December 1, 2015

American Library Association
Office for Accreditation
50 East Huron Street
Chicago, Illinois 60611-2795

Dear Professor Howland,

I am pleased to submit the attached biennial narrative report to the ALA Committee on Accreditation, on behalf of the School of Information Studies at the University of Ottawa.

The report highlights the school’s continuing compliance with the accreditation standards since the submission of its Program Presentation in August 2013. In particular, the report emphasises the assessment of student learning outcomes and the evaluation of student achievement in the context of systematic program planning and development. The report concludes with a brief assessment of the challenges the school is currently facing.

If the Committee requires any further information on the matters covered in the report, please do not hesitate to contact me.

Yours sincerely,

Sylvie Grosjean
Interim Director and Associate Professor
School of Information Studies

enc: 2015 Narrative Report

cc: Ginette Malette, Administrative Officer, School of Information Studies, University of Ottawa
Lynne Bowker, Vice-Dean, FGPS, University of Ottawa
Kevin Kee, Dean of Arts, University of Ottawa
Karen O’Brien, Director, ALA Office for Accreditation
INTRODUCTION

The School of Information Studies (ÉSIS) at the University of Ottawa submitted its first *Program Presentation* in August 2013, and was granted initial accreditation for its MIS program in January 2014.

On March 1, 2015, at the request of the Committee on Accreditation (COA) via its initial accreditation decision letter, ÉSIS submitted a *Special Report* providing an update on the school’s progress in incorporating direct and indirect assessment measures of student learning outcomes into its systematic planning and applying the results of evaluation of student achievement to program development. In its response to that report, the COA did not ask for any additional information but noted that a Biennial Narrative Report was to be submitted on December 1, 2015.

The school also submits annual statistical reports to ALISE and the COA. In response to the statistical report submitted on December 1, 2014, the COA requested clarification on the number of degrees awarded and the program’s total income as they related to the previous year’s statistical report. In response to that request, the school submitted a *Special Report* on October 1, 2015, noting that the figures for 2013 referred to in the COA’s letter were not the figures that the school had reported, and that there had in fact been no significant variance between the figures reported for 2014 and those that had been reported the previous year.

This Narrative Report highlights the school’s continuing compliance with the accreditation standards since the submission of its *Program Presentation* in August 2013. In particular, the report emphasises the assessment of student learning outcomes and the evaluation of student achievement in
the context of systematic program planning and development. The report concludes with a brief
assessment of the challenges the school is currently facing.

CONTINUING COMPLIANCE WITH THE ACCREDITATION STANDARDS

Standard I: Systematic Planning

Planning and evaluation for the MIS program are carried out under the ÉSIS Program Planning
Framework that was put in place formally in 2012.

The second iteration of a four-year planning cycle was initiated in 2014-2015 with a review of
the school’s mission, goals, and objectives. In June 2014, as part of that review, the school organized a
planning session attended by external stakeholders representing employers in various sectors of the
information community and graduates of the program, as well as ÉSIS faculty and staff. Participants
were invited to share their views on current and emerging trends in the information sector, and to
identify what they consider to be the key educational requirements for today’s information
professionals. A brief summary of the session is attached as Appendix A.

With input from that planning session as well as from numerous internal discussions on various
aspects of the program, the strategic priorities that were established for the period 2010-2011 to 2013-
2014 have been the subject of ongoing review over the past eighteen months. The principal areas
identified for strategic development are the academic program and student experience, research
development, resources and infrastructure, community engagement, and marketing and visibility. A
“working draft” of strategies and actions currently under consideration, which has been shared with the
ÉSIS External Advisory Committee, is attached as Appendix B.

For 2015-2016 (Year 2 in the planning cycle), the focus is on teaching and learning. At the centre
of that focus is the assessment of progress in achieving the ÉSIS Program Objectives that were
established in 2012 in the form of student learning outcomes for the MIS program. The school uses a
broad range of mechanisms (both direct and indirect) to assess student learning outcomes—course
assignments and exams; employer evaluations of students on CO-OP placements; capstone courses and the master’s thesis; student course evaluations; reports submitted by students completing CO-OP and experiential learning assignments; surveys of students on CO-OP placements, students completing their studies, and alumni; and post-degree employment statistics. The data collected by means of those mechanisms over the past three academic years (2012-2013 through 2014-2015) now form the basis for a comprehensive assessment of the degree to which the learning outcomes have been achieved.

Appendix C provides details on the mapping of the assessment mechanisms used in the program to specific student learning outcomes, the type of data that have been collected, and the results thus far of the data compilation. Further details on the assessment process as it relates to the curriculum are provided in the section on Standard II below.

The school’s MIS program is also the subject of a regularly scheduled cyclical review being conducted under the University of Ottawa’s Institutional Quality Assurance Process. The cyclical review entails production of a self-assessment report covering all aspects of the program—objectives, curriculum, faculty, students, administration, and resources—followed by a site visit and report by external evaluators and a review of both reports by the Graduate Program Evaluation Committee of the Faculty of Graduate and Post-doctoral Studies. The school’s self-assessment report is due to be submitted in the spring of 2016.

**Standard II: Curriculum**

In 2014-2015 ÉSIS implemented an extensively revised curriculum designed to ensure that all students receive a solid grounding in the core competencies of the profession. Under the revised curriculum, all students must complete seven mandatory foundation courses plus either a capstone course or thesis, with electives making up the remainder of the 48 course credits required to complete the program.
A review of this revised curriculum is currently in progress. An initial meeting of teaching faculty was held in August 2015 to launch this review with particular attention paid to assessing how well the core courses address the student learning outcomes (SLOs) defined for the MIS program. In November 2015 the results of that meeting were tabled for discussion at a face-to-face meeting with representatives of community stakeholders on the ÉSIS Curriculum Advisory Committee, including employers and graduates of the program. The revised curriculum was also discussed by current students at the end of November 2015, in a focus group organized by the Faculty of Graduate and Post-Doctoral Studies as part of the university’s cyclical review of the MIS program.

Preliminary discussions and the data compiled for the assessment of SLOs suggest that the revised curriculum is, in fact, supporting the program’s objectives in a more systematic way. No substantive program changes have been proposed to date. A final report that includes the SLO assessment data compiled for the two full years of the first iteration of the revised curriculum as well as the results of the review by the teaching faculty and consultations with the program’s constituencies will be prepared and distributed for review in April 2016, to conclude this process.

The iPortfolio capstone experience was offered again as an elective course in the winter of 2014. For this iteration of the course, students used WordPress as a platform for developing their portfolios, giving them a full range of options and plug-ins (text, graphics, presentations, and video) with which to demonstrate their achievements and competencies as well as an opportunity to develop additional technology skills.

The first cohort of students enrolled under the revised curriculum will be graduating in 2016 and will be required to take the Case Problem capstone course that is being run for the first time this winter. A team of three ÉSIS professors is currently refining details for the course structure and content, to give students more flexibility to demonstrate their core competencies and greater opportunities to demonstrate team-building skills. Students in the course will work in small teams to produce a project
plan for the creation of a digital repository of information resources within an organizational setting of their choice. The project plan will include elements such as a value proposition, an environmental scan, a budget proposal, and a framework for evaluation of the project results. A panel of professors will evaluate the team deliverables using a rubric that assesses the knowledge and skills demonstrated in those deliverables against the student learning outcomes defined for the MIS program. The panel of examiners will also evaluate the students’ oral presentations of their project plans and their responses to questions posed by the panel.

As of September 2015, students in the thesis option of the MIS program are being given the opportunity of obtaining their degree with a “Specialization in Science, Society, and Policy.” The specialization is offered in collaboration with an interdisciplinary program created by the University of Ottawa’s Institute for Science, Society and Policy (ISSP). To qualify for the specialization, the ISSP Graduate Committee must deem the student’s thesis topic to be appropriate for the designation, and the student must meet the requirements of both the MIS program and the collaborative program. In addition to the seven compulsory core courses in the MIS program, and the advanced course in research methods required for the thesis option, students are required to take the ISSP core course (which is counted as one of the four elective courses required for the MIS thesis option).

**Standard III: Faculty**

There have been a number of changes affecting the school’s cadre of full-time professors since 2013. In July 2014, Dr. Lynne Bowker left her position as Director of the school to assume other responsibilities within the university’s administration and is currently Vice-Dean of the Faculty of Graduate and Post-Doctoral Studies. In December 2014, Dr. Claire Dormann completed her five-year contract. In May 2015, Dr. Mary Cavanagh was promoted to Associate Professor with tenure.

Details on the appointment of an Interim Director of ÉSIS for 2014-2015 and 2015-2016 are provided in the section on Standard V below.
Full-time faculty continue to be actively involved in interdisciplinary initiatives within the university. Dr. Inge Alberts and Dr. André Vellino have both served as assistant directors and members of the program committee for the doctoral program in Electronic Business, a collaborative program of the Telfer School of Management, the Faculty of Engineering, and the Faculty of Arts. Dr. Vellino also serves as an affiliate of the Institute for Science, Society and Policy, which offers a program in collaboration with a number of departments within the faculties of Arts, Science, and Engineering, including ÉSIS.

Members of the school’s full-time faculty are currently engaged in a broad range of research—from studies on the use of social media by public libraries, to open access scholarship and the knowledge commons, metadata harmonization for large-scale scientific databases, the automatic classification of records, and information architecture and governance in a business context. A number of those research projects involve collaboration with members of other faculties within the University of Ottawa as well with researchers in other universities and institutes in Canada and abroad. Appendix D provides details on the funding of faculty research projects currently in progress and recent publications and presentations based on those projects and others.

The University of Ottawa is the first Canadian university to sign an agreement with Library and Archives Canada (LAC) to share expertise, knowledge, and technology, and to collaborate in supporting research and outreach initiatives. The announcement of the agreement in June 2015 highlighted the innovation and expertise of the University of Ottawa Library and the School of Information Studies. Over the next several years, it is expected that the agreement will serve as a catalyst for increased collaboration between the school and LAC, both at the research level and in providing enriched experiential learning opportunities for students in the MIS program.
Standard IV: Students

The ÉSIS MIS program continues to attract qualified students from a wide range of backgrounds, and offers those students a rich learning experience. As evidenced in the *Summary of Student Achievement* (attached as Appendix E), students in the program continue to excel—not only in the classroom, but on CO-OP and experiential learning placements, in the capstone portfolios and theses they have produced, through their participation in student and professional organizations, in the posters and papers they have presented at conferences, with the articles they have published, and in the positions they have obtained on graduation. The success of students in meeting the objectives of the program is further substantiated by the data compiled for the assessment of student learning outcomes (see Appendix C).

Communication with both current and prospective students, as well as with alumni and the broader community of information professionals, has been enhanced over the past two years with the migration of the ÉSIS website to a new platform. The website serves as a comprehensive source of information on the school, the programs it offers, and the student experience. In 2014, the school also initiated a weekly bulletin that is distributed to students by email, informing them of upcoming events sponsored both by the school and by the professional community, as well as research assistantships and job opportunities in the profession.

In an effort to improve the guidance provided to students in the thesis option of the program, the school is developing a set of guidelines on preparing a thesis proposal and thesis, tailored specifically to the MIS thesis. The guidelines will provide students with instructive information on the school’s expectations with respect to the thesis and the criteria applied in evaluating the thesis.

The school is also in the process of reviewing the experiential learning component of the MIS program, with the aim of providing more flexibility in the opportunities available to students who are not in the CO-OP option to experience how the knowledge and skills they acquire in the classroom are
applied in the workplace. As part of that effort, the school’s faculty are reviewing the ways in which they have integrated into their regular courses projects involving student interaction with local libraries, museums, archives, and other organizations in the information sector.

**Standard V: Administration, Finances, and Resources**

Dr. Daniel Paré, an Associate Professor cross-appointed to ÉSIS from the Department of Communication, was appointed as Interim Director of ÉSIS for the period from July 2014 through June 2015. Dr. Sylvie Grosjean, an Associate Professor in the Department of Communication, was appointed as Interim Director of ÉSIS for the period from July 2015 through June 2016. *Curricula vitae* for Dr. Paré and Dr. Grosjean are attached as *Appendix F*.

The school is currently in the process of recruiting a new Director, hoping to attract qualified candidates who have demonstrated leadership in their field, a strong record of research funding, strengths in mentorship, and a commitment to fostering a collaborative environment with students, colleagues, and community members. It is further hoped that the successful candidate will provide leadership in the growth and development of the school; strengthen the school’s strategic relationships with the information management community, libraries, archives and museums; enhance the profile of the school in the community; and continue to attract new cohorts of high calibre students. The recruitment poster is attached as *Appendix G*.

**CHALLENGES**

ÉSIS has made significant progress on the strategic priorities that were set out in the conclusion of the *Program Presentation* submitted in 2013:

- the revised curriculum for the MIS program was brought on stream as planned in the 2014 fall semester
- mechanisms for the assessment of student learning outcomes have been refined and a multi-year assessment of results is underway
• the school’s full-time faculty have begun to establish a significant record of research and
  contributions to the field of information studies
• the school has established a number of meaningful ties with interdisciplinary programs
  within the University of Ottawa as well as with partners in the broader community
• students and graduates of the program have been highly successful both in their studies and
  in launching their careers in the profession

The demand for well-qualified, bilingual information professionals, both within the National
Capital Region and beyond, continues to be strong. In the past several years, ÉSIS has gained an
excellent reputation for the expertise of its faculty and the quality of the graduates of its MIS program.
That program continues to evolve in response to innovation and change within the information sector,
particularly the increasing number of career opportunities available in information management and
data management, in both the public and private sectors.

In this dynamic context, the role that ÉSIS plays in the information community within the
National Capital Region and more widely is an increasingly vital one. The school is at a point now where
capitalizing on its success, expanding its capacity, and developing its programs further to meet the
evolving needs of the community are all critically important. Over the next two years, the school’s
strategic focus will be centred on two priorities: strengthening its complement of faculty and
administrative staff; and increasing the visibility of its academic programs and research expertise.

In order to meet the school’s strategic objectives, the first priority will be to fill the position of
Director. That position is critical to providing the leadership necessary to guide the school in a period of
growth and development, to strengthen the school’s strategic relationships with the information sector
within the National Capital Region, and to enhance the profile of the school in the broader community.

Positioning the school for growth will also require increasing its complement of full-time faculty.
At least one additional full-time position is needed within the next year or two. The area of expertise
required for that position is yet to be determined, but will depend partly on the perspective that a new director brings to the school, and partly on potential shifts of focus in the curriculum that are identified in the school’s ongoing review of the needs of its constituents.

Increasing the level of administrative support for the school is also essential. Two areas of administrative responsibility are particularly critical to the school’s strategic objectives: support for the planning and evaluation activities that are essential to the continuous development and improvement of the school’s programs; and support for the promotion and recruitment activities that are critical to attracting a greater number of students to the programs the school offers—both the MIS and the Graduate Diploma in Information Studies (GDIS). Building the capacity within the school to actively engage with the information community regionally and more widely to promote the school, to reach potential students, and to work with the central marketing and recruitment services within the University of Ottawa will be absolutely critical to meeting the school’s goals for future growth and development.
Participants

External participants
Valerie Critchley    Carleton University
Amanda Ehrlich     Library and Archives Canada (ÉSIS graduate)
Susan Franklin     Library and Archives Canada
Michael Ireland    National Research Council Canada
Marcel Lachance    Rainmakers Consulting & MindShare Consulting
Hélène Larouche    Library of Parliament
Danielle McDonald  Ottawa Public Library
Renata Osika       MindShare Consulting
David Peterson     Cogniva Information Management Solutions
Brent Roe          Canadian Association of Research Libraries
Monica Ward        Canadian Research Knowledge Network
James Wilkinson    Industry Canada (ÉSIS graduate)

ÉSIS faculty and staff
Inge Alberts, Lynne Bowker, Mary Cavanagh, Tom Delsey, Claire Dormann, Tony Horava, Jenny Mitchell, Heather Morrison, Daniel Paré, André Vellino, Leslie Weir

Aims of the meeting
Participants were invited to share their views on current and emerging trends in the information sector, and what they believe to be the key educational requirements for information professionals, with particular emphasis on:

- information and communications technologies – adoption, implementation, diffusion
- market dynamics – pressures, opportunities for growth, employment prospects
- public policy considerations – legislation, regulation, issues of concern
- research and development – needs, opportunities, priorities
- service infrastructure – consolidation, consortia, partnerships
- workforce profile – knowledge and skills, continuing education, professional development

Overview of ÉSIS
ÉSIS faculty members presented a brief overview of the School’s mission, priorities, program objectives, the core curriculum, and priorities for the next planning cycle.
Roundtable and Group Discussions

The key themes emerging from the roundtable and group discussions centred on emerging trends affecting the knowledge and skills needed in the workplace and the evolving relationship between ÉSIS and the professional community with respect to continuing education, networking, mentorship, and research and development.

Knowledge and skills needed in the workplace

- **Public policy**—knowledge of issues and context (e.g., intellectual property, open access); situate issues within a broader policy framework; develop, evaluate, and implement policy; argue policy positions; propose compromises
- **Business analysis**—understanding the business context; developing generic business analysis skills; making the link between information analysis and business analysis; developing a business case; communicating business requirements to information technology specialists
- **Project management**—project management skills; communication, collaboration, and team building skills; big picture thinking; critical thinking; problem solving; applied thinking; risk management
- **Data**—developing research data plans; data analysis and data visualization skills; interpreting the data (e.g., performance measurement data); data management; open data; specialized applications (e.g., digital humanities; corpus analysis); data preservation

Continuing education

- Working with specific employers to help train their current employees for making the transition to new jobs
- Collaborate with Telfer to offer something parallel to the executive MBA for information professionals

Networking / Mentorship

- Orientation sessions for students organized with various sectors of the information community
- Collaboration with employers to provide networking and mentorship opportunities for students

Research and development needs

- Encourage research into real-world problems
- Government sector interested in working with universities to set up seminar series in order for staff to benefit from current research
- Act as a resource on development of research data management plans
- Evolving role of academic librarians in supporting and participating in research within the university
Review of ÉSIS Strategic Priorities

**Academic programs & student experience**

ÉSIS priorities:
- To consolidate a relevant and challenging program of study in information science that enables students to meet their educational and professional goals
- To embed self-assessment and ongoing quality assurance processes in all aspects of ÉSIS and the MIS program

Some strategies and actions:
- Engaging our students in experiential and empirical learning
- Delivering programs with innovative formats
- Developing mechanisms to ensure that the curriculum is aligned to the evolution of the profession

**Research development**

ÉSIS priorities:
- To enhance a culture of scholarship and research
- To enhance national/international reputation

Some strategies and actions:
- Developing and participating in local, national, and international research partnerships
- Organizing events, workshops, speakers series for achieving greater visibility for ESIS research and scholarship
- Providing support for diverse modalities of research, including: data center, workshops, research seminars
- Contributing to and participating in digital humanities initiatives

**Resources and infrastructure**

ÉSIS priorities:
- To increase and appropriately deploy human, financial and physical resources to enhance the quality of the student and faculty experience

Some strategies and actions:
- Recruiting faculty members in specific areas of research
- Recruiting administrative/marketing staff
Community engagement

ÉSIS priorities:
- To expand and strengthen ties with our community

Some strategies and actions:
- Engaging the community in dialogue about our research, curriculum and development
- Developing strategies and mechanisms to sustain knowledge transfer
- Engaging more alumni in the life of the school

Marketing and visibility

ÉSIS’s priorities:
- To improve the visibility of ÉSIS and the MIS program in the National Capital Region, the country, and beyond

Some strategies and actions:
- Refining our marketing, outreach, and recruitment initiatives
- Developing (in partnership with the marketing service) a strategic communications plan
- Improving our website
- Promoting faculty research in a variety of ways (web and social media, newsletter, etc...)
Assessment of Student Learning Outcomes

ÉSIS is currently undertaking a comprehensive assessment of student learning outcomes for the academic years 2012-2013, 2013-2014, and 2014-2015. The assessment draws on both direct and indirect measures of learning outcomes as identified in Table 1. The mechanisms used for the assessment include the following:

**Direct measures**

*Coursework*
Professors’ evaluations based on selected assignments and exam questions designed to assess specific learning outcomes in core and elective courses

*Employers’ evaluations*
Employers’ evaluations of CO-OP students’ performance with respect to problem solving, communication skills, professional ethics, independence, initiative, and teamwork

*iPortfolio*
Examiners’ evaluations of specific learning outcomes demonstrated in capstone iPortfolios

*Case Problem*
Examiners’ evaluations of specific learning outcomes demonstrated in capstone case problems

*Thesis*
Examiners’ evaluations of students’ understanding of subject matter, research methodology, and organization, writing style, and presentation

**Indirect measures**

*Course evaluations*
Students’ evaluations of how much they learned in courses (question 10)

*Work placement reports*

CO-OP work term report: Students’ assessments of their work term experience relevant to the understanding and mastery of critical concepts in the areas of the social, cultural, economic, and political information environment; research and evaluation skills; and ethics, values, and professional practice
Experiential learning end-of-project report: Students’ assessments of the applicability of classroom knowledge to practice in the workplace

Student surveys

CO-OP survey: Students’ assessments of the application of knowledge and skills in their work placements with respect to knowledge of the theory of information studies, knowledge of practice in the field, knowledge of research design and data analysis, problem-solving skills, oral communication skills, written communication skills, knowledge of professional ethics, and teamwork (question 5); students’ assessments of personal strengths relative to the requirements of the profession (question 3)

Exit survey: Students’ assessments of foundational knowledge and skills gained in the program with respect to knowledge of research design and data analysis, problem-solving skills, oral communication skills, written communication skills, knowledge of professional ethics, and teamwork (questions 9 and 12); students’ assessments of personal strengths relative to the requirements of the profession (question 8)

Alumni survey: Graduates’ assessments of skills gained in the program with respect to knowledge of research design and data analysis, problem-solving skills, oral communication skills, written communication skills, knowledge of professional ethics, and teamwork (question 10); students’ assessments of personal strengths relative to the requirements of the profession (question 9)

Employment statistics

Percentage of graduates finding professional employment within six months of completing the program

Results

The results of the evaluations for which there are quantitative measures in place are reported in the following tables:

- Table 2: Course Assignments and Exams
- Table 3: CO-OP Employer Evaluations
- Table 4: Capstone Courses
- Table 5: Student Course Evaluations
- Table 6: Student Surveys

All quantitative results are reported on a five-point scale (rounded to one decimal place). The results are reported as averages for the academic year.

Evaluations of course assignments and exams reported by the professor as a letter grade have been converted using the mid-point of the letter grade expressed as a percentage. Percentages are then converted to the five-point scale (e.g., 82% = 4.1).

CO-OP evaluations reported by the employer on a ten-point scale corresponding to letter grades have been converted using the mid-point of the corresponding letter grade expressed as a percentage. Percentages are then converted to the five-point scale (e.g., 86% = 4.3).

Capstone course evaluations are reported using the panel of evaluators’ five-point scale (e.g., acceptable = 3).
Student course evaluations are reported using the average weighted score on a five-point scale calculated on student responses to the statement “I have learned a lot in this course” (e.g., a response of “strongly agree” is given a weighted value of 5).

The results of student surveys are reported using the average weighted score on a five-point scale calculated on student responses to statements such as “The MIS program provided a learning environment that enabled me to develop the following skills ...” (e.g., a response of “agree” is given a weighted value of 4).

Employment statistics are based on the percentage of students in a graduating class reporting that they have obtained professional employment within six months of completing the program. Percentages are converted to the five-point scale (e.g., 80% = 4.0).

The assessments conducted using qualitative measures will be reviewed by faculty to identify strengths and weaknesses emerging from relevant reports (e.g., the examiners’ critiques of theses submitted for defence, and the reports submitted by students completing their CO-OP work terms).
Table 1: Assessment Mechanisms Mapped to Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coursework</td>
<td>Employer evaluations</td>
</tr>
<tr>
<td>On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Research and Evaluation Skills</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Planning and Problem Solving</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Adapt existing and emerging information practices and technologies to meet evolving program and user needs.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professional Values and Ethics</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coursework</td>
<td>Employer evaluations</td>
</tr>
<tr>
<td>Initiative, Teamwork, and Self-Assessment</td>
<td>■ ■ ■ ■</td>
<td>■ ■ ■ ■</td>
</tr>
<tr>
<td>Exercise initiative, and work effectively as an individual, in teams, and in partnerships.</td>
<td>■ ■ ■ ■</td>
<td>■ ■ ■ ■</td>
</tr>
<tr>
<td>Assess their personal strengths relative to the requirements of the profession.</td>
<td>■ ■ ■ ■</td>
<td>■ ■ ■ ■</td>
</tr>
</tbody>
</table>

■ = Quantitative measure  □ = Qualitative measure
Table 2: Course Assignments and Exams

Average of grades in core and elective courses calculated on a 5-point scale

On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.</td>
<td>4.1</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.</td>
<td>4.1</td>
<td>4.2</td>
<td>4.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.</td>
<td>4.0</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.</td>
<td>4.0</td>
<td>4.1</td>
<td>4.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.</td>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Adapt existing and emerging information practices and technologies to meet evolving program and user needs.</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.</td>
<td>4.1</td>
<td>4.0</td>
<td>4.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.</td>
<td>4.0</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.</td>
<td>4.4</td>
<td>4.2</td>
<td>4.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise initiative, and work effectively as an individual, in teams, and in partnerships.</td>
<td>4.1</td>
<td>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Assess their personal strengths relative to the requirements of the profession.</td>
<td></td>
<td></td>
<td>4.3</td>
</tr>
</tbody>
</table>
### Table 3: CO-OP Employer Evaluations

*Average of work-term evaluations calculated on a 5-point scale*

On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.</td>
<td>4.4</td>
<td>4.4</td>
<td>4.0</td>
</tr>
<tr>
<td>Adapt existing and emerging information practices and technologies to meet evolving program and user needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.</td>
<td>4.4</td>
<td>4.5</td>
<td>4.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise initiative, and work effectively as an individual, in teams, and in partnerships.</td>
<td>4.5</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>Assess their personal strengths relative to the requirements of the profession.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Capstone Courses
Average of examiners’ evaluations calculated on a 5-point scale

On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Base</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the interrelationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between information policies and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services and the social, political,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>economic, cultural, and technological context within which they operate.</td>
<td>3.9</td>
<td>3.9</td>
<td>N/A</td>
</tr>
<tr>
<td>Understand the concepts, theories,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>principles, and practices that underpin information policies, programs, and services, and their management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research and Evaluation Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess the appropriateness of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>research methodologies to questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>under investigation, and evaluate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>research findings and applications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for their relevance to the field.</td>
<td>3.6</td>
<td>3.7</td>
<td>N/A</td>
</tr>
<tr>
<td>Assess and evaluate information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sources, technologies, policies,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practices, and services for their</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effectiveness in meeting a diversity of program and user needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planning and Problem Solving</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop effective program and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>service plans, and devise solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to problems encountered in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>administration of information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>policies and in the management and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>delivery of information services.</td>
<td>3.8</td>
<td>4.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Adapt existing and emerging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information practices and technologies to meet evolving program and user needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate clearly and effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a professional environment using</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>media, modes, and models appropriate to the content, audience, and objectives of the communications message.</td>
<td>4.1</td>
<td>4.0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Professional Values and Ethics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the role that personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and professional values and ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play in the formulation of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information policies, the design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and delivery of information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services, and the advancement of the profession.</td>
<td>3.6</td>
<td>3.9</td>
<td>N/A</td>
</tr>
<tr>
<td>Recognize the value of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contributions that are made to the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>field through education, research,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership, service, and continuous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional development.</td>
<td>3.9</td>
<td>4.2</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Initiative, Teamwork, and Self-Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise initiative, and work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effectively as an individual, in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teams, and in partnerships.</td>
<td>3.9</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Assess their personal strengths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relative to the requirements of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>profession.</td>
<td>3.9</td>
<td>4.2</td>
<td>N/A</td>
</tr>
</tbody>
</table>
On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

### Knowledge Base
Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.

![Average of student evaluations of course content calculated on a 5-point scale](image)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>3.8</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td>4.1</td>
<td>4.1</td>
</tr>
</tbody>
</table>

### Research and Evaluation Skills
Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.

Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.

### Planning and Problem Solving
Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.

Adapt existing and emerging information practices and technologies to meet evolving program and user needs.

### Communication Skills
Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.

### Professional Values and Ethics
Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.

Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.

### Initiative, Teamwork, and Self-Assessment
Exercise initiative, and work effectively as an individual, in teams, and in partnerships.

Assess their personal strengths relative to the requirements of the profession.
Table 6: Student Surveys

Average of student responses to survey questions calculated on a 5-point scale

*On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Base</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.</td>
<td>4.1</td>
<td>4.2</td>
<td>3.9</td>
</tr>
<tr>
<td>Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.</td>
<td>4.3</td>
<td>4.3</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Research and Evaluation Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.</td>
<td>3.6</td>
<td>3.9</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Planning and Problem Solving</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.</td>
<td>4.3</td>
<td>4.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Adapt existing and emerging information practices and technologies to meet evolving program and user needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.</td>
<td>4.3</td>
<td>4.5</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Professional Values and Ethics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.</td>
<td>4.3</td>
<td>4.2</td>
<td>3.7</td>
</tr>
<tr>
<td>Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initiative, Teamwork, and Self-Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise initiative, and work effectively as an individual, in teams, and in partnerships.</td>
<td>4.6</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Assess their personal strengths relative to the requirements of the profession.</td>
<td>4.3</td>
<td>4.7</td>
<td>3.3</td>
</tr>
</tbody>
</table>
Faculty Research Projects, Publications, and Presentations
2013-2015

Note: This compilation covers only the four full-time members of the ÉGIS faculty. Complete CVs for the two professors from the Department of Communication who served as Interim Director of ÉGIS during that period are included in Appendix F.

Research Projects

<table>
<thead>
<tr>
<th>Funding Agency /Program</th>
<th>Research Project</th>
<th>Investigator</th>
<th>Amount (Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAND Network</td>
<td>Access to news: production, interaction</td>
<td>Dr. M. Cavanagh, Collaborating Network Investigator</td>
<td>$6,000 (2014)</td>
</tr>
<tr>
<td>Law Foundation of Ontario Responsive Grants Program</td>
<td>Mapping the Front End: Legal information seeking practices</td>
<td>Dr. M. Cavanagh, Principal Investigator</td>
<td>$65,000 (2016-2017)</td>
</tr>
<tr>
<td>Social Sciences and Humanities Research Council (SSHRC) Insight Grants</td>
<td>Utilisabilité des interfaces de navigation à facettes pour la recherche des documents administratifs numériques</td>
<td>Dr. I. Alberts, Co-Investigator</td>
<td>$62,998 (2012-2016)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$71,372 (2014-2016)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$28,028 (2014-2016)</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>Towards an automated solution to the data harmonization problem: A case study</td>
<td>Dr. A. Vellino, Principal Investigator</td>
<td>$9,930 (2013)</td>
</tr>
</tbody>
</table>
Publications and Presentations

Published journal articles, conference proceedings, and book chapters


**Conference presentations**


Morrison, H. (2013, June). *Creative Commons and open access to scholarly works.* Presented at the Canadian Communication Association Conference, Victoria, BC.


Morrison, H. (2015, June). *Two approaches to support for open access publishing*. Presented at the Canadian Association of Professional Librarians conference, Ottawa, ON.


Vellino, A. (2013, October). *Academic performance 2.0: The promise and pitfalls of AltMetrics*. Presented at the University of Ottawa Open Access Week, Ottawa, ON.


Vellino, A. (2014, May). *Not all citations are equal: identifying key citations automatically*. Presented at the Canadian Conference on Artificial Intelligence Graduate Symposium, Montreal, QC.

Contents

Program Admission / Admission au programme ........................................................................................................................................................... 2
Courses / Cours ............................................................................................................................................................................................................... 3
Experiential Learning / Apprentissage expérientiel ......................................................................................................................................................... 3
  Community Partners for Experiential Learning Projects / Partenaires communautaires pour des projets d’apprentissage expérientiel .............. 4
CO-OP option / Régime CO-OP ........................................................................................................................................................................................ 5
  Participating Employers / Employeurs participants ......................................................... 6
Capstone Projects / Projets de fin d’études (projets de synthèse) ................................................................................................................................. 7
  Thesis / Thèse ............................................................................................................................................................................................................ 7
  List of Theses Successfully Defended / Liste de thèses qui ont été soutenues avec success ................................................................. 8
  i-Portfolio / i-Portfolio ........................................................................................................................................................................................ 8
Awards / Prix .................................................................................................................................................................................................................... 9
Community Engagement / Engagement communautaire ............................................................................................................................................. 10
Conference Presentations and Publications / Conférences et publications .................................................................................................................. 12
Program Completion / Réalisation des exigences du programme .......................................................................................................................... 15
Post-degree Employment / Emploi après obtention du diplôme ......................................................................................................................... 15
Master of Information Studies

The Master of Information Studies (MIS) is a professional graduate-level degree program that is fully accredited by the American Library Association (ALA). Combining emphasis on practical experience and theory, this bilingual program prepares you for careers in a wide range of fields involving the organization, analysis, curation, management and brokerage of information.

Students may choose one of three paths through the program to earn the degree Master of Information Studies (MIS):

- Master’s with courses: 16 x 3-courses (= 48 credits)
- Master’s with thesis = 12 x 3-credit courses + 12-credit thesis (= 48 credits)
- Master’s with co-operative education option (CO-OP) = 12 x 3-credit courses + 2 x 4-month work placements (12 credits) (= 48 credits)

Maîtrise en sciences de l’information


Les étudiants pourraient choisir parmi les trois volets suivants pour remplir les exigences du programme de la Maîtrise en sciences de l’information (M.S.I.):

- Maîtrise avec cours : 16 cours de 3 crédits (= 48 crédits)
- Maîtrise avec thèse : 12 cours de 3 crédits + thèse de 12 crédits (= 48 crédits)
- Maîtrise en régime coopératif (CO-OP) : 12 cours de 3 crédits + 2 stages de 4 mois (12 crédits) (= 48 crédits)

Program Admission / Admission au programme

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new students admitted / Nombre de nouveaux étudiants admis</td>
<td>30</td>
<td>39</td>
<td>30</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Full time / à temps complet</td>
<td>21</td>
<td>30</td>
<td>19</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Part time / à temps partiel</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses / Cours

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of different courses offered / Nombre total de cours différents offerts</td>
<td>24</td>
<td>25</td>
<td>24</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Number of students registered (Sept. 1) / Nombre d'étudiants inscrits (1er septembre)</td>
<td>60</td>
<td>62</td>
<td>68</td>
<td>55</td>
<td>52</td>
</tr>
<tr>
<td>Full time / à temps complet</td>
<td>28</td>
<td>33</td>
<td>38</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Part time / à temps partiel</td>
<td>32</td>
<td>29</td>
<td>30</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>Average number of courses completed per student / Moyenne nombre de cours terminés par étudiant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time / à temps complet</td>
<td>4</td>
<td>4</td>
<td>3.7</td>
<td>3.8</td>
<td>4</td>
</tr>
<tr>
<td>Part time / à temps partiel</td>
<td>1.6</td>
<td>1.6</td>
<td>1.6</td>
<td>1.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Class average (/10) in core courses / Moyenne de la classe (/10) pour les cours de base obligatoires</td>
<td>8.7 (64 students)</td>
<td>8.0 (75 students)</td>
<td>7.8 (63 students)</td>
<td>7.9 (59 students)</td>
<td>8.2 (60 students)</td>
</tr>
</tbody>
</table>

Experiential Learning / Apprentissage expérientiel

Experiential learning is a form of learning that enriches and enhances classroom teachings. This innovative pedagogical model allows students to contribute to their community by participating in projects that are related to their program of study. Students usually complete approximately 80 hours of volunteer work over the course of a semester (3-credit elective). After determining the structure of their experiential learning projects with their professor, students then relate their experiences in the community to course content by using various methods.

L'apprentissage expérientiel est une forme d'apprentissage qui enrichit la formation reçue en salle de classe. Cette approche pédagogique novatrice permet à l'étudiant de s'engager dans sa communauté par des projets reliés à son programme d'études. Typiquement, l'étudiant effectue environ 80 heures de bénévolat dans le courant d'une session universitaire (cours au choix de 3 crédits). Après avoir déterminé la structure de son projet d'apprentissage expérientiel avec son professeur, l'étudiant relie son expérience communautaire au contenu du cours par différentes méthodes.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Experiential Learning projects / Nombre de projets d’apprentissage</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Percentage of students obtaining a passing grade / Pourcentage des étudiants qui ont obtenu une note de passage</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Community Partners for Experiential Learning Projects / Partenaires communautaires pour des projets d’apprentissage expérientiel**

**2010-2011**
- Bibliothèque de l’Hôpital Montfort
- Canada Institute for Scientific and Technical Information, National Research Council
- Canadian Association of Research Libraries
- Carleton University Archives
- Library of Parliament (2 projects)
- Media Smarts, Centre for Digital and Media Literacy
- University of Ottawa Brian Dickson Law Library
- University of Ottawa Library

**2011-2012**
- Citizenship and Immigration Canada, Electronic Information Service Unit
- Educational Centre of the Faculty of Education, University of Ottawa
- Harry Nowell Photography Inc.
- Librarians Without Borders
- Online Computer Library Centre (OCLC)
- Quebec School Librarians Network

**2012-2013**
- Bibliothèque de l’Hôpital Montfort (2 projets)
- Bibliothèque Jean-Léon Allie de l’Université Saint-Paul (2 projets)

**2013-2014**
- Archives de l’Université Laurentienne
- Bibliothèque de la Centre de détention de Hull
- Carleton University Library
- Saint Paul University Library

**2014-2015**
- Carleton University Library
CO-OP Option / Régime CO-OP

CO-OP allows students build on their classroom learning through full-time work placements that are directly related to their field of study. Students complete two consecutive 4-month work placements between May and December (12 credits).

Admission to the CO-OP option is competitive, and students are selected according to academic achievement. Students must have and maintain a minimum CGPA of 7.0 (B+ or 75%).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students admitted to CO-OP option / Nombre d’étudiants admis au régime CO-OP</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Number of CO-OP work placements completed / Nombre de stages CO-OP terminés</td>
<td>12</td>
<td>16</td>
<td>18</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Percentage of students obtaining a passing grade / Pourcentage des étudiants qui ont obtenu une note de passage</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Number of students receiving an overall rating of: / Nombre d’étudiants qui ont reçu une évaluation globale de:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXCEPTIONAL / EXCEPTIONNELLE</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>EXCELLENT / EXCELLENT</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>VERY GOOD / TRÈS BIEN</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>GOOD / BIEN</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEEDS IMPROVEMENT / BESOIN D’AMÉLIORATION</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>UNSATISFACTORY / INSATISFAISANT</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Participating Employers / Employeurs participants

#### 2011-2012
- Bibliothèque de l’Université du Québec en Outaouais (2)
- Bibliothèque du Parlement, Division de planification des RH et dotation (4)
- Canadian Forces Grievance Board (2)
- Library of Parliament, Knowledge Organization and Discovery Branch (2)
- Office of the Privacy Commissioner of Canada (2)
- Public Works and Government Services Canada, Real Property Branch (2)
- University of Ottawa Brian Dickson Law Library (2)

#### 2012-2013
- Bibliothèque de l’Hôpital Montfort (1)
- Canadian Security Establishment (1)
- Foreign Affairs and International Trade Canada (8)
- Public Safety Canada (2)
- Supreme Court of Canada Library (1)
- Transportation Safety Board of Canada (2)
- University of Ottawa Management Library (2)
- University of Ottawa Brian Dickson Law Library (1)

#### 2013-2014
- Aboriginal Affairs and Northern Development Canada (2)
- Canada Science and Technology Museum (2)
- Courts Administrative Service (1)
- Department of Foreign Affairs, Trade and Development (1)
- Department of National Defence (2)
- Justice Canada (2)
- Library and Archives Canada (3)
- Library of Parliament (1)
- Statistics Canada (2)
- University of Ottawa Library (2)

#### 2014-2015
- Aboriginal Affairs and Northern Development Canada (2)
- Bibliothèque de l’Université du Québec en Outaouais (2)
- Canada Revenue Agency (1)
- Carleton University Library (1)
- Library and Archives Canada (2)
- Library of Parliament (2)
- Public Works and Government Services Canada (1)
- Services des bibliothèques publiques de Nouveau-Brunswick (2)
- Statistics Canada (1)
- University of Ottawa Library (2)
Capstone Projects / Projets de fin d’études (projets de synthèse)

As a culminating experience in the MIS program, the objective of a capstone project is to provide a program-based assessment of student competency with respect to the learning outcomes identified under the MIS program objectives.

Students may choose one of two options for a capstone project:
- Thesis
- i-Portfolio

Thesis / Thèse

The master’s thesis should reveal that the candidate is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. Insofar as it is possible, the thesis should be an original contribution. Evaluated as Satisfactory/Non-Satisfactory (S/NS). (12 credits)

Un projet de fin d’études se présente comme une expérience déterminante. Il vise à fournir une évaluation des compétences de l’étudiant qui soit fondée sur ce programme de M.S.I. pour les résultats d’apprentissage que l’ÉSIS a établi comme objectifs pour cette maîtrise.

Les étudiants pourraient choisir l’un des deux options suivantes comme projet de synthèse :
- Thèse
- i-Portfolio

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students registered in the thesis option / Nombre d’étudiants inscrits à la maîtrise</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Number of students successfully defending a thesis / Nombre d’étudiants qui ont réussi à la soutenance</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
List of Theses Successfully Defended / Liste de thèses qui ont été soutenues avec succès


i-Portfolio / i-Portfolio

The i-Portfolio is a tool for learning, reflection, integration and showcasing, all brought together in the form of a student’s own professional website. It documents coursework, field experience, and community engagement as they relate to a student’s overall graduate experience and professional competencies. Evaluated as Satisfactory/Non-Satisfactory (S/NS). (3 credits).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students registered for the i-Portfolio / Nombre d’étudiants inscrits à l’i-Portfolio</td>
<td>N/A</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students successfully completing an i-Portfolio / Nombre d’étudiants qui ont réussi à satisfaire les exigences de l’i-Portfolio</td>
<td>N/A</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Awards / Prix

2010-2011
- Susan Anderson Memorial Scholarship awarded by the May Court Club of Ottawa ($5000) (W. Robbins)
- Graduate Scholarship awarded by the University of Ottawa’s Faculty of Graduate and Postdoctoral Studies ($4000) (W. Robbins)

2011-2012
- 2011 Coop Student of the Year Award for the Faculty of Graduate and Postdoctoral Studies ($500) (S. Tilgner)
- Susan Anderson Memorial Scholarship awarded by the May Court Club of Ottawa ($5000) (E. Ross)
- Graduate Scholarship awarded by the University of Ottawa’s Faculty of Graduate and Postdoctoral Studies ($4000) (M. Neuvians)

2012-2013
- Susan Anderson Memorial Scholarship awarded by the May Court Club of Ottawa ($5000) (P. Clark Mann)
- Bourse de l’Institut canadien-français (2 x $2500) (V. Labonté and V. Synnett)
- Students to CLA (registration + accommodation at CLA conference) (K. Sirett)
- Bromley Lectures (expenses paid to Washington, DC, to participate in Bromley Lectures) (A. Ehrlich)
- Social Sciences and Humanities Research Council Doctoral Fellowship ($140,000) (P. Forestell)

2013-2014
- Dr. Janette Baker Scholarship awarded by the Ontario Library Association ($2000) (A. Harrison)
- Susan Anderson Memorial Scholarship awarded by the May Court Club of Ottawa ($5000) (K. Sirett)
- Ontario Library Association Super Conference “Lightening Strike” paper competition finalist (L. Glandon)
- “Students to CLA” 2014 award (L. Glandon)

2014-2015
- “Students to CLA” 2015 award (J. Lynch)
Community Engagement / Engagement communautaire

2010-2011
- Student membership in professional associations (Canadian Library Association, Ontario Library Association, Library Association of the National Capital Region)
- Student volunteer facilitator at a “Freedom to Read Week” panel discussion hosted by the Library Association of the National Capital Region (February 2011)
- Student volunteers at the 2011 Ontario Library Association Super Conference (Toronto, February 2011)

2011-2012
- Student membership in professional associations (Canadian Library Association, Ontario Library Association, Library Association of the National Capital Region, Association des bibliothécaires du Québec/Quebec Library Association)
- Student liaison representative for the Library Association of the National Capital Region (LANCR)
- Student member of the Local Arrangements Committee for the 2012 Canadian Library Association National Conference and Trade Show (Ottawa, May 2012)
- Student volunteers at the 2011 Joint Conference on Digital Humanities (JCDL) (Ottawa, June 2011)
- Student volunteers at the 2012 Canadian Library Association National Conference and Trade Show (Ottawa, May 2012)
- Student volunteers at the 2012 Ontario Library Association Super Conference (Toronto, February 2012)
- University of Ottawa student chapter of Librarians Without Borders
- Various fundraising activities (e.g. “un-conference,” movie night, bake sale)
- two students visited the Miguel Angel Asturias Academy in Quetzaltenango, Guatemala, to participate in the development and operation of the library (May 2012)
- Volunteer student librarians in the Ask a Librarian internship program providing virtual reference service through chat (organized by the Ontario Council of University Libraries and Scholar’s Portal)
- Student volunteer editorial assistant for the bilingual publication Papers of the Bibliographical Society of Canada

2012-2013
- Student membership in professional associations (Canadian Library Association, Ontario Library Association, Library Association of the National Capital Region, Association des bibliothécaires du Québec/Quebec Library Association)
- Student liaison representative for the Library Association of the National Capital Region (LANCR)
- Student liaison representative for the Ottawa Valley Health Librarians Association (OVHLA)
• Volunteer student librarians in the Ask a Librarian internship program providing virtual reference service through chat (organized by the Ontario Council of University Libraries and Scholar’s Portal)
• Volunteer students librarians participating in a one-day youth engagement consultation facilitated by the Community Foundations of Canada and their Vital Signs program (October 2012)
• Student volunteers at the 2013 Ontario Library Association Super-conference (Toronto, February 2013)
• Volunteers at several local libraries, including Saint Patrick’s Basilica Library, the Ottawa Jewish Library and the Ottawa Public Library, as well as the City of Ottawa Archives
• University of Ottawa student chapter of Librarians Without Borders (various fundraising activities)
• Student volunteer editorial assistant for the bilingual publication Papers of the Bibliographical Society of Canada
• Volunteer contributors/editors to the newsletter of Asted (Association pour l’avancement des sciences et des techniques de la documentation)
• Volunteer proof reader for Project Gutenberg Canada
• Student blogger for the Faculty of Graduate and Postdoctoral Studies giving insight into the graduate student experience at the University of Ottawa

2013-2014
• Student membership in professional associations (Canadian Library Association, Ontario Library Association, Library Association of the National Capital Region, Association des bibliothécaires du Québec/Quebec Library Association)
• Student liaison representative for the Library Association of the National Capital Region (LANCR)
• Student liaison representative for ARMA-NCR
• Student liaison representative for the Canadian Library Association (CLA) Ottawa chapter
• Student chapter of Librarians Without Borders
• Volunteer student librarians in the Ask a Librarian internship program providing virtual reference service through chat (organized by the Ontario Council of University Libraries and Scholar’s Portal)
• Student volunteers at the 2013 at the ARMA-NCR Fall IM Days (Ottawa, November 2013)
• Student volunteers at the 2014 Ontario Library Association Super Conference (Toronto, January 2014)
• Student volunteers at the library of the Centre de détention (Hull)
• Student volunteers at the “Twice Upon A Time/Il était deux fois” Ottawa children’s book bank

2014-2015
• Student membership in professional associations (Canadian Library Association, Ontario Library Association, Library Association of the National Capital Region, Association des bibliothécaires du Québec/Quebec Library Association)
• Student liaison representative for the Library Association of the National Capital Region (LANCR)
• Student liaison representative for ARMA-NCR
• Student liaison representative for the Canadian Library Association (CLA) Ottawa chapter
• Student chapter of Librarians Without Borders
• Student volunteers at the 2015 Ontario Library Association Super Conference (Toronto, January 2015)
• Student volunteers at the 2015 Conference of the Canadian Association for Information Science/Association canadienne des sciences de l’information (Ottawa, May 2015)

Conference Presentations and Publications / Conférences et publications

2010-2011
Ross, R. (2011, March). What tipping point on Open Access: scholars and librarians organize ideas. Presented as part of the School of Information Studies lunch-time seminar series Research Conversations, Ottawa, ON.

2011-2012


2012-2013 i

Bebbington, S. (2013, March). Video games and information literacy. Presented as part of the School of Information Studies lunch-time seminar series Research Conversations, Ottawa, ON.


Horral, C. (2013, March). That DAM project: Creating a digital asset management system for a small photo business. Presented as part of the School of Information Studies lunch-time seminar series Research Conversations, Ottawa, ON.


Neuvians, M. (2012, September). @public_libraries : information isn’t enough – connect & mobilize or #misstheboat. Poster presented at #Influence12 – Symposium & Workshop on Measuring Influence on Social Media, Halifax, NS.


Ross, R. (2013, February). E-readers, community generated e-collections and opportunities and challenges of print-on-demand in Ghanaian society. Presented as part of the School of Information Studies lunch-time seminar series Research Conversations, Ottawa, ON.

2013-2014


Villamizar, César (2014, June). *How ready are Canadian universities for research data management?* Poster presented at the 40th Annual Conference of the International Association for Social Science Information Services and Technology (IASSIST), Toronto, ON.


## Program Completion / Réalisation des exigences du programme

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students completing the program / Nombre d’étudiants qui remplissent les exigences du programme</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>22</td>
<td>18</td>
</tr>
</tbody>
</table>

## Post-degree Employment / Emploi après obtention du diplôme

### 2011

<table>
<thead>
<tr>
<th>Field / Domaine</th>
<th>Position / Poste</th>
<th>Institution / Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Library / Bibliothèque universitaire</strong></td>
<td>Cataloguing Librarian</td>
<td>Bibliothèque Jean-Léon Allie, Université Saint Paul</td>
</tr>
<tr>
<td></td>
<td>Bibliothécaire de référence, de statistiques et de données géospatiales</td>
<td>Bibliothèque de l’Université de Moncton</td>
</tr>
<tr>
<td></td>
<td>Conseillère en information documentaire, référence générale et collections multidisciplinaires</td>
<td>Bibliothèque Paul-Émile-Boulet, Université du Québec à Chicoutimi</td>
</tr>
<tr>
<td></td>
<td>Bibliothécaire responsable des systèmes</td>
<td>Bibliothèque de l’Université du Québec en Outaouais</td>
</tr>
<tr>
<td></td>
<td>Geographic Information Systems (GIS) and Geography Librarian</td>
<td>Bibliothèque de l’Université d’Ottawa</td>
</tr>
<tr>
<td></td>
<td>Chef intérimaire de la Médiathèque</td>
<td>Bibliothèque publique d’Ottawa</td>
</tr>
</tbody>
</table>

| **Public Library / Bibliothèque publique** | Bibliothécaire de services communautaires | Bibliothèque publique d’Ottawa |

| **Government or Special Library / Bibliothèques spéciales ou du gouvernement** | Information Specialist (1) | Citizenship and Immigration Canada’s Information Management and Technologies Branch |
| | Information Specialist (2) | Citizenship and Immigration Canada’s Information Management and Technologies Branch |
| | Information Specialist | Industry Canada’s Library and Knowledge Centre |
| | Bibliothécaire des ressources électroniques | Justice Canada, Développement des collections |
| | Business Systems Analyst | Library of Parliament |

| **Other / Autre** | Part-time professor | University of Ottawa |
### 2012

<table>
<thead>
<tr>
<th>Field / Domaine</th>
<th>Position / Poste</th>
<th>Institution / Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Library / Bibliothèque universitaire</strong></td>
<td>Archiviste</td>
<td>Bibliothèque de l’Université d’Ottawa</td>
</tr>
<tr>
<td></td>
<td>Electronic Resources Technician</td>
<td>Bibliothèque de l’Université d’Ottawa</td>
</tr>
<tr>
<td></td>
<td>Library Technician Cataloguer</td>
<td>Bibliothèque de l’Université d’Ottawa</td>
</tr>
<tr>
<td></td>
<td>Reference Technician</td>
<td>Bibliothèque de l’Université d’Ottawa</td>
</tr>
<tr>
<td></td>
<td>Bibliothécaire</td>
<td>Bibliothèque de l’Université du Québec en Outaouais</td>
</tr>
<tr>
<td></td>
<td>Library Assistant (Reference/Technical Support)</td>
<td>Brian Dickson Law Library, University of Ottawa</td>
</tr>
<tr>
<td></td>
<td>Librarian</td>
<td>University of Alberta Library (campus)</td>
</tr>
<tr>
<td><strong>Public Library / Bibliothèque publique</strong></td>
<td>Bibliotheca</td>
<td>Bibliothèque publique d’Ottawa</td>
</tr>
<tr>
<td><strong>Government or Special Library / Bibliothèques spéciales ou du gouvernement</strong></td>
<td>Musiquothèque</td>
<td>Centre de musique canadienne</td>
</tr>
<tr>
<td></td>
<td>Gestionnaire du Centre de ressources</td>
<td>École de langues des Forces canadiens</td>
</tr>
<tr>
<td><strong>Other / Autre</strong></td>
<td>Consultant</td>
<td>Canadian National Institute for the Blind (Reading Re-imagined Project)</td>
</tr>
<tr>
<td></td>
<td>Business Analyst</td>
<td>Cogniva Information Management Solutions</td>
</tr>
<tr>
<td></td>
<td>Assistant des projets spéciaux</td>
<td>École des sciences de l’information, Université d’Ottawa</td>
</tr>
<tr>
<td></td>
<td>Project Co-ordinator</td>
<td>T-Base Communications</td>
</tr>
<tr>
<td></td>
<td>Technical Director</td>
<td>Verge Studios Graphic and Web Design</td>
</tr>
</tbody>
</table>

### 2013

<table>
<thead>
<tr>
<th>Field / Domaine</th>
<th>Position / Poste</th>
<th>Institution / Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Library / Bibliothèque universitaire</strong></td>
<td>Librarian</td>
<td>University of Ottawa Management Library</td>
</tr>
<tr>
<td></td>
<td>Gift Coordinator and Library Support Specialist</td>
<td>University of Ottawa Library</td>
</tr>
<tr>
<td><strong>Government or Special Library / Bibliothèques spéciales ou du gouvernement</strong></td>
<td>Information Management Officer (2 positions)</td>
<td>Foreign Affairs and International Trade Canada</td>
</tr>
<tr>
<td></td>
<td>Information Management Specialist</td>
<td>IT Services Branch, Public Works and Government Services Canada</td>
</tr>
<tr>
<td></td>
<td>Information Specialist</td>
<td>Library and Knowledge Centre, Industry Canada</td>
</tr>
<tr>
<td></td>
<td>Librarian</td>
<td>Library and Information Centre, Public Safety Canada</td>
</tr>
<tr>
<td></td>
<td>Cataloguing Librarian (2 positions)</td>
<td>Library and Archives Canada</td>
</tr>
<tr>
<td>Field / Domain</td>
<td>Position / Poste</td>
<td>Institution / Institution</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Field / Domain</td>
<td>Position / Poste</td>
<td>Institution / Institution</td>
</tr>
<tr>
<td>Other / Autre</td>
<td>Records Assistant</td>
<td>Supreme Court of Canada</td>
</tr>
<tr>
<td></td>
<td>Business Analyst (3 positions)</td>
<td>Cogniva Information Management Solutions</td>
</tr>
<tr>
<td></td>
<td>Business Analyst</td>
<td>MindShare Consulting Services</td>
</tr>
<tr>
<td></td>
<td>Doctoral student</td>
<td>University of Calgary</td>
</tr>
</tbody>
</table>

2014

<table>
<thead>
<tr>
<th>Field / Domain</th>
<th>Position / Poste</th>
<th>Institution / Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Library / Bibliothèque universitaire</td>
<td>Head, Archives and Research Collections</td>
<td>Carleton University, MacOrdrum Library</td>
</tr>
<tr>
<td></td>
<td>Collection Development Librarian</td>
<td>Saint Paul University Library</td>
</tr>
<tr>
<td></td>
<td>Interim Management Librarian</td>
<td>University of Ottawa Library</td>
</tr>
<tr>
<td></td>
<td>e-Resources Technician</td>
<td>University of Ottawa Library</td>
</tr>
<tr>
<td>Public Library / Bibliothèque publique</td>
<td>Children's Programmer</td>
<td>Ottawa Public Library</td>
</tr>
<tr>
<td>Government or Special Library / Bibliothèques spéciales ou du gouvernement</td>
<td>Reference Librarian</td>
<td>Supreme Court of Canada Library</td>
</tr>
<tr>
<td></td>
<td>Information Specialist / Librarian</td>
<td>Industry Canada Library</td>
</tr>
<tr>
<td></td>
<td>Research Librarian</td>
<td>Library of Parliament</td>
</tr>
<tr>
<td></td>
<td>Cataloguing Librarian</td>
<td>Library and Archives Canada</td>
</tr>
<tr>
<td>Other / Autre</td>
<td>Coordinator for Information Literacy, Digital Citizenship and School Libraries</td>
<td>Ministère de l’Éducation, du Loisir et du Sport, Québec</td>
</tr>
<tr>
<td></td>
<td>Agent de l'accès à l'information et protection de la vie privée</td>
<td>Hôpital Montfort</td>
</tr>
<tr>
<td></td>
<td>Documentalist</td>
<td>University of Ottawa, Official Languages and Bilingualism Institute</td>
</tr>
<tr>
<td></td>
<td>Strategic Research Analyst</td>
<td>Library and Archives Canada</td>
</tr>
<tr>
<td></td>
<td>Senior Project Officer</td>
<td>Library and Archives Canada</td>
</tr>
<tr>
<td></td>
<td>Senior Policy Analyst</td>
<td>Health Canada</td>
</tr>
<tr>
<td></td>
<td>Information Management Consultant</td>
<td>Systemscope</td>
</tr>
</tbody>
</table>
### 2015

<table>
<thead>
<tr>
<th>Field / Domain</th>
<th>Position / Poste</th>
<th>Institution / Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Library / Bibliothèque publique</td>
<td>Supervising Librarian</td>
<td>Ottawa Public Library</td>
</tr>
<tr>
<td>Government or Special Library / Bibliothèques spéciales ou du gouvernement</td>
<td>Information Specialist</td>
<td>Citizenship and Immigration Canada</td>
</tr>
<tr>
<td>Information Specialist</td>
<td></td>
<td>Canadian Agency for Drugs and Technologies in Health</td>
</tr>
<tr>
<td>Other / Autre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications Manager</td>
<td></td>
<td>Canadian Science Publishing</td>
</tr>
<tr>
<td>Program Officer</td>
<td></td>
<td>Canadian Association of Research Libraries</td>
</tr>
<tr>
<td>Information Management Outreach and Community Engagement Coordinator</td>
<td></td>
<td>Treasury Board Secretariat</td>
</tr>
<tr>
<td>Information Management Officer</td>
<td></td>
<td>House of Commons</td>
</tr>
<tr>
<td>Information Management Support Officer</td>
<td></td>
<td>House of Commons</td>
</tr>
<tr>
<td>Manager</td>
<td></td>
<td>Eskimo Museum, Churchill MB</td>
</tr>
<tr>
<td>Part-time Professor</td>
<td></td>
<td>Carleton University</td>
</tr>
<tr>
<td>Records Management Coordinator</td>
<td></td>
<td>University of Ottawa</td>
</tr>
<tr>
<td>Doctoral student in Anthropology</td>
<td></td>
<td>University of Ottawa</td>
</tr>
</tbody>
</table>

---

1 Preliminary listing based on informally reported positions as of October 2015.
Curricula vitae

Dr. Sylvie Grosjean

Dr. Daniel Paré
CURRICULUM VITAE

a) NOM :

GROSJEAN, Sylvie, Professeure agrégée, permanence
Membre de la Faculté des études supérieures et postdoctorales

b) TITRES UNIVERSITAIRES :
appellation, spécialisation, université, année.

Doctorat en Psychologie, Psychologie de la communication, des cognitions et des représentations de soi, Université Nancy2, France, 2002
D.E.A Psychologie, Psychologie de la communication, des cognitions et des représentations de soi, Université Nancy2, France, 1996
Maîtrise, Psychologie, Psychologie sociale, Université Nancy2, France, 1995
Licence, Psychologie, Université Nancy2, France, 1994
Diplôme d'État en Éducation Spécialisée, Institut de Formation et de Recherche en Action Sociale (IFRAS), Nancy, France, 1991

c) EXPÉRIENCE :
dates, rang/poste, section, université/firme, incluant poste à temps plein présentement occupé.

2007 - Professeure agrégée, Département de communication, Université d'Ottawa
2015 - 2016 Directrice intérimaire, École des Sciences de l’information, Université d’Ottawa
2014 - 2015 Directrice intérimaire, Département de communication, Université d'Ottawa
2003 - 2007 Professeure adjointe, Département de communication, Université d'Ottawa
2003 Chargée de cours, Département des sciences de l'administration, Université du Québec en Outaouais, Hull
2003 Chargée de cours, Département des relations industrielles, Université du Québec en Outaouais, Hull
2003 Chargée de cours, Département des sciences de l'éducation, Université du Québec en Outaouais, Hull
1999 - 2000 Gestionnaire de projet (Logement social), Auberge Communautaire du Sud-ouest, Montréal
1997 - 1999 Chargée de cours, Département des Sciences Humaines, Psychologie sociale,
Université de Nancy2, France
1991 - 1999 Éducatrice spécialisée, Service d’Investigation et d’Observation en Milieu Ouvert, Association REALISE, Nancy, France

d) DISTINCTIONS :
tel que prix du gouverneur-général, diplôme à titre honorifique, ou équivalent.
e) **TRAVAUX UNIVERSITAIRES ET PROFESSIONNELS**: pendant les huit dernières années seulement (par exemple, postes à la direction ou à la rédaction, mais non-appartenance à des sociétés savantes. Ne pas énumérer les évaluations de demandes de subventions et de manuscrits).

2015  Membre du comité de sélection Chaire de recherche du Canada de niveau 2 en innovation sociale, Université d’Ottawa
2013 - Chercheure affiliée au Groupe de Recherche sur l'Information, la Communication et la Documentation durable (GRICODD)
2012 - Membre du comité scientifique de la Revue Française des Sciences de l'Information et de la Communication (SFIC)
2011 - Chercheure affiliée à l'Institut de Recherche de l'Hôpital Montfort
2010 - Membre du comité scientifique de la revue Études de communication, Lille, France
2008 - Co-directrice du Groupe de Recherche Interdisciplinaire en Communication Organisationnelle (GRICO), Département de communication, Université d'Ottawa
2015  Membre du comité des subventions de développement Savoir (Comité 4), Conseil de la Recherche en Sciences Humaines (CRSH)
2015  Membre du comité des sciences sociales et humanités, programme de financement pour le développement de la recherche (PFDR), Université d'Ottawa
2011 - 2014 Membre du conseil de la faculté des Arts, Université d'Ottawa.
2010 - 2014 Membre du Comité du Personnel Enseignant de la Faculté des Arts (CPEF), Université d'Ottawa.
2014  Membre du comité des subventions de développement Savoir (Comité 4), Conseil de la Recherche en Sciences Humaines (CRSH)
2013 - 2014 Présidence des comités des bourses post-doctorales, Fonds de Recherche Société et Culture, Québec
2011 - 2014 Membre du conseil d’administration de l’Association Canadienne de Communication
2013  Membre du comité scientifique du colloque international Org&Co "communications organisationnelles et management en contexte numérique généralisé", 3-5 octobre 2013, Nice, France.
2013  Membre du comité des sciences sociales et humanités, programme de financement pour le développement de la recherche (PFDR), Université d'Ottawa
2012 - 2013 Organisatrice du Colloque « L'ethnographie organisationnelle : pratiques émergentes et contributions », dans le cadre du 91e congrès de l'ACFAS, Université Laval, Québec, 7-8 mai 2013
2012  Membre du comité d'évaluation du programme d'accélération de la recherche internationale (PARI), Université d'Ottawa.
2012  Professeure-invitée au département Info-Com de l’Université de Toulouse 3, France.
2010 - 2011 Membre du Comité d’Éthique et de la Recherche en Sciences Sociales et Humanités (CÉR), Service des subventions de recherche et déontologie, Université d'Ottawa
2009 - 2011  Membre du comité d'évaluation des bourses post-doctorales pour le Fond Québécois de Recherche sur le Société et la Culture (FQRSC)
2009  Membre du comité d'évaluation des demandes PFDR/IRND, Subventions de recherche et déontologie, Université d'Ottawa
2009  Membre du comité scientifique du Colloque « *La communication des organisations en débat dans les SIC: Quels objets, terrains et théories* », Colloque Jeunes chercheurs et recherches récentes, Université de Rennes 2, 11-12 juin 2009, Rennes, France
2009  Organisatrice du colloque « *Nouvelles tendances en communication organisationnelles* », 77ème Congrès de l'ACFAS, Université d'Ottawa, 14-15 mai 2009
2008  Professeure-invitée à l'UFR Info-com de l'Université Charles-De-Gaulles, Lille 3, France
2006 - 2008  Membre du comité de la recherche et des publications de la faculté des arts, Université d'Ottawa.
2004 - 2008  Membre du comité des Études Supérieures, Département de communication, Université d'Ottawa.

**f) DIRECTION DE TRAVAUX D'ÉTUDES SUPÉRIEURES** : nombre pendant toute la carrière - maîtrise, doctorat, postdoctorat, terminés/en cours. Veuillez distinguer entre superviseur, co-superviseur et superviseur en tant que membre d'un comité de surveillance.

**Complétés**

<table>
<thead>
<tr>
<th>Compétence</th>
<th>Nombre</th>
<th>Université</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superviseur</td>
<td>5 mémoires de maîtrise</td>
<td>Université d'Ottawa</td>
</tr>
<tr>
<td>Co-superviseur</td>
<td>1 thèse de maîtrise</td>
<td>Université d'Ottawa</td>
</tr>
<tr>
<td>Superviseur</td>
<td>5 thèses de maîtrise</td>
<td>Université d'Ottawa</td>
</tr>
<tr>
<td>Co-superviseur</td>
<td>1 thèse de maîtrise</td>
<td>Université d'Ottawa</td>
</tr>
<tr>
<td>Superviseur</td>
<td>1 post doctorat</td>
<td>Université d'Ottawa, Groupe de Recherche Interdisciplinaire en Communication Organisationnelle</td>
</tr>
</tbody>
</table>

**En cours**

<table>
<thead>
<tr>
<th>Compétence</th>
<th>Thèse de maîtrise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superviseur</td>
<td>1 thèse de maîtrise</td>
</tr>
</tbody>
</table>

**Détail pour les huit dernières années** : liste des thèses et projets terminés/en cours supervisés (excluant la participation sur des comités de surveillance) relatif le nom des étudiants dirigés au
cours des huit dernières années, titre de la thèse ou du projet, année à laquelle débutent et se terminent les études.


Julie Knight (Mémoire de maîtrise). *La communication éthique dans les entreprises de relations publiques*, oct. 2009 - déc. 2011

Maria Trow (Mémoire de maîtrise). *Réflexion sur les concepts organisationnels dans les organisations en réseaux: Repenser la culture organisationnelle*, oct. 2009 - mai 2010


Elodie Sung-Eun Song (Thèse de maîtrise). *Interculturalité dans la formation en ligne: enjeux communicationnels (titre provisoire)*, mai 2015 -

Regine Legault-Bouchard (Thèse de maîtrise). *Quelles sont les pratiques communicationnelles qui contribuent à intéresser et enrôler un collectif d’acteurs autour de la stratégie d’internationalisation d’une université ? Une étude de cas*, mai 2013 - janv. 2015


Pierre Sauvé (Thèse de maîtrise). *Incidences des facteurs interpersonnels dans le processus de partage de connaissances issues de travaux de recherche dans le secteur de la santé*, nov. 2005 - oct. 2011

Geneviève Lamarche (Thèse de maîtrise). *S’organiser pour limiter les risques communicationnels: le cas de service Canada*, oct. 2008 - oct. 2010


g) **COURS SUPÉRIEURS** : enseignés au cours des huit dernières années, par année

**Cours**

<table>
<thead>
<tr>
<th>Année</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>CMN5531</td>
<td>Théories de la communication organisationnelle, Département de communication, Université d’Ottawa</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>CMN5536</td>
<td>Équipes virtuelles : Enjeux communicationnels, Département de communication, Université d’Ottawa</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>Master 2</td>
<td>Ethnographie organisationnelle, Université de Toulouse 2, France</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>Master 2</td>
<td>E.Goffman et l’analyse des organisations, Master InfoCom et Médiations socio-techniques, Université Paul Sabatier, Toulouse III, France</td>
</tr>
</tbody>
</table>
2011 - 2012  Master 2  Interactions et organisation : L'apport des approches interactionnistes à la communication organisationnelle, Master InfoCom et Médiasions socio-techniques, Université Paul Sabatier, Toulouse III, France

2009 - 2012  CMN5531  Théories de la communication organisationnelle, Département de communication, Université d'Ottawa

2008 - 2009  Approches communicationnelles des organisations, Département de communication, Université d'Ottawa

2008 - 2009  CMN5535  Gestion des communications, Département de communication, Université d'Ottawa

Études dirigées

2010  Maîtrise, Julie Knight
2008  Maîtrise, Geneviève Lamarche
2007  Maîtrise, Chantal Payette
2007  Maîtrise, Emmanuelle De Mer
2007  Maîtrise, Valérie Bisson
2006  Maîtrise, Pierre Sauvé

h) SUBVENTIONS DE RECHERCHE EXTERNES : les huit dernières années, s'il s'agit d'un octroi à un groupe, indiquer le nombre des personnes recevant l'octroi et leur qualité, à savoir, chercheur principal, co-chercheur ou collaborateur

<table>
<thead>
<tr>
<th>Année</th>
<th>Source/Rôle**</th>
<th>Type</th>
<th>Montant</th>
<th>But***</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2017</td>
<td>Institut de Recherche de L'Hôpital Montfort</td>
<td>C</td>
<td>8647$</td>
<td>Recherche</td>
</tr>
<tr>
<td></td>
<td>La part des connaissances sensorielles dans la prise de décision clinique : de l'analyse de la pratique clinique à l'identification de scénarios de simulation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P Sylvie Grosjean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co Frederik Matte, Isaac Nahon-Serfaty, Lynn Casimiro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Col Marie-Christine Malouin-Benoît, Valérie Fumas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2018</td>
<td>Social Sciences and Humanities Research Council of Canada (SSHRC)</td>
<td>C</td>
<td>2 993</td>
<td>Partnership Grants</td>
</tr>
<tr>
<td></td>
<td>Ageing, Communication, Technologies (ACT): experiencing a digital world in later life</td>
<td></td>
<td>26$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P Kim Sawchuk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co Martine Lagacé</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Col Sylvie Grosjean &amp; Luc Bonneville (pour UOttawa)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2011-2014 Conseil de recherche en Sciences Humaines du Canada (CRSH)- Subvention Ordinaire de Recherche
Constitution, incarnation et matérialisation des connaissances sensibles en organisation : une ethnographie multi-sites
P Sylvie Grosjean

2010-2013 Contrat de Plan État-Région (Lille, France)
L'écrit professionnel en contexte de transformation politico-juridique et managériale.
Col Sylvie Grosjean

2009-2013 Programme ANR- France
La déconnexion volontaire aux technologies de l'information et de la communication
Col Sylvie Grosjean

2009-2010 Maison Européenne des Sciences de l'Homme et de la Société (MESHS Lille Nord, France)
Écritures normées, écritures normatives
Col Sylvie Grosjean

2008-2011 Conseil de recherche en Sciences Humaines du Canada (CRSH)- Subvention Ordinaire de Recherche
La mémoire organisationnelle en train de se dire et de se faire: Ethnographie des réunions de travail
P Sylvie Grosjean

2007-2009 Création d'un réseau de recherches en sciences humaines et sociales, Maison des Sciences de l'Homme «Approches Communicationnelles des Organisations»
Col Sylvie Grosjean

2005-2007 Conseil de Recherche en Sciences Humaines du Canada (CRSH)- programme IDR
La mémoire organisationnelle en action : Développer une approche pragmatique de la mémoire organisationnelle
P Sylvie Grosjean

*Type : C-conseils subventionnaires; G-gouvernement; F-fondations; A-autres
**Rôle: (P) Chercheur principal; (Co) Co-Chercheur; (Col) Collaborateur
***But : Recherche, voyage, publication, etc.
i) **SUBVENTIONS DE RECHERCHE INTERNES :** Celles-ci comprennent les fonds universitaires, les fonds CRSH obtenus par l'entremise de l'université, etc.

<table>
<thead>
<tr>
<th>Année</th>
<th>Source</th>
<th>Montant</th>
<th>But*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Bourse du Programme d'initiation à la recherche au 1er cycle (PIRPC)</td>
<td>500$Can</td>
<td>Supervision de recherche d'un étudiant de 1er cycle</td>
</tr>
<tr>
<td></td>
<td><strong>P Sylvie Grosjean</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Bourse du Programme d'initiation à la recherche au premier cycle (PIRPC)</td>
<td>500$Can</td>
<td>Supervision de recherche d'un étudiant de premier cycle</td>
</tr>
<tr>
<td></td>
<td><strong>P Sylvie Grosjean</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Faculté des arts (université d'Ottawa)- Subvention pour la participation à colloque</td>
<td>1500$</td>
<td>Voyage</td>
</tr>
<tr>
<td></td>
<td><strong>P Sylvie Grosjean</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*But : Recherche, voyage, publication, etc.

j) **PUBLICATIONS :**

Résumé indiquant un total pour la carrière entière, et selon les catégories suivantes:

Livres rédigés/co-rédigés par l'auteure ................................................................. 2
Livres édités par l'auteure ................................................................................................ 2
Numéros de revue édités par l'auteure ................................................................................. 4
Chapitres de livres avec comité de lecture ................................................................. 8
Chapitres de livres sans comité de lecture ..................................................................... 3
Articles publiés dans des revues avec comité de lecture ........................................... 29
Articles publiés dans des revues sans comité de lecture ............................................ 1
Communications publiées dans des comptes-rendus de congrès avec comité de lecture .................................................................................................................... 22
Contributions majeures sur invitation et/ou rapports techniques ............................... 3
Communications orales ................................................................................................... 61
Communications comme conférencières-invitées ......................................................... 7
Autres contributions ........................................................................................................ 2

**Description détaillée pour les huit dernières années**

**Livres rédigés/co-rédigé par l'auteure**


*Co-rédaction de l'ensemble de l'ouvrage*
Livres édités par l'auteure


Numéros de revue édités par l'auteure


Chapitres de livres avec comité de lecture


*Contribution de l'auteur : Les noms des auteurs apparaissent en ordre alphabétique du fait de leur égale contribution.*

*Contribution de l'auteur : Les noms des auteurs apparaissent en ordre alphabétique du fait de leur égale contribution.*


Chapitres de livres sans comité de lecture


Articles publiés dans des revues avec comité de lecture


Contribution de l'auteur : Les noms des auteurs apparaissent en ordre alphabétique du fait de leur égale contribution


Communications publiées dans des comptes rendus de congrès avec comité de lecture


Actes publiés en version électronique (disponibles sur le site de l'ICA)


**Communications orales**

Résumés d'articles et/ou communications dans un colloque savant (orales ou sur affiche)


2. **Grosjean, S.**, « Seeing physical evidence » during a land surveying project: A situated, embodied and instrumented activity, Living the Material World, Kolding, Denmark, 4th-7th August 2015,
3. Marcon, C., Grosjean, S., La communication durable vue par les professionnels de la communication. Une approche exploratoire des actions et représentations des acteurs, Université de Montréal, 10-12 juin 2015, Colloque Communication, Organisation, Société du Savoir et Information (7e COSSI) « Communication, information et savoir : quel management pour une organisation durable? ».


5. Grosjean, S., Mallowan, M., Maurel, D., Liquete, V., Marcon, C. Organizational memory and sustainable practices of writing: The case of Field Notebooks as a genre of organizational communication, Ottawa, 3-5 juin 2015, Congrès de l’ACSI/CAIS.


7. Grosjean, S., Following the constitution of an organizational “way of seeing”: Intertwining talk, body and materiality in context, Yokohama (Japon), 13-19 July 2014, XVIII ISA World Congress of Sociology.


11. Grosjean, S., Ethnographer et filmer la constitution de « practices of seeing » dans une organisation : « voir » et « faire voir » via la parole, le corps et la mobilisation d’objets, Université Laval, Québec, 7-8 mai 2013, Colloque "L'ethnographie organisationnelle : pratiques émergentes et contributions", 81ème congrès de l'ACFAS.


15. Grosjean, S., Les apports de Mikhail Bakhtine à la communication organisationnelle, Bologna, Italy, 4-8 juillet 2011, Fourteenth International Mikhail Bakhtin Conference.


25. Bonneville, L., **Grosjean, S.**, Mieux saisir la communication soignant- soigné en soin à domicile: défis, enjeux et leçons à dégager d'une étude de cas dans la région de la ville de Québec, Genève (Suisse), 13 novembre 2009, *3eme journée transfrontalière de Télémédecine franco-suisse*.


28. **Grosjean, S.**, Quand la procédure ne tient plus lors d'une prise de décision en temps réelle, Université Carlton, Ottawa, 28-30 mai 2009, *Canadian Communication Association/ Association Canadienne de communication*.

29. **Grosjean, S.**, Saisir la texture des organisations de soins, 77eme congrès de l'ACFAS, Ottawa, 11-12 mai 2009, *Table Ronde du Colloque Organisation et communication au sein des systèmes de santé*.
30. Bonneville, L., Grosjean, S., La télé-médecine sous le regard de la communication médiatisée par ordinateur: enjeux cliniques, organisationnels et communicationnels, Québec, 9ème symposium sur la télésanté.


35. Grosjean, S., Bonneville, L., Digital (in)security in the organizations, Université d'Ottawa, 3 mai 2007, Journée de recherche du Centre d'innovation et de recherche d'Ottawa (CRIO) (Research Event on Safety and Security) organisée par le service de Valorisation de la recherche et transfert de technologie.

Communications comme conférencière-invitée


Autres contributions

Ateliers, tables rondes, conférences grand public


SIGNATURE :

DATE : 12 novembre 2015
Curriculum Vitae

NAME: Paré, Daniel J., Associate Professor, tenured

Member of School of Graduate Studies and Research: Yes

Department/School: Communication

DEGREES

DPhil, Science and Technology Policy, SPRU—Science Policy Research Unit, University of Sussex, UK, 2001

M.A., Political Science, University of Guelph, Canada, 1995

B.A., Psychology, University of Western Ontario, Canada, 1991

EMPLOYMENT:

2014-15 Interim Director, School of Information Studies, University of Ottawa

2013-15 Associate Director, Academic Outreach, Institute for Science, Society, and Policy (ISSP), University of Ottawa

2012-15 Cross-Appointment with Institute for Science, Society, and Policy (ISSP), University of Ottawa

2012-15 Cross-Appointment with School of Information Studies, University of Ottawa

2011-12 Sabbatical Leave, Department of Communication, University of Ottawa

2010-11 Acting Chair, Department of Communication, University of Ottawa

2009-12 Cross-Appointment with School of Information Studies, University of Ottawa

2006-09 Cross-Appointment with School of Information Studies, University of Ottawa

2006- Associate Professor, Department of Communication, University of Ottawa

2003-06 Assistant Professor, Department of Communication, University of Ottawa

2001-03 Research Fellow, Interdepartmental Programme in Media and Communication, London School of Economics and Political Science, UK

1997-99 Seminar Convenor, SPRU—Science & Technology Policy Research Unit, University of Sussex, UK

1996 English Language Instructor, Ty Pyong Yang Foreign Language Institute, Iri/Iksan, South Korea

1993-95 Instructor, Department of Political Science, University of Guelph

1993-95 Teaching Assistant, Department of Political Science, University of Guelph
1990-91 Assistant Training Manager, Liang Ma/Landmark Hotel and Apartments, Beijing, China
1989-90 English Language Instructor, Civil Aviation Administration of China Management Institute, Beijing, China

SCHOLARLY AND PROFESSIONAL ACTIVITIES

2016 Conference Chair, Canadian Communication Association Annual Conference, University of Calgary
2015-17 APUO Board of Director’s representative, Department of Communication, University of Ottawa
2015 Expert External Evaluator, Information and Networks (I&N) Program, International Development Research Centre (IDRC), Ottawa, Canada
2015 Conference Chair, Canadian Communication Association Annual Conference, University of Ottawa
2014-16 Member of Board of Directors, Canadian Journal of Communication
2014-16 Vice President, Canadian Communication Association
2013-14 Member, Faculty Undergraduate Studies Committee, Faculty of Arts, University of Ottawa
2013 Member, Committee for Selection of Director of School of Information Studies, Faculty of Arts, University of Ottawa
2013 - Member, Editorial Board, Journal of Media Innovations
2012-14 Director/Organizer, Distinguished Speaker Series, Institute for Science, Society and Policy (ISSP), Faculty of Arts, University of Ottawa
2012 External Expert, Bourses postdoctorales, Fonds québécois de recherche sur la société et la culture (FQRSC)
2011- Member, Core Group, Institute for Science, Society and Policy (ISSP), Faculty of Arts, University of Ottawa
2010 Member, Ad-Hoc Committee for Selection of Vice-Dean Research, Faculty of Arts, University of Ottawa
2010 Expert External Evaluator, Communities and Information Society in Africa (ACACIA) Program, International Development Research Centre (IDRC), Ottawa, Canada
2009-10 Chair, SSHRC Doctoral Fellowships Pre-selection Committee 3 for the 2010-2011 Doctoral Awards Committee
2008-09 Member of SSHRC Doctoral Fellowships Pre-selection Committee for the 2009-2010 Doctoral Awards competition
2007-10  **Member**, Faculty Teaching Personnel Committee (FTPC), Faculty of Arts, University of Ottawa

2007-09  **Editor/Co-Founder**, *Global Media Journal – Canadian Edition*

2006-11  **Treasurer**, Canadian Communication Association

2006-07  **Senior IT Specialist**, Information for Development (infoDev) Global Trust Fund Program, World Bank, Washington D.C.

2006  **External Reviewer**, Canadian Heritage Information Network, Ottawa, Canada


2003  **Consultant**, Commonwealth Secretariat, London, UK

2003  **Consultant**, TNO Strategy, Technology and Policy, Delft, Netherlands

**GRADUATE SUPERVISIONS (career):**

Completed:  30 (18 MA, 12 MSc.).

In progress:  2 MA, 2 PhD

**NAME OF STUDENTS (past eight years):**

*In Progress:*

- Bhanubhakta Acharya (PhD). *Title Pending*. Sep 2015 – Present (University of Ottawa, Electronic Business (E-Society Stream) Program)
- Ouassila Kherchouche (PhD). *Title Pending*. Sep 2015 – Present (University of Ottawa, Electronic Business (E-Society Stream) Program)
- Ronnie Safarov (MSc). *Title Pending*. Sep 2015 – Present (University of Ottawa, Institute of the Environment)

*Completed:*

- Shiyu Zhuang (MA). *What Factors Motivate People To Adopt And Use The Social Media Platforms?* May 2014 – Apr 2015 (University of Ottawa, Department of Communication).
- Paul Oleniuk (MA). *Across the Chasm: Politicians and Online Social Media Platforms*. May 2012 – Apr 2014 (University of Ottawa, Department of Communication).


Chris St. John (MA), *Confirm or Ignore: Student perceptions of risk on Facebook.* Sep. 2010 – Apr. 2012 (University of Ottawa, Department of Communication).

Samantha Burton, *From Theory to Practice? An Assessment of Best Practice in the Information and Communication Technology for Education (ICT4E) in Projects.* Dec. 2009 – Sep 2011 (Carleton University, School of Journalism and Communication)

Adrienne Hiles (MA), *Global citizenship, the Internet and the Olympics: the Free Tibet cause.* Apr. 2008 – Mar. 2010 (University of Ottawa, Department of Communication).


GRADUATE COURSES (past eight years):

Seminars:
2015  CMN5140 – Communication, Globalization and Change
2014  CMN5110 – Social History of Information and Communication Technology
2014  CMN5110 – Social History of Information and Communication Technology
2013  CMN5140 – Communication, Globalization and Change
2013  ISI5153 – Political Economy of Information
2013  ISI5162 – Global Information and Communication Policy
2012  CMN5140 – Communication, Globalization and Change
2010  CMN5140 – Communication, Globalization and Change
2010  CMN5110 – Social History of Information and Communication Technology
2009  CMN5140 – Communication, Globalization and Change
2008  CMN5110 – Social History of Information and Communication Technology
2007  CMN5110 – Social History of Information and Communication Technology

Directed Studies:
Monica Gilbert, M.A. 2009  Ian McPherson, M.A. 2007
Sasha Sperinzini, M.A. 2009
Adrienne Hiles, M.A. 2008

EXTERNAL RESEARCH FUNDING (past eight years):

<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
<th>Purpose</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Social Sciences and Humanities Research Council of Canada</td>
<td>C</td>
<td>CDN$2,552,984</td>
<td>Research, Publication, Travel</td>
<td>How the geospatial web 2.0 is reshaping government-citizen interactions</td>
</tr>
<tr>
<td>2012</td>
<td>Social Sciences and Humanities Research Council of Canada</td>
<td>C</td>
<td>CDN$20,000</td>
<td>Research Proposal Preparation – SSHRC Partnership Grant</td>
<td>How the geospatial web 2.0 is reshaping government-citizen interactions</td>
</tr>
<tr>
<td>Year</td>
<td>Funding Source</td>
<td>Investigator(s)</td>
<td>Proposal Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Social Sciences and Humanities Research Council of Canada</td>
<td>Greg Elmer</td>
<td>Social media campaigns: Tracking digital politics across Web 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Investigator: Greg Elmer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Investigator: Daniel Paré</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Association of Universities and Colleges Canada (AUCC) / International</td>
<td>Daniel Paré &amp; Isaac Nahon-Serfaty</td>
<td>The use of cellular phones among poor women in Colombia, Peru and Venezuela: potential applications in healthcare and social development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development Research Centre (IDRC) / University of Ottawa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Investigators: Daniel Paré &amp; Isaac Nahon-Serfaty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Social Sciences and Humanities Research Council of Canada</td>
<td>Éric George, Daniel Paré, Gaëtan Tremblay</td>
<td>Analyse des liens entre concentration de la propriété des médias et pluralisme de l’information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Investigators: Éric George, Daniel Paré, Gaëtan Tremblay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Investigators: Daniel Paré &amp; Pierre Bélanger</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Type: C-Granting councils; G-Government; F-Foundations; O-Other

**INTERNAL RESEARCH FUNDING:**

- Faculty of Arts Funding for Conference Travel (2013): $1,500
- Faculty of Arts Funding for Conference Travel (2009): $1,000
- Faculty of Arts Funding for Conference Travel (2008): $1,000
- Faculty of Arts Funding for Research (2009): $3,600
- Faculty of Arts Funding for Research (2008): $2,000
- University Seed Funding for Research (2003-2004): $4,447
- Faculty of Arts Funding for Research (2003-2004): $3,500
PUBLICATIONS

Life-time summary (count) according to the following categories:

- Books authored .......................................................................................................................................................................... 1
- Books edited .................................................................................................................................................................................. 1
- Refereed Chapters in books .......................................................................................................................................................... 7
- Papers in refereed journals ......................................................................................................................................................... 9
- Papers in refereed conference proceedings ......................................................................................................................................... 0
- Major invited contributions and/or technical reports ................................................................................................................... 10
- Abstracts and/or papers read ......................................................................................................................................................... 30
- Others ................................................................................................................................................................................................. 11

Details for past eight years:

Books edited:


Refereed Chapters in Books:


Papers in Refereed Journals:


**Major invited contributions and/or technical reports**


**Abstracts and/or Papers Read**


6. Paré, D. *ICTs and International Development: Where to from here?* Institute of Communication, Culture & Information Technology (ICCIT), University of Toronto Mississauga, March 20th, 2014


**Others**


Director of the School of Information Studies
Tenure-track position (Associate or Full professor)
University of Ottawa

The School of Information Studies (ÉSIS) at the University of Ottawa invites applications for a tenure-track position at the rank of Associate or Full professor in Information Studies. The School is seeking an outstanding scholar in Information Studies to assume responsibilities for the directorship of the School. The start date of the appointment will be July 1, 2016 (or September 1, 2016), and the salary will be commensurate with the rank and in accordance with the Collective Agreement of the Association of Professors of the University of Ottawa.

ÉSIS is the first bilingual (French / English) school of information studies in North America and received full ALA Accreditation in 2014, just five years after its inception. The four full-time faculty are complemented by seven cross-appointed professors and six adjunct professors drawn not only from a variety of academic units within the University of Ottawa (such as law, translation and communication), but also from the professional community.

ÉSIS offers a Master of Information Studies (MIS) and a Graduate Diploma in Information Studies (GDIS), through a program that is integrally connected to the pulse and trends of the leading knowledge centers and employers in the National Capital Region: Library and Archives Canada, the Library of Parliament, the National Science Library, the national museums and galleries, two major public library systems (Ottawa and Gatineau), three university libraries (uOttawa, Carleton and Université du Québec en Outaouais), as well as a wide range of information-based government departments, NGOs and private institutions.

The School plays an active role in delivering the interdisciplinary Electronic Business Technologies Masters and Ph.D. programs (in collaboration with the Telfer School of Management and the School of Electrical Engineering and Computer Science). This role includes offering compulsory and elective courses as well as masters and doctoral supervisions. The MIS degree is now also offered with a specialization in Science, Society and Policy (in collaboration with the Institute for Science, Society and Policy). Faculty members of the School are also actively engaged in the Faculty of Arts’ nascent Digital Humanities program.

The faculty’s research profile currently includes but is not limited to information policy, open access, information extraction in scientific data, digital preservation, organizational learning and information practices (for more information, see [http://arts.uottawa.ca/sis/](http://arts.uottawa.ca/sis/)).

For this position, the candidates must:

- hold a Ph.D. in Information Studies or a related field, and be actively bilingual in English and French. An MIS (or equivalent) and/or relevant professional experience will be an asset.

- have a strong record of successful and strategic academic leadership. Applicants should indicate their academic leadership strengths and highlight the managerial and administrative qualities they bring to the position.

- have an excellent record of research (funding, awards, prizes) and publications
- have a solid experience in graduate teaching and service.

The candidate will have demonstrated leadership in her/his field, a strong record of research funding, strengths in mentorship, and a commitment to fostering a collaborative environment with students, colleagues, and community members. He or she will provide leadership in the growth and development of the School; strengthen the School’s strategic relationships with the information management community, libraries, archives and museums; enhance the profile of the School in the community; and continue to attract new cohorts of high caliber students.

The deadline for applications is November 15, 2015; however, the search will continue until the position is successfully filled. Applications should be submitted electronically and be comprised of a three-page cover letter (max.), curriculum vitae, a teaching dossier including student evaluations of teaching, and a maximum of three samples of written work. A single electronic file is preferred. Three confidential letters of reference will be required only for the candidates who are selected for interviews. The application package should be saved in MS Word or PDF, and submitted to:

Sylvie Grosjean, Interim Chair
School of Information Studies
University of Ottawa,
55 Laurier Ave East, 11112
Ottawa, ON, K1N 6N5, Canada
Email: sylvie.grosjean@uottawa.ca

While the University of Ottawa values all applications we receive; only those candidates short-listed for further consideration will be contacted.

All qualified candidates are invited to apply; however, preference will be given to Canadian citizens and permanent residents. When submitting your application, please indicate your current status. The University of Ottawa is an equal opportunity employer. We strongly encourage applications from women, Aboriginal peoples, persons with disabilities and members of visible minorities. If you are invited to continue the selection process, please notify us of any particular adaptive measures you might require by contacting the Office of the Associate Vice-President, Faculty Affairs at 613-562-5958. Any information you send will be handled respectfully and in complete confidence.