another area of alignment with the strategic priorities of UBC.

6.0 Comparisons with other institutions

In Canada, there are nine universities with graduate schools or programs in library, archival and information studies. Of these, only the Faculty of Information and Media Studies (FIMS) at Western University offers media, journalism and information studies programs within a single academic unit. While it is the closest comparator to the new School at UBC, FIMS does not offer a professional journalism degree, but a Master of Media in Journalism and Communication.

Other library, archival and information studies programs exist in many different types of disciplinary collaborations, such as:

- The Faculty of Information at the University of Toronto offers information studies and museum studies degrees
- The School of Information Management at Dalhousie University is housed within the Faculty of Management and offers an MLIS and a Masters of Information Management
- The School of Library and Information Studies at the University of Alberta is in the Faculty of Education and offers joint MLIS/MBA and MLIS/MA in Humanities Computing
- Programs also exist at the University of Montreal (within the Faculty of Arts and Sciences), University of Ottawa (faculty of Arts), and McGill University (Faculty of Arts)

The UBC School of Media and Information would be unique in that it would offer professionally oriented degrees in Media Studies, Journalism, Library and Information Science and Archival Science. UBC is the only institution in BC that offers graduate programs in Journalism and Library, Archival and Information Studies.

Appendix 4 provides a summary of international academic units which bring together journalism, information and media studies. Such academic units are almost always Colleges or Faculties with separate departments. This is true of the University of Western Ontario and of Rutgers' School of Information and Communication.

⁷ BC Stats (2017) Profile of the British Columbia Technology Sector: 2016 Edition.

Both these units are large and successful academic units, which offer a range of graduate and undergraduate programs capitalizing on the synergies between media, journalism and information studies.

7.0 Basic implementation timetable

The intent is to have the new School officially established on July 1, 2017; it will launch publicly in September 2017. Faculty, staff and current students will make the transition during the summer of 2017 and the 2017/18 entry cohorts of each program will enroll in the new School in September 2017.

February – April 2017:

- Development of staffing and budget plans
- Faculty consultations and facilitated workshops to develop a shared mission, establish priorities, and determine policies

April 20, 2017: Approval of Faculty of Arts Council

May 17, 2017: Approval of UBC Senate

April – July 2017:

- Preparation of media and marketing materials (i.e. redesign of web content, promotional materials etc.)
- Appointment of Interim Director of the new School by Dean of Arts, for period July 1 2017-June 30, 2018 (contingent upon approvals)
- Identification of senior leadership team of new School (contingent upon approvals)
- Identification of members of advisory board for new School (contingent upon approvals)
- Staffing reconfiguration process, including hiring for new positions

June 15, 2017: Approval of the Board of Governors

July 1, 2017:

- Effective date of the formation of the School and dissolution of parent units
- Effective start date of Interim Director
- Effective start date for new staff positions
- Transfer of students, faculty, structures and finances to new School

July – August, 2017

- Relocation of staff and faculty offices across the 3 physical locations to facilitate integration and collaboration.

September 1, 2017:

- First cohorts admitted to new School
- Initiation of search process for Director, with planned start date of July 1, 2018.

8.0 Review cycle expectations

The Director of the School will work with the constituent groups, including the Advisory Board, the Steering Committee and the School Standing Committees, to develop and implement a shared vision and initiatives, and to establish the frameworks and criteria for success. Strategic planning will be done in consultation with the Dean of Arts, facilitated through annual planning meetings and reliance upon data collected through the UBC

Planning and Institutional Research (PAIR) Office. A primary task of the new Director will be to develop a consultative and actionable strategic plan for the new School in the 2018-2019 academic year.

PAIR data will be utilized to set and track research funding and productivity benchmarks for the new School. Learning outcomes assessment will be carried out at the program level by program chairs and committees, through an annual cycle of data collection and review; this is a requirement for accreditation of the MLIS program, which is scheduled to seek reaccreditation from the American Library Association in 2023.

In addition to annual review and planning meetings between the Dean and School Director, units within the Faculty of Arts undergo periodic external review. An initial external review of the School would be expected after 5 years followed by periodic reviews at 5 year intervals. For the first 5 years, the Advisory Board will assess the new School on an annual basis to provide input to the Dean of Arts with respect to progress on education, research and community outreach goals.

9.0 Size and accommodation of new body

Faculty: All current full-time faculty and faculty lines associated with the School of Library, Archival and Information Studies (13 positions) and the School of Journalism (5.5 positions) will move to the new School. Existing programs will continue to be offered, and therefore, relationships with adjunct and sessional faculty will persist and be carried over to the new School, through annual or term appointments in the new School. Of the 18.5 faculty lines available, one is being held open to accommodate a Director for the new School, to be hired during the 2017-2018 academic year.

The BMS program has no dedicated faculty lines, with faculty leadership (BMS Chair) and course instructors drawn from the 8 partner units, in recognition of the high level of media studies expertise across Faculty of Arts units. This model will carry over following the creation of the new School, although further expansion of the BMS would necessitate discussions of faculty hiring, including whether new positions will be distributed among the partner units or appointed to the new School. The Chair of the BMS program will be appointed by the Dean of Arts through a consultative process, and is most likely to hold an appointment in one of the BMS partner units outside of the new School. When this is the case, he or she will be appointed as an Affiliate in the new School while serving in this role. The search for a *Humanities Excellence Chair in Media Studies* is currently underway. This Chair will teach in the BMS program and will contribute to the direction of the new School. The Chair will have a home department in any unit in the Faculty of Arts.

Staffing: There are currently approximately 9.5 staff members affiliated with the 3 partner units. We anticipate a slight reduction in the future staffing complement of 8 to 9 positions, based on integration of staff roles on a functional basis. A plan for staffing is currently under development in collaboration among the partner units, the Faculty of Arts and UBC Human Resources. Current staff will be retained to the extent possible to benefit from their expertise and to ensure a smooth transition.

Facilities: The initial stage of integration will not involve relocation of the units, although staff and faculty offices may be redistributed through the available spaces to enhance integration, collaboration and effective administration. Current facilities include:

- Irving K. Barber Centre, dedicated 4th floor space, and limited tier 1 classroom booking (School of Library, Archival and Information Studies)
- Sing Tao Building (School of Journalism)
- University Centre Lower Level, tier 1 classroom booking and office space (BMS)

A priority for the first 2-3 years of the School's operations will be to develop a plan for a shared home for the School of Media, Information and Journalism (or Media and Information). The most likely location for the new

School is the Sing Tao Building; however, significant expansion of this space would be needed to house the new School. School leadership will work closely with the Dean of Arts to identify possibilities, and if needed, to conduct a fundraising campaign to enable a consolidated presence on campus. There is an opportunity for an extension or new building next to the Sing Tao building where there is currently a car park.

10.0 Governance

The governance model for the School of Media, Information and Journalism (or Media and Information) is depicted in Figure 1. The School will be formed within the Faculty of Arts through the amalgamation of the School of Journalism and the School of Library, Archival and Information Science, both units within the Faculty of Arts, and the integration of the Bachelor of Media Studies Program, which currently is administered outside the framework of an academic unit. The Director of the School will report to the Dean of Arts who is accountable to the Provost. The Faculty of Graduate and Postdoctoral Studies will provide academic oversight for the graduate programs offered by the School. This general structure is consistent with current practice in the Faculty of Arts.

The School will be led by a Director with have a deep commitment to working at the nexus of media, information and journalism, dedicated to function across academia and professional practice, who will report to the Dean of the Faculty of Arts. The Director will be primarily responsible for developing and implementing the strategic vision and plan for the School, representing the School externally, providing oversight for the activities of the faculty, staff and programs, managing and allocating resources, identifying metrics for success, and creating an appropriate review cycle. The Director will work collaboratively with departments and internal and external units that have faculty members with joint appointments in the Schools.

An **Advisory Board** will be established to advise the School Director and the Dean of Arts on matters of the School. The Advisory Board, will be chaired by an individual elected by the members and will be composed of:

- representatives from UBC units involved with the School through collaborative programs
- at least one representative from each of the relevant professional communities (library and information professionals, archival professionals, and journalists),
- industry leaders in the Vancouver digital media and technology sector,
- a community leader with a successful history of fundraising,
- an indigenous community representative and
- student representatives

The Director of the School of Media, Information and Journalism (or Media and Information) will serve on the Board as an ex-officio member. The Board will offer advice on strategic planning with respect to education, research and community involvement and will provide support in building industry and professional connections. The Advisory Board will meet at least bi-annually.

The internal administrative structure has been designed to respect the disciplinary and professional clusters within the school, while providing an equitable and inclusive framework for decision-making and governance. Position descriptions for Chairs, Heads and Coordinators, and terms of reference for all committees will be developed collaboratively by faculty in the partner units prior to September 1, 2017, as outlined in Section 7.

Steering Committee: The Steering Committee will serve as an executive leadership team in the school and will be composed of the Director and the Branch Heads. The three branches will have equal representation on the Steering Committee. The mandate of the Steering Committee will be to advise and assist the Director in making operational decisions with respect to the allocation of resources and funding for student and program-related activities, the assignment of teaching responsibilities, hiring of adjunct instructors, and the development and application of policies and procedures that impact School programs. In addition, the Steering Committee will

serve as a forum to discuss and share information across all branches and programs, and to enable the School to act collectively on its strategic priorities. The Steering Committee will meet monthly throughout the winter term.

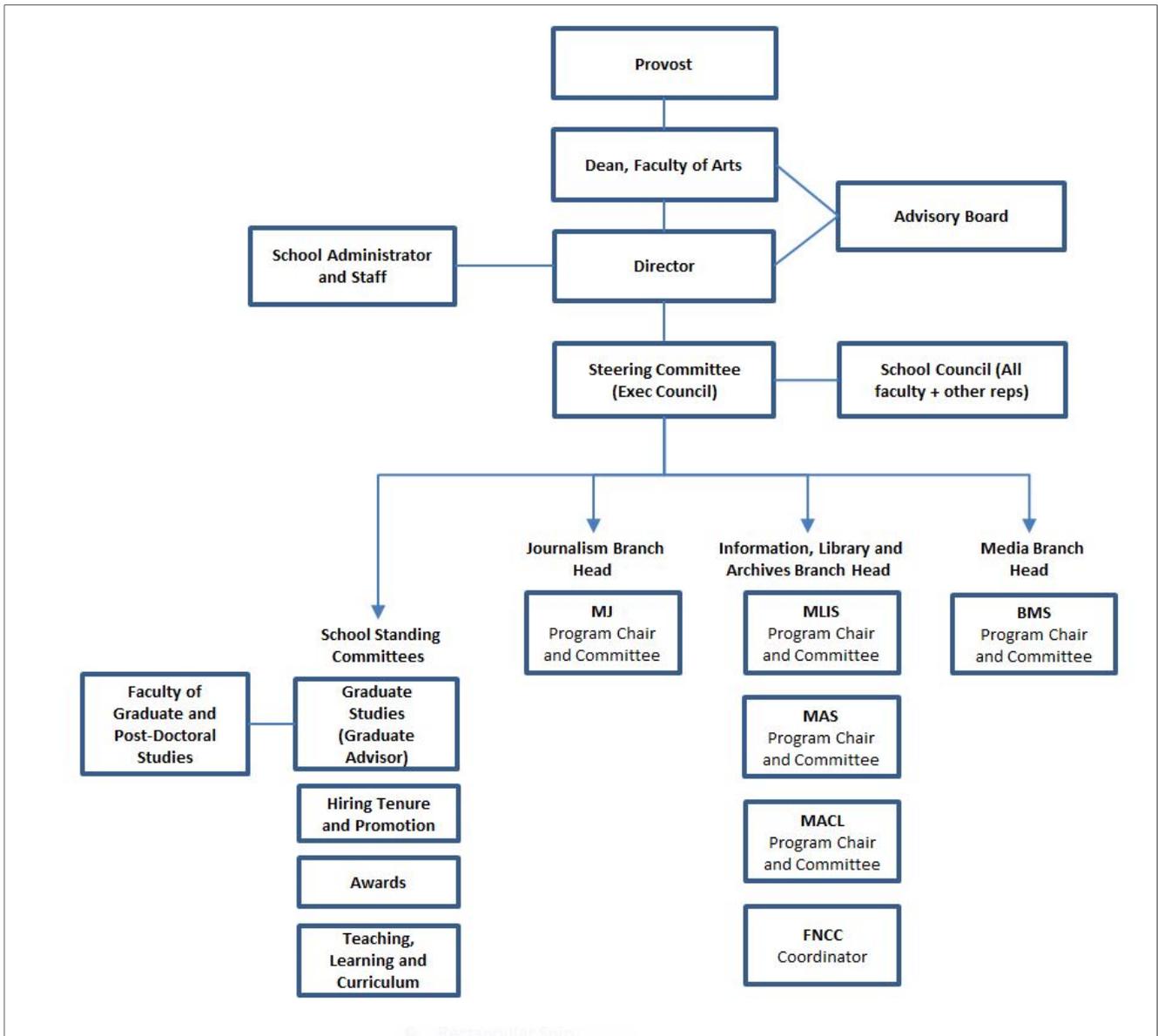


Figure 1: Governance Structure for the new School

School Council: The School Council will be made up of all faculty members appointed in the unit, including those with Affiliate appointments. Standing Committees with school-wide responsibilities (e.g. Awards, Teaching, Learning and Curriculum) will report to the School Council, which will vote on proposals put forward. Agreed-upon principles and policies to ensure equitable and inclusive representation and decision-making will be developed collaboratively by faculty members and implemented prior to September 1, 2017. A core principle of the new school will be that the whole school will be strengthened when the individual components within the school are supported according to their unique needs. Voting policies will include the following stipulations:

- Decisions affecting the whole school will pass only when supported by a majority of faculty members in each of the three branches;
- Decisions affecting a specific branch require only a majority of faculty members in the relevant branch to pass.

Branches and Programs: The foundational pillars of the new school will be represented by three branches, underpinned by strong and distinct educational programs: the Journalism Branch, the Libraries, Archives and Information Branch, and the Media Branch. Each branch will be represented by a Branch Head, and each program will have a Program Chair and a Program Committee. Formal specializations, such as the First Nations Curriculum Concentration, will have Faculty Coordinators. Branch Heads may also serve as Program Chairs. Program Committees will consist of a minimum of 2 faculty members drawn from the relevant Branch (one as Chair), one student representative, and a community or alumni representative. For the MACL and the BMS, which are collaborative programs, faculty members from partner units will be included in the program committees. Programmatic initiatives, such as proposals for new courses, program reviews, or changes in program requirements will initiate from the Program Committees and be brought forward to the School Council for final approval.

Program Chairs typically will be appointed by the Director in consultation with the faculty members teaching in each program. In the case of the collaborative BMS program, the Program Chair will be appointed by the Dean of Arts in consultation with the BMS Program Committee and the Director of the School. Branch Heads will be elected by the faculty members associated with each Branch.

School Standing Committees: School-wide committees will coordinate student awards (Awards Committee) and provide leadership regarding teaching, learning and curricular initiatives (TLC Committee). A cross-school Graduate Studies Committee will be headed by the Graduate Advisor and PhD Chair, who will serve as the primary point of contact between the graduate programs of the school and the School of Graduate and Postdoctoral Studies. This committee will provide oversight for the Doctoral Program and will handle issues of graduate student standing and conduct.

Faculty Appointments

Matters pertaining to appointment, reappointment, and promotion and tenure (APRT) of core faculty will be handled according to standard practice for units within the Faculty of Arts. Annual reviews of all faculty members will be conducted within the units, with annual reports forwarded to the Dean's office. The Director will be responsible for presenting files for reappointment, promotion and tenure to the School Standing Committee, and for forwarding the decision and case to the Dean's Advisory Committee on Promotion and Tenure, and the Dean of the home Faculty will present the case to the President's Senior Advisory Committee. Appointments in more than one academic unit will be handled as usual, ensuring that procedures with respect to career progress are clearly laid out in writing at the time of appointment or transfer of appointment.

Following Policy 42, adjunct professors are individuals with special professional expertise without formal appointments at UBC. Adjunct faculty are essential to the delivery of the professionally-oriented programs in the new School and will be appointed for teaching and/or research duties on an annual or term by term basis by the Director, in consultation with the Steering Committee. Adjunct faculty may serve on Program Committee, but would not normally have membership on the Faculty Council.

The School will welcome participation, partnerships and collaboration with faculty and units from across UBCV, UBCO and research institutions, units and campuses across the province. We have identified a number of ways that individual colleagues or academic units could participate in the School:

- Cross-listing and or collaborative teaching of courses relevant to graduate students across programs;

- Participation in joint research;
- Formalizing ongoing research and/or teaching collaborations, while retaining appointments in other units, via associate, affiliate or cross-appointed faculty;
- Participation in the advisory boards, thesis committees, and scholarship and review committees;
- Mentoring, advising and participating as a client for student projects, student teams, etc.;
- Joint development of curricular specializations or programs, including professional development and summer programs

12.0 Funding plans and expectations

The budgets of the School of Library, Archival and Information Studies and the School of Journalism will be combined to form the basis of the budget for the new School, without any substantial projected increase or decrease of the overall amount of these budgets. Some additional funding will come from the BMS program to cover the staffing and operational costs associated with the program. This combined budget will meet the needs of the new School in delivering the programs outlined in Section 2.

The budget will include the salaries of the combined complement of faculty and staff required to deliver the programs and services of the School. Staff numbers in the new School may be slightly reduced from the combined staff of the 3 partner units due to redundancy of responsibilities, but this will have a minor impact on the overall budget. Operational funding for the new School will be determined using the standard budget formulae for undergraduate and graduate programs in the Faculty of Arts.

Funding to support the collaborative BMS will be distributed to the partner units directly from the Faculty of Arts, through their unit budgets, in accordance with the number of BMS courses offered by each. As the administrative home of the BMS, the new School will receive funding for staffing and student services associated with the BMS, in addition to funding to cover the costs of BMS courses delivered by the new School.

Endowment funds, donations, student awards and other distinctive sources of funding associated with the partner units will be transferred to the new School, but where there is an historic affiliation with a particular academic program, those affiliations will be retained. For example, endowment funds and student awards associated with the School of Journalism will be allocated for uses associated with the MJ program in the new School. Similarly, student awards associated with the MAS or MLIS programs will continue to be dedicated to those programs.

For the first 3 years of operation, special initiatives that generate revenue, such as summer programs or continuing education offerings, which are undertaken by the partner units and faculty teaching in specific programs, will retain their programmatic affiliations, and the revenues generated will be allocated in support of those programs. After 3 years, this approach will be reviewed and reconsidered to determine if it meets the needs of the programs and the School.

13.0 Results of consultation process

The proposal has been developed and improved upon with input from many stakeholders, gathered through a thorough consultation process. Information on the development of this proposal are provided in Appendix 1 and details concerning the formal consultation process and results can be found in Appendix 5. In general, well over 500 faculty, students, alumni, employers, emeriti and other stakeholders were invited to provide feedback on a draft proposal in December 2016 and January 2017. Key individuals internal and external to UBC were send direct email requests for input and the proposal was circulated more broadly to students, alumni and professionals on listservs. Through targeted meetings, town-hall meetings, and an email campaign, we received

valuable input from over 150 stakeholders. We were able to address many of the concerns that were raised in this version of the proposal through the provision of more detail, and through discussion and negotiation with faculty members. All faculty members who would be impacted by the creation of the School and the migration of the existing structures to the School have been invited to provide their feedback at various stages in the process, and the proposal and the planned governance structures have been revised to reflect this input.

APPENDICES

Appendix 1: Proposal Advisory Process

Proposal Development History

May, 2016 - An initial agreement in principle to develop a merger proposal was drafted by the heads of the School of Journalism and the School of Library, Archival and Information Studies, and reviewed by the Dean of Arts, who provided feedback and encouragement.

October 2016 - An initial proposal (V1) for the integration of the two schools and the BMS into a new School of Media and Information was developed, shared with the full time faculty and submitted to the Dean of Arts. The proposal was positively received and feedback was provided.

December 2016 - A revised and expanded proposal (V2) incorporating feedback from the Dean and the heads of the BMS partner units was prepared and circulated in the public consultation described in Appendix 5.

March- April 2017 – A further revised and expanded proposal (V3) incorporating feedback from the consultation process was prepared in March 2017, shared with faculty, students and other stakeholders, and put forward for a vote of the Faculty of Arts Council in April.

At the request of the Dean of Arts, this proposal was developed collaboratively by:

- Richard Cavell, Professor, Department of English, Co-Founder and Chair, pro tem, of the Bachelor of Media Studies Program
- Luanne Freund, Associate Professor and Acting Director, School of Library, Archival and Information Studies; and
- Alfred Hermida, Associate Professor and Director, School of Journalism

Appendix 2: Potential Research Areas of Impact

The proposed School of Media, Information and Journalism (or Media and Information) is poised to have a major impact in the following areas:

- Studies of social media and digital civics
- Records and information policy and management: ethics, sustainability, governance, access
- Digital media and public policy
- Digital story-telling norms and practices
- Data science/information science/archival science
- Digital preservation
- Information interaction and design

Appendix 3: Program Enrolment Data

Master of Library and Information Studies Enrolment Data (iSchool)

	2015	2014	2013	2012	2011
Applications	140	148	177	208	240
Offers	98	110	110	120	120
New registrations	63	71	72	73	78
Total enrolment	160	156	160	170	181

Master of Archival Studies Enrolment Data (iSchool)

	2015	2014	2013	2012	2011
Applications	29	39	40	42	68
Offers	20	25	25	24	27
New registrations	8	14	13	12	20
Total enrolment	27	28	31	30	33

DUAL MAS/MLIS Enrolment Data (iSchool)

	2015	2014	2013	2012	2011
Applications	38	32	36	56	67
Offers	23	18	11	17	21
New registrations	14	12	7	12	13
Total enrolment	35	40	44	46	44

Master of Arts in Children's Literature (iSchool, English, Creative Writing and Language and Literacy Education)

	2015	2014	2013	2012	2011
Applications	13	11	27	16	15
Offers	7	5	7	10	8
New registrations	2	3	4	9	4
Total enrolment	9	18	22	22	18

Master of Journalism Enrolment Data (School of Journalism)

	2015	2014	2013	2012	2011
Applications	133	116	149	182	189
Offers	55	54	38	42	41
New registrations	38	32	30	29	27
Total enrolment	76	72	74	66	68

Bachelor of Media Studies Enrolment Data

	2016	2015	2014
Applications	695	511	Pilot Year
Applications with Supplemental Materials	440	392	
Offers	71	75	
New registrations	41	39	

Appendix 4: Comparator Schools

A: Members of the iSchools⁸ Organization

Michigan State University: College of Communication Arts and Sciences

- 5 departments: Advertising + PR, Communication, Communicative Sciences & Disorders, School of Journalism, Department of Media and Information
- Ranked 9th in Communication and Media Studies, QS World Rankings
- Interesting example : <http://cas.msu.edu/welcome-back-2/>

Florida State University - College of Communication and Information

- 3 Schools: School of Communication, School of Communication Science & Disorders, School of Information
- 7 Undergraduate Programs: Advertising, Communication Science & Disorders, Information Technology, Information, Communication and Technology, Media/Communication Studies, Digital Media Production, Public Relations
- 9 Master's Programs, including: Information Technology, Integrated Marketing Communication, Library and Information Studies, Media & Communication Studies, Public Interest Media Communication, Integrated Marketing Communication
- 3 PhD Programs and 8 Certificates
- Ranked 39th in Communication and Media Studies, QS World Rankings

University of Kentucky: College of Communication and Information

- 5 Units: Dept. of Communication, Integrated Strategic Communication, Graduate Program in Communication, School of Journalism and Media (2 undergraduate programs), School of Information Science (undergraduate minors and separate graduate programs in Information Studies and Information Communication Technology).

Rutgers: School of Communication and Information

- 2 Departments: Journalism and Media Studies and Library and Information Science
- 5 undergraduate offerings: Majors in Communication, Information Technology and Informatics, and Journalism and Media Studies and Minors in Gender and Media, and Digital Communication, Information and Media
- 2 Master's Programs: Master of Information, Master of Communication and Information Studies

University College Dublin: School of Information and Communication Studies

- 2 Undergraduate Programs: Information and Library Studies, Information and Social Computing
- 3 graduate programs: MSc Digital Curation, MSc Information Systems, Masters in Library and Information Studies

University of Tsukuba in Japan: Graduate School of Library, Information and Media Studies

University of Siegen, Germany: School of Media and Information

- 3 research institutes: Socio-Informatics; Media Research; Science, Technology and Media Studies
- 1 Master Program: MSc in Human Computer Interaction

⁸ The iSchools organization <http://ischools.org/> is an international consortium of Schools dedicated to advancing the information field, of which the UBC School of Library, Archival and Information Studies is a member. The new school would continue to hold membership in this organization.

B: Other Comparators (not members of the ISchools Organization)

University of Colorado Boulder: College of Media, Communication and Information

- 6 departments and 6 undergraduate programs: Communication, Information Science, Journalism, Media Production, Media Studies, Strategic Communication
- 5 Master's programs: MS Information Science, MFA Interdisciplinary Documentary Media Practices, MA Journalism, MA Media and Public Engagement, MA Strategic Communication Design
- Unique interdisciplinary approach (see core course across all departments <http://www.colorado.edu/cmci/concepts-and-creativity>)

Western University, Ontario: Faculty of Information and Media Studies

- 2 undergraduate Programs: Media, Information and Technoculture and Media and the Public Interest
- 5 Master's Programs: MA Media Studies, MA Popular Music and Culture, Master of Health Information Science Master of Library and Information Science, Master of Media in Journalism and Communication

Curtin University, Australia: School of Media, Culture and Creative Arts

- 6 departments: Communication and Cultural Studies; Information Studies; Internet Studies; Journalism Screen Arts; Social Sciences and Security Studies

Bergen University, Norway: Department of Information Science and Media Studies

- 2 units merged in 2004 - <http://www.uib.no/en/infomedia>
- Expansion in 2017 with establishment of an industry-research hub: Media City Bergen (some parallels with Centre for Digital Media)
- 8 Research Groups: The Media, ICT and Cultural Policy Research Group,, The Interaction Research Group, Journalism studies, Climate change: media, politics and society, Research group for Logic, information and interaction, The Rhetoric Group, Semantic and Social Information Systems, Visual Studies

Appendix 5: Consultation Report

Initial discussions regarding the proposed integration were held within the partner units and with the Dean of Arts and Associate Deans between the summer of 2015 and the fall of 2016. Several early concept papers were developed, shared and revised throughout this period, with input from faculty within the partner units, and leading to the development of the first draft proposal in early December 2016.

A public consultation took place during December 2016- January 2017. The draft proposal and consultation questions were circulated via email to UBC units, faculty, alumni, employers and current students. In addition, a number of in-person consultations and townhall meetings were held.

A number of strong themes emerged across these consultations and stakeholder groups, which we have addressed in the current proposal. These are:

- Governance: balancing autonomy with cohesion
- Maintaining disciplinary and professional identity
- Clarity on benefits of the integration and the new school

In person meetings

Q&A Session within the Faculty of Arts Heads and Directors Meeting – January 5, 2017

The proposal was shared with Heads and Directors and presented by Drs. Cavell, Hermida and Freund for discussion at the meeting. Attendees expressed support for the establishment of the school and acknowledged that it would help to address the growing need for information and media literacy among students and within society more broadly. The possibilities for collaboration between the school and a number of units within Arts were identified.

Townhall meetings

- **iSchool Townhall – January 14, 2017** Facilitated by the Acting Director and faculty members of the iSchool, joined by Director of Journalism, Dr. Hermida and attended by community members (alumni, students, employers, emeriti faculty).
- **Journalism Townhall – January 15, 2017** Facilitated by the Director and faculty members of the School of Journalism, joined by iSchool Director, Dr. Freund and attended by students, alumni, and adjunct faculty. The event was also live-streamed.

Well over 50 individuals attended each of the townhall meetings. Many of the questions focused on clarifying information in the proposal with respect to the status of the existing programs in the new school, the relationships between the programs, including cross-listing of courses and the possibilities for new programs. Numerous questions focused on how the programs would maintain their distinct identities and the extent to which recruitment and reputation may be affected. Some questions were raised about the fit between the iSchool, Journalism and Media Studies and if other partnerships had been considered.

Some participants were concerned about the timeline and the process of consultation, which was perceived to be rushed.

Meeting with UBC Student Leaders - 18 January 2017

A consultation meeting with Faculty of Arts Student Councillors and student Senators was held at the Nest, with Profs. Hermida and Cavell present and with Acting Dean Harrison in attendance. Students' questions were generally concerned with curricular changes and the "value added" of the integration to the degrees that will be offered by the new School. Students were assured that at this stage no curricular changes were contemplated.

Once the integration is complete, lateral connections between the School's three pillars will provide curricular enhancement to the degrees offered by the School.

Email Consultations and Input

UBC Units

A draft proposal and consultation form (Appendix 6) was shared widely in early December 2016 with UBC unit heads, including UBC Deans, Heads and Directors within Arts, Graduate and Postdoctoral Studies, UBCO Faculty of Arts and Sciences, and others. We received 15 responses, with 14 indicating either full support, or support with suggested changes, and 1 indicating no interest in the proposal.

Heads of UBC units were generally enthusiastic about the opportunities for the merger, stressing the opportunity for UBC to provide leadership in the area of digital media and information and the role the new school could play in supporting interdisciplinary teaching and research.

A number of concrete suggestions were made that we have addressed in the revised proposal:

- A stronger emphasis on Indigenous, aboriginal and First Nations components of research and teaching and partnerships that already exist within the iSchool and Journalism and will be enhanced in the new school.
- A stronger emphasis on the role that the Arts Co-op program plays within the partner units and the potential for an expanded role in support of the new school, as a locus for professionally-oriented education.
- A strong emphasis on the public service mission of the professional programs currently offered by the two Schools.
- A stronger emphasis on the research strengths of the partner units and the research potential that will be enabled in the new school.
- Acknowledgement that the new school will promote science and technology literacy and research, in addition to the focus on the arts.

Professional Associations and Employers

Written responses were received from three professional associations for archivists (Canadian Council on Archives, the Association of Canadian Archivists and the Archives Association of Alberta). Responses highlighted the importance of the MAS as the leading graduate program for archival studies in Canada, acknowledged many of the potential benefits, and identified a number of issues:

- Concerns that the MAS would not be supported in the new school and the disciplinary identity of the MAS program would be lost
- Concerns that the proposed governance model would not allow for sufficient autonomy of the MAS program, and requests for a program chair
- Concerns that extensive cross-listing would undermine the unique nature and value of the program
- A desire to see the name of the profession (archival studies) in the name of the school
- The lack of a shared physical space for the school

Written responses from the heads of several large library employers, including the Simon Fraser University Library, and the Vancouver, Surrey, and West Vancouver Public Library Systems, and from Library and Archives Canada. Most of these responses were supportive, recognizing the potential for the new school to open up opportunities for graduates and to increase the range and level of skills among graduates. Proposed changes included:

- More emphasis on enhanced opportunities for the development of key skills: technology; big data, digital humanities, digital media, etc.
- More emphasis on the ongoing value and importance of information and records in print formats, relative to the current focus on digital materials
- Clarity on how this proposal may affect the accreditation status of the MLIS program by the American Library Association, which is essential for employers,
- Clear mechanisms for the involvement of the professional communities in the governance and planning for the new school
- More emphasis on how the new school will increase the diversity of the student body, as the profession is in need of diverse graduates, who are representative of the communities they serve.

UBC Students

Input was received from students directly at the townhall meetings and via written submissions. Most of the concerns were raised by graduate students in the School of Journalism and the iSchool.

Some students expressed positive views on the integration and the expanded opportunities it would afford to students.

The primary concerns expressed by students related to:

- Concerns at the potential for devaluing of and a loss of identity for their distinct graduate programs, including concerns regarding the absence of the terms: journalism, library and archives, in the name of the combined school
- A desire for more clarity on the goals and benefits of the new school
- A concern that the integration would change the requirements and/or the designation of their degrees and a desire for more clarity on this issue.
- Concerns that cross-listing of courses could reduce their opportunities to take essential or high demand courses in their own programs.

UBC Alumni

Approximately 25 emails were received from alumni, the majority of which were graduates from the MLIS, MAS and Dual programs in the iSchool. Some of these were very supportive and identified valuable outcomes for students in terms of shared interests across these fields, interdisciplinarity, access to more resources and opportunities, and broader career opportunities. Others raised issues similar to those raised by current students. The proposal was shared on the Journalism alumni page. While some alumni were supportive, there was significant disquiet about the perceived diminished role of Journalism in the new unit. Overall, the most common issues raised were:

- Concerns at a loss of identity for the programs and requests for greater say for the programs in the new school
- Clearer articulation of the areas of cross-over between programs and the benefits of merging
- The lack of clearly articulated changes in the programs in response to current developments, including greater emphasis on technical skills, more access to funding and resources
- Concerns at a loss of reputation for the programs within the shared institutional framework

Faculty (Current, Emeriti and Adjunct)

Full time faculty in all the partner units were engaged in the discussion from early in the process and earlier drafts of the proposal were shared with them and their input was solicited. The draft proposal shared in December reflected the input from faculty throughout the process. Eight responses were received from faculty in the public consultation, including four from Emeriti, three from adjunct faculty, and one from a full time faculty member. A number of adjuncts from Journalism also providing feedback. Some of the input was supportive, and some of it echoed raised concerns raised by others, including:

- Concern over the diminution and dilution of Journalism in the new proposed unit.
- Concerns over equitable and inclusive governance structures given the discrepancy in faculty numbers between the two existing Schools.
- Concern for ALA accreditation status of MLIS degree
- Concerns at a loss of disciplinary identity and reputation at the program level
- Concerns at the lack of emphasis on print culture in the description of the new school
- Need for information on comparable mergers and lessons-learned

Summary of key points and how they are addressed in the proposal

Issues	Response	Report Section
Governance		
Stronger program level representation and equity	The governance structure has been revised to incorporate School Branches, with equitable and inclusive representation of all components of the new proposed unit.	11
Clear mechanisms for the involvement of professional communities in the new school	This is addressed in the governance section through the added description of the Advisory Board and its membership	11
Lack of information on comparable programs and previous mergers	There are no direct comparators as most academic units that combine Library and Information Studies, Journalism and Media Studies are at the college or faculty level, rather than combining these within a single school. However, we have added some information on comparators in the report.	6
Program Offerings		
Concerns that the programs and associated degrees would be negatively affected	The proposal is now more clear on the status of the programs, which will not change. The names of the degrees, which are UBC degrees will also not be affected, and this is stated in the report.	2
Concerns for loss of identity for the professional programs; need to maintain distinct disciplines	This is addressed, in part through the revised governance model and through a change in emphasis throughout the proposal – away from “convergence” to the value of interdisciplinary problem solving through disciplinary collaborations. It is clear that the new school will need to invest resources into the design of an integrated website and promotional materials that will highlight each of the unique programs and their strengths, as well as developing a branding and recruitment strategy that highlights the programs.	11

More emphasis on science and technology and technology skills	This is central to the rationale for the new school and is now stated in an expanded section on the educational programs.	2
Impact on MLIS Accreditation	The only stated concern of ALA regarding accreditation is that the MLIS have leadership at the program level, which is addressed by having a Program Chair and Program Committee	11
Name, Scope and Aims of the School		
Lack of emphasis on the importance of print materials and print culture alongside the digital	The school will retain its commitment to the study of print media and associated professional skills. This has been clarified throughout the proposal	
Need for increased diversity of student body	Diversity of the student body will be increased through a stronger international profile and recruiting.	3
Diminution and dilution of Journalism in the name of the school, and similar concerns raised by the Archival community	These concerns have lead to the identification of variations for the name of the unit, among which School of Media, Information and Journalism is one option and School of Media and Information is another. This discussion is ongoing. One response to these concerns is the addition of a three Branch structure for school governance, which includes a Journalism Branch, an Information, Library and Archives Branch and a Media Branch.	1
Need for more clarity on benefits of the integration	This is presented in much more detail in this version of the proposal.	3
A stronger emphasis on Indigenous, aboriginal and First Nations components	This is an essential component of the new school and has been added to the proposal	2
More emphasis on experiential learning and career services as central features of the new school	The possibility of working with Arts Co-op, the Centre for Community-Based Learning, and Student Services to provide an outstanding suite of professionally oriented learning and career services is one of the benefits of the new school: this has been added to the proposal	3
More emphasis on the research opportunities afforded by the new school	This has been addressed in the proposal	3, 5
Consultation Process		
Perception of rushed consultation	We extended the original deadline for submissions and added a second round of consultation, with the revised draft (V2) shared with the community and discussed at a single townhall for all stakeholders of the new school	

Appendix 6: Consultation Request

Consultation Request – Proposed School of Media and Information
December 2016-January 2017

We are requesting feedback on the proposal to create a School of Media and Information within the Faculty of Arts. The new unit will be created by combining two existing units: The School of Library, Archival and Information Studies (iSchool) and the School of Journalism, and integrating the recently established Bachelor of Media Studies Program.

We anticipate that you may have some interest in this proposal and we would appreciate receiving your comments via this form. **Please respond no later than January 6, 2017 by return email. Thank you! [Extended until end January]**

Response:

In your comments, please indicate your interest and/or level of support for the proposal:

- I support the proposal as written I support the proposal with changes (please suggest changes).
 I have no interest in the proposal I oppose the proposal (please indicate reasons)

Brief Rationale:

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Respondent Information:

Name and Position:	Dept./School:
Faculty:	Phone/Fax:

Additional specific feedback to aid in the refinement of the proposal:

1. What, If any, benefits do you envision from the establishment of a School of Media and Information at UBC?
2. What, if any, effect might the establishment of a School of Media and Information have on your unit/group/organization?
3. What, if any, concerns do you have regarding the proposal? How could we strengthen the proposal to address these concerns?
4. What suggestions do you have for ensuring that this integration would be successful? What do you see as important values, features or guiding principles for the UBC School of Media and Information?