INTRODUCTION

The School of Information Studies (ÉSIS) at the University of Ottawa submitted its first Biennial Narrative Report in December 2015. After reviewing the report, the Committee on Accreditation (COA) requested no additional information. The Committee did, however, note some apparent variations of significance between the statistical data reported for 2015 and data reported for previous years. The school was asked to review the data in the COA’s Trend Summary sheet, and if it was correct, to submit a special report by October 3, 2016, explaining the data variations and how they affect the program. In fact, the data in the Trend Summary sheet was not what had been reported via the ALISE survey. The school advised the Office for Accreditation of the correct data as reported to ALISE, indicating that there were in fact no significant variations between the 2015 data and the data reported for previous years. The Office for Accreditation then confirmed that no special report would be required.

The school continues to submit statistical data annually via the ALISE survey. This year the data required for the COA’s Trend Summary sheet is being submitted concurrently with the biennial narrative report.

This narrative report highlights the school’s continuing compliance with the accreditation standards since the submission of its previous biennial narrative report in December 2015. In particular, the report focuses on the program planning, evaluation, and development activities undertaken during the intervening two years. 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 the subsequent three years in the planning cycle, the respective focus has been on teaching and learning (2015-2016), research (2016-2017), and community engagement (2017-2018).

The school’s internal planning and assessment activities for 2015-2016 through 2017-2018 have been coordinated with a cyclical program review (conducted as part of the University of Ottawa’s quality assurance regimen) and with a faculty-wide strategic planning process initiated by the Dean of Arts. The cyclical review entailed production of a self-study report covering all aspects of the program—objectives, curriculum, faculty, students, administration, and resources—followed by a site visit and report by external reviewers and a review of both reports by the Graduate Program Evaluation Committee of the University Senate.

On an ongoing basis, the school uses a broad range of mechanisms (both direct and indirect) to assess the student learning outcomes that were established as the program objectives for the MIS program in 2012. Those assessment mechanisms include course assignments and exams; capstone projects; employer evaluations of students on CO-OP placements; 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 five academic years (2012-2013 through 2016-2017) form the basis for the ongoing assessment of the degree to which the learning outcomes have been achieved. Appendix A 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.

Key program development initiatives undertaken in response to the planning and evaluation activities conducted over the past three academic years are highlighted in subsequent sections of this report.

**Standard II: Curriculum**

The revised curriculum that was introduced in 2014 has been reviewed against the 2015 ALA Standards for Accreditation, to confirm that course offerings continue to meet the objectives enunciated in section II.2 of the standards (see Appendix B). The curriculum has also been reviewed in relation to the student learning outcomes established for the MIS program (see Appendix C).

In the winter of 2016, a second capstone course was introduced. The Case Problem offers students in their final semester an opportunity to demonstrate their skills and knowledge in a broad range of professional competencies, working in teams to solve a problem relating to the management of information resources or the creation of a service (see Appendix D). The Case Problem is offered every second year, alternating with the original capstone course, the iPortfolio.

In 2015-2016—in the context of conducting the self-study for the cyclical program review and in consultation with faculty, students, and external stakeholders—the following curriculum-related areas were identified as priorities for improvement and enhancement:

- improving the second-language skills of both faculty and students;
- increasing the market appeal of the Graduate Diploma in Information Studies (GDIS) program; and
- offering a greater range and diversity in elective courses (particularly in the areas of corporate information management, data management, and information technology management).
As part of the follow-up on those priorities, the school has undertaken a review of its core and elective courses with the aim of developing a “track” within the MIS curriculum for students looking toward a career in information management. The current content of relevant courses has been mapped to the ARMA core competencies for records and information management (see Appendix E). That mapping will be used by faculty advisors to suggest appropriate electives to students interested in pursuing an information management “track” within the program. It will also be used by faculty members teaching relevant courses to optimize the information management components within those courses.

The mapping of courses to the ARMA core competencies has also served to guide the development of a proposal to modify the current GDIS program to focus on information management. The proposed refocusing of the graduate diploma—in conjunction with proposed changes to admission and program requirements for the diploma—is designed to increase the market appeal of the diploma program, particularly within the National Capital Region where there is a high demand for information management skills within both the public and private sectors. The proposed modifications to the graduate diploma program were approved by the University of Ottawa Senate in January, 2018.

**Standard III: Faculty**

For the past three years, leadership of the school has been assumed on a rotating, interim basis. Dr. Sylvie Grosjean, Associate Professor in the Department of Communication, took on the role of Interim Director for 2015-2016. Dr. Mary Cavanagh, Associate Professor in the school, took on the role for 2016-2017. Hélène Carrier, Morisset Library Director, began a one-year term as the school’s Interim Director in July 2017.

The appointment of Dr. Stefanie Haustein as a tenure-track Assistant Professor, effective July 1, 2017, brings the school’s complement of full-time faculty back up to five, after several years of operating with only four full-time professors. Dr. Haustein’s impressive record of research on scholarly
communication, bibliometrics, altmetrics, open science, and analysis of the role of social media in academia complements and expands the collective strength of the ÉSIS faculty (see Appendix F).

Dr. Heather Morrison was awarded tenure and promotion to the rank of Associate Professor as of May 1, 2017.

Dr. Amy Tector, Manager, Online Content and Copyright at Library and Archives Canada (LAC), was appointed Public Servant in Residence for a one-year term beginning in August 2017. Dr. Tector’s objectives for the residency are to educate ÉSIS students about the mandate, values and role of cultural heritage institutions, and LAC in particular, and to bring applied knowledge, real-world experience, and increased networking opportunities to faculty in ÉSIS to complement their research into digital humanities and information studies.

The school’s full-time, cross-appointed, and adjunct faculty continue to be actively engaged in research and involvement with the broader LIS community. Appendix G provides details on the funding of faculty research projects currently in progress and recent publications and presentations based on those projects and others.

In the spring of 2017, two proposals for interdisciplinary research and community engagement initiatives were developed by the school for consideration by the Faculty of Arts as part of the faculty-wide strategic planning process. The first was a proposal for a centre for research on knowledge transfer that would bring together faculty and graduate students in Communication, the School of Information Studies, the School of Translation and Interpretation, and other units within the Faculty conducting research in areas such as organizational communication, digital recordkeeping and information management in public administration, scholarly communication and the knowledge commons, the role of cultural heritage resource institutions, ICTs and knowledge networks, social information relationships, data mining, and translation technologies. The second was a proposal for an interdisciplinary institute to promote collaboration between the Faculty of Arts and Canada’s “memory institutions” (libraries,
archives, museums, and galleries) in addressing the challenges of digital transformation and identifying opportunities for those institutions to maintain and increase their relevance in a digital society. Both proposals are currently being considered by the Faculty of Arts as areas for collaborative development over the longer term.

**Standard IV: Students**

Each year the school compiles a *Summary of Student Achievement* for the MIS program. In addition to providing statistical data on student performance in the classroom and in experiential learning activities, capstone projects, and theses; the report identifies employers participating in the CO-OP program; provides bibliographic information on students’ theses, publications, and conference presentations; lists the professional associations in which students are involved and the awards they have received; and identifies the professional positions they have obtained following graduation. The information is updated annually, and a cumulative report covering the most recent five years is published on the school’s website. A review of the information compiled for the most recent two years shows a continuing high level of student performance both in the classroom and in experiential learning activities, most notably in the number of students whose performance is rated as either excellent or exceptional by their CO-OP employers. The success rate of students gaining professional employment within a few months of graduation from the program is also very impressive, at 95 to 100 percent.

As noted under the section on Standard I above, the school also conducts a detailed annual assessment of student learning outcomes. A report comprising the quantitative data compiled for that assessment over the past five years (2012-2013 through 2016-2017) is attached as *Appendix A*. The data for the most recent two years are consistent with those from previous years, and in some cases showed significant improvement (e.g., employers’ evaluations of CO-OP students’ performance). The data are also consistent from a multi-dimensional perspective (i.e., there is consistency between direct and indirect measures, as well as across assessments made by faculty, employers, and students). With very
few exceptions, student learning outcomes meet or exceed the school’s target of 4.0 (when measured on a five-point scale), across both direct and indirect measures.

The school uses a number of additional mechanisms to obtain qualitative information both on student learning outcomes and on the student experience more broadly. Those mechanisms include open-ended questions on the student and alumni surveys that are conducted on a regular basis as well as ad hoc student focus groups and special planning meetings involving student representatives. The feedback obtained through such mechanisms is regularly reviewed by faculty and serves as input to planning and evaluation activities, most recently in the context of the self-study for the cyclical program review initiated in 2015-2016. Examples of program improvements made in response to such feedback include the introduction of the Case Problem capstone project and the identification of an information management “track” within the MIS curriculum, both of which are highlighted under the section on Standard II above. The school has also placed an increased emphasis on providing students more opportunities to participate in faculty research projects, offering 19 research assistantships over the past two years.

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

Dr. Mary Cavanagh, an Associate Professor who has been a member of the school’s full-time faculty since its inception in 2009, served as Interim Director of ÉSIS for 2016-2017 (see Appendix H).

Hélène Carrier, who began a one-year term as Interim Director on July 1, 2017, brings with her considerable administrative and management experience and skill gained through her position as Director of Morisset Library at the University of Ottawa as well as in the federal public service (see Appendix I).

The school currently shares secretarial and administrative assistant services with the Department of Communication.
CHALLENGES

Ottawa’s MIS program is one of only 6 accredited programs reporting a total income of less than $1 million to ALISE in 2016, and one of only 8 programs reporting total expenditures of less than $1 million. With a total of only 4 full-time faculty positions (as reported in 2016), Ottawa’s is one of the three smallest programs accredited by ALA. And with a Fall 2016 enrolment of 39.1 FTE, Ottawa’s is the smallest of all accredited programs.

Despite operating on a shoestring, the program has been remarkably successful with respect to student learning outcomes, student achievement, and the placement of its graduates in professional positions on completion of the degree. The external reviewers for the cyclical program review conducted in 2015-2016 also highlighted as notable strengths of the program its CO-OP program and its close connections with the community of information professionals in the National Capital Region.

That said, the Dean of the Faculty of Arts has made it clear that the program is not sustainable from a financial point of view with the current level of enrolment. The school is under pressure, therefore, to review all aspects of the program that have the potential to significantly increase the rate of enrolment (recruitment strategies, admission criteria, program requirements, course offerings, program delivery options, student financial aid, etc.), and to cost any proposals put forward for consideration relative to the potential gains to be made in enrolment. A detailed action plan outlining the options, costs, and anticipated impacts will be prepared for submission to the Dean within the next several months.

Meeting the enrolment-related demands facing the school will be particularly challenging given the fact that there are no immediate prospects of filling the Director’s position on a longer-term basis and the level of administrative support for the program remains minimal at best. The external reviewers for the cyclical program review also noted that the additional burden placed on full-time faculty to
assume administrative responsibilities has a negative impact on their ability to pursue their research agenda.

List of Appendices

Appendix A  Assessment of Student Learning Outcomes
Appendix B  ÉSIS Curriculum Mapped to ALA Accreditation Standard II.2 (2015)
Appendix C  ÉSIS Curriculum Mapped to Student Learning Outcomes
Appendix D  ISI 6995 Case Problem (Winter 2018) Course Outline
Appendix E  ÉSIS Curriculum Mapped to ARMA Core Competences (2017)
Appendix F  Dr. Stefanie Haustein – Curriculum Vitae
Appendix G  ÉSIS Faculty Research, Publications, and Conference Presentations
Appendix H  Dr. Mary Cavanagh – Curriculum Vitae
Appendix I  Hélène Carrier – Curriculum Vitae
ÉSIS has undertaken a comprehensive assessment of student learning outcomes for the academic years 2012-2013 through 2016-2017. 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 in the 2013 survey, and question 3 in the 2016 surveys); students’ assessments of personal strengths relative to the requirements of the profession (question 3 in the 2013 survey, and question 4 in the 2016 surveys)

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 in the surveys from 2012-2013 through 2014-2015, and questions 9 and 14 in the 2015-2016 and 2016-2017 surveys); and 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 and “disagree” is given a weighted value of 2).

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). Employment statistics for the graduating classes of 2012 through 2016 are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
<th>Weighted Value</th>
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<tr>
<td>2011-2012</td>
<td>100%</td>
<td>5.0</td>
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<tr>
<td>2012-2013</td>
<td>70%</td>
<td>3.5</td>
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<tr>
<td>2013-2014</td>
<td>73%</td>
<td>3.7</td>
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<tr>
<td>2014-2015</td>
<td>58%</td>
<td>2.9</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100%</td>
<td>5.0</td>
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<td>2016-2017</td>
<td>95%</td>
<td>4.5</td>
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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

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<th>Student Learning Outcomes</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
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<tr>
<td></td>
<td>Coursework</td>
<td>Employer evaluations</td>
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<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>
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<tr>
<td><strong>Knowledge Base</strong></td>
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<tr>
<td>Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.</td>
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<tr>
<td>Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.</td>
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<tr>
<td><strong>Research and Evaluation Skills</strong></td>
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<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>
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<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>
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<td><strong>Planning and Problem Solving</strong></td>
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<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>
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<tr>
<td>Adapt existing and emerging information practices and technologies to meet evolving program and user needs.</td>
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<td><strong>Communication Skills</strong></td>
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<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>
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<td><strong>Professional Values and Ethics</strong></td>
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<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>
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<td>Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.</td>
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On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

### Exercise initiative, and work effectively as an individual, in teams, and in partnerships.

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Direct Measures</th>
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<td>Coursework</td>
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<td>Work term reports</td>
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<td>Student surveys</td>
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<td>Employment statistics</td>
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- ■ = Quantitative measure
- □ = Qualitative measure

Assess their personal strengths relative to the requirements of the profession.
On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:

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<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>
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<td>Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.</td>
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<td>4.1</td>
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<th>Initiative, Teamwork, and Self-Assessment</th>
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Table 3: CO-OP Employer Evaluations
*Average of work-term evaluations calculated on a 5-point scale*

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Table 5: Student Course Evaluations
Average of student evaluations of course content 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:

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</table>
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:

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<tr>
<td><strong>Research and Evaluation Skills</strong></td>
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<td>3.9</td>
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<td><strong>Planning and Problem Solving</strong></td>
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<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>
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<tr>
<td>Adapt existing and emerging information practices and technologies to meet evolving program and user needs.</td>
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<td><strong>Communication Skills</strong></td>
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<tr>
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<td>Assess their personal strengths relative to the requirements of the profession.</td>
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Appendix B: ESIS Curriculum Mapped to ALA Accreditation Standard II.2 (2015)

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<th>Core Courses</th>
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<tr>
<td>ISI5303 INFORMATION RESOURCE MANAGEMENT</td>
<td>□</td>
</tr>
<tr>
<td>ISI5304 INFORMATION RESOURCE DISCOVERY</td>
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<tr>
<td>ISI5305 MANAGEMENT FOUNDATIONS FOR THE INFORMATION PROFESSIONAL</td>
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<tr>
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<tr>
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<td>ISI6312 GLOBAL INFORMATION AND COMMUNICATIONS POLICY</td>
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<tr>
<td>ISI6313 GOVERNMENT INFORMATION POLICY AND PRACTICE</td>
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<tr>
<td>ISI6314 THE PUBLISHING BUSINESS: TRANSFORMATIONS AND OPPORTUNITIES</td>
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<td>ISI6381 KNOWLEDGE IN ORGANIZATIONS</td>
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<td>ISI6382 HUMAN RESOURCE MANAGEMENT</td>
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<td>ISI6321 RECORDS AND ARCHIVES MANAGEMENT</td>
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<tr>
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<tr>
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- = Primary focus  □ = Secondary focus

University of Ottawa School of Information Studies

Appendix B Page 1 of 1
## Appendix C: ÉSIS Curriculum Mapped to Student Learning Outcomes

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Knowledge Base</th>
<th>Research and Evaluation Skills</th>
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<th>Professional Values and Ethics</th>
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■ = Primary focus  □ = Secondary focus
Appendix D

ISI 6995: Case Problem
Winter 2018, Fridays, 8:30-11:30 am, FSS 4014

COURSE OUTLINE

Professors: Hélène Carrier and Amy Tector
Offices: Hélène Carrier (DMS 11101D); Amy Tector (DMS 11105)
Tel: Hélène Carrier (613-562-5600 ext. 2223); Amy Tector (613-562-5600 ext. 7082)
Email: hcarrier@uottawa.ca; atecto2@uottawa.ca
Office hours: Hélène Carrier: Wednesdays 12:30 to 2:00 pm or by appointment; Amy Tector: Thursdays 1pm -2:30 pm or by appointment

Course Description
The Case Problem offers students an opportunity to demonstrate their skills and knowledge in a broad range of professional competencies. Students will work in teams to solve a problem in information studies specified by their instructors. The Case Problem presents a challenge relating to the management of information resources or the creation of a service and sets the problem in a political, cultural, economic, organizational and technological contexts. Students will address the problem by producing outputs such as a problem analysis, an environmental scan, best-practices recommendations, and a prioritized plan to achieve the objectives.

Course objectives and learning outcomes
The overall course objective is that students demonstrate their skills and knowledge in Information Studies by solving a complex problem in collaboration with other students. Specifically, the solution to the Case Problem will show the students’

- Knowledge Base: Understanding of the concepts, theories, principles, and practices that underpin information policies, programs, and services described in the Case Problem as well as their management;
- Research and Evaluation Skills: Ability to assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting the program and user needs described in the Case Problem;
- Planning and Problem Solving: Ability to adapt existing and emerging information practices and technologies to meet the program and user needs described in the Case Problem. The ability to develop solutions to problems encountered in the policy, management and/or delivery of information services;
● Communication Skills: Capacity to communicate clearly and effectively using media, modes, and models appropriate to the content, audience, and objectives of the communications defined in the Case Problem;
● Professional Values and Ethics: Understanding of the role that personal and professional values and ethics play in the formulation of the design and delivery of information services described in the Case Problem;
● Initiative, Teamwork and Self Assessment: Ability to demonstrate initiative and work effectively in a team.

Each Case Problem will be specified to a degree that enables the students to exert some measure of choice about how to express their knowledge and interests and offer the students some flexibility and autonomy in defining the issues that need to be solved and how to address them. Students will work in teams of three to solve the Case Problem.

Language of instruction
English and / or French depending on the student’s individual needs.
Students may submit their work in either English or French in accordance with the University of Ottawa’s Regulation on Bilingualism: http://web5.uottawa.ca/admingov/bilingualism.html

Teaching methods
● Group discussions with the professor on how to address various aspects of the Case Problem
● Guest lectures that pertain to the Case Problem from relevant practitioners or professionals
● Individual consultations with professors in the School

Evaluation methods and distribution of grades
Three are four deliverables for this course:
● team work-plan (produced at the beginning of the project)
● project analysis report;
● oral presentation,
● individual evaluation report
All must be complete in order to receive a passing grade.

Two faculty advisors and one member of the faculty will examine each group’s project analysis report and oral presentation. The evaluation of the effective analysis and response to the Case Problem is based on an assessment rubric of ESIS competencies that must be reflected in the project analysis report and the oral presentation.

An official pass/fail grade will be given to the group as a whole based on the evaluation rubric for each competency. Examiners will assess the students’ demonstration of each competency with a mark ranging from 1 to 5. A minimum of 3 for each evaluated competency is required for a passing mark. The team’s project analysis report will be examined in this manner. The applicability of the grade will be verified at the oral presentation to ascertain the extent of individual students’ participation in the group and his or her understanding of the presented work.

The group’s team work-plan and the individual evaluation report will be marked as pass/fail and will be judged on whether they meet the deliverables described below. These will be evaluated by one of the two faculty advisors.
**Academic Regulations**

Please consult the University of Ottawa’s regulations on:

- **Academic Fraud:** [http://web5.uottawa.ca/admingov/regulations.html#r72](http://web5.uottawa.ca/admingov/regulations.html#r72)
- **Plagiarism:** [http://www.arts.uottawa.ca/eng/students/fraud.html](http://www.arts.uottawa.ca/eng/students/fraud.html)
- **Examinations & Grading:** [http://www.grad.uottawa.ca/Default.aspx?tabid=1807&mId=6](http://www.grad.uottawa.ca/Default.aspx?tabid=1807&mId=6)
Case Problems: Introduction

Student teams will be offered a choice of six (6) real-world Case Problems to analyse and resolve. Students are expected to discuss specific questions and concerns with designated professionals who have experience and insight to offer on the specific issue. The students’ project analysis report will be shared with these professionals after the students’ final grades have been submitted. These professionals will be invited to the final presentations as audience members. They will not have input into the students’ final mark.

Projects

1. Analysis of new social media platforms for showcasing of Library and Archives Canada (LAC) collections
   a. LAC is always searching for new audiences and platforms to use to meet its mandate to make its collections available to Canadians. In this project, students will research new platforms, not currently being used or piloted by LAC, to analyze the viability and reach of the platform.
   b. After conducting an environmental scan and analysis of LAC’s current and proposed offerings, students will consider issues such as suitability of the platform, intended audience, compliance with Treasury Board Secretariat Communications Policy, LAC policies, Copyright implications and other factors. Students will provide an analysis of a minimum of three different platforms and include a cost estimate for implementation of each platform.
   c. Professionals consulted: Marc Houle (LAC); Michael Smith (LAC).

2. Analysis of privacy implications of releasing historic datasets on Open Data government portal
   a. LAC releases historical datasets on the Government of Canada Open Data portal. These datasets are reviewed by the Access to Information and Privacy analysts prior to their release to ensure they comply with existing ATIP legislation. With the advent of “big data”, however, it is now possible to combine disparate datasets and uncover potentially sensitive information.
   b. Students will analyze the issue, including familiarization with Access to Information and Privacy legislation, the principles of Open Access, Open Data, big data and LAC’s own policies and mandate. They will study the issues and propose a way forward to ensure that LAC can release as much data as possible, while respecting privacy. Students will include cost estimates for implementation of this approach, which will factor in personnel time and other factors.
   c. Professionals consulted: Rachel Laurin (LAC); Noreen Hill (LAC); Catie Sahadath (uOttawa) to be confirmed

3. Proposal to research the value of the Canadian National Bibliography
   a. The maintenance of a National Bibliography (NB) is a traditional responsibility of national libraries. In the past, the former National Library of Canada (now LAC) compiled and distributed the NB first in bound volumes then in CD-ROM format. Since
the CD-ROM format was abandoned, LAC has depended on tagging Canadian content in the catalogue by including a specific data element.

b. Students would:
   i. Identify other National Libraries that maintain National Bibliographies, looking at best practices and technological solutions for capturing and communicating this information to users;
   ii. Define, delineate and discuss the research value of a National Bibliography as a cultural artefact and research source
   iii. Consider user groups (including researchers, publishing industry professionals and other cultural institutions) and user awareness;
   iv. Discuss the history and composition of the Canadian National Bibliography (identifying gaps and challenges), and;
   v. Compile a relevant bibliography on the topic.

c. Professional consulted: Sarah Stacy (LAC)

4. Proposal to create a repeatable methodology to determine the number of publications produced annually in Canada

a. In order to measure Legal Deposit compliance, LAC must determine the number of items published annually in Canada. While there are some sources of this information, including Statistics Canada, Industry Canada and BookNet, the information is scattered and there are other sources of data that are more difficult to locate and collect because they fall outside more traditional data streams.

b. Students would
   i. analyse the issues surrounding the aggregation of Canadian publication data; examine LAC’s legislative jurisdiction, mandate and policies;
   ii. look at best practices from around the world;
   iii. examine technological solutions and then propose a consistent and repeatable method of determining total publishing output and reporting on aspects of this.

c. Professional consulted: Karin Macleod (LAC)

5. Proposal to design a successful academic library space: user-centered design for library space and service development at uOttawa Library

a. In 2018, the University of Ottawa Library will be opening major new library spaces in the University’s new building, le Centre d’apprentissage / The Learning Crossroads (CRX). The Library’s new facility will house state of the art technology, will offer programming to support students in their self-directed and active learning activities, and will also provide much needed additional group and individual study space. Opportunities to offer brand new library spaces with new programming are few and far between; therefore the opening of the CRX provides the uOttawa Library with a unique occasion to design spaces and programs from scratch while at the same time requiring the library to rethink the use and
programming within existing library spaces, in particular, the Morisset Arts and Sciences Library.

b. The University of Ottawa Library continuously strives to better understand the needs of students, researchers and professors in order to design responsive spaces and services. This project seeks to explore and propose methods through which an organization, such as the uOttawa Library, may gain a better understanding of the use of library spaces by its key constituency groups with the ultimate goal of designing better spaces and services that respond to user needs and increase constituency engagement.

c. Student will
   i. Conduct a literature review to demonstrate understanding of:
      1. Trends in university library space use,
      2. Identifying constituency groups for university library spaces,
      3. User-centred design principles for space and services,
      4. Approaches that may be used to understand and evaluate library space use, including technology-rich library facilities,
   ii. Understand the institutional context of uOttawa
      1. uOttawa institutional context and priorities (how does the literature apply or not apply to the particular context of uOttawa? Are there notable differences in important contextual elements such as the structure of higher education in Canada, bilingual nature of the institution, downtown campus, origins of the university...)
      2. New (CRX) and existing (MRT) library space at uOttawa (understanding how these spaces are zoned by the library and used by students)
   iii. Analyse and make recommendations
      1. Propose and evaluate 2-3 assessment approaches which will inform a user-centred design process,
      2. Consider how the library can gather the information needed effectively but efficiently; also consider how to ensure that the resulting data is usable and can easily be leveraged to help decision making and how students and faculty can be kept informed of how their feedback is being used.
      3. Select one, explain the selection and, if possible, conduct a pilot project (small scale) using the recommended approach. Report on the results.
      4. Provide a project outline to carry out the assessment for both library spaces. Include objectives, timeline, constraints and resourcing considerations (financial, human, physical, and technical).

d. Professionals consulted: Maryse Laflamme (uOttawa), Talia Chung (uOttawa)

6. Proposal to develop a faculty engagement strategy for uOttawa Library
a. While faculty are generally very supportive of university libraries, they tend to focus on collections and feel that the library’s primary responsibility is facilitating access to scholarly materials. While libraries provide extensive services and expertise to support teaching and research, these are often not broadly known or understood. Recognizing that it can be challenging to capture the attention of faculty amid all the “noise” and competing demands for their time, recommend an ongoing strategy to increase faculty awareness of library services and expertise. Consider the role of individual librarians in engagement and outreach, targeted marketing and communications strategies and any other elements that you consider to be important.

b. Students will conduct a literature review of faculty use and perceptions of academic libraries and trends in research and teaching support services. They will review best practices in Canadian academic libraries, and conduct an environmental scan of uOttawa library organizational context, including strategy, mandate and resources. They will study the issues and recommend a faculty engagement strategy to increase faculty awareness of library services and expertise. Students will include cost estimates for implementation of this approach (which will factor in personnel time and other factors) as well as a prioritized plan to achieve the objectives.

c. Professionals consulted: Joan Cavanagh (uOttawa) and Patrick Labelle (uOttawa)

**Deliverables**

The deliverables for this course include: the project analysis report; an oral presentation, a team work-plan (produced at the beginning of the project) and an individual evaluation report for that work-plan (produced at the end of the project).

The team’s work-plan will be no more than 3 pages and will include:

- the task assignments for each member of the team and the work schedule

The project analysis report will be no more than 25 pages and shall include:

- An executive summary
- a profile of the organization including its purpose, social role, strategic goals, stakeholders, assets, etc.
- a survey of the relevant context within which the organization operates (legal and regulatory framework, relationships with other organizations, etc.)
- a description of the problem to be resolved
- a scope statement
- an environmental scan and/or literature review of relevant best practices/analysis related to their particular problem
- an articulation of the proposed problem resolution
Specific proposal
A gap analysis (including opportunities and risks)
an assessment of potential technology platforms and applications
an evaluation framework (critical success factors for the proposal, performance
measures, outcomes, etc.)

● An analysis of the relevant ethical issues/professional practices at stake

● A list of resources consulted for developing and evaluating your project analysis report

Please note: The project analysis reports will be shared with relevant stakeholders for their interest

The individual evaluation report will be no more than 3 pages and will include:

● an account by each team member of the knowledge acquired from your experiences with the
teamwork process and of developing and following the work plan.
● An evaluation of the process (meetings / discussions / decisions) involved in developing the
project proposal
● Each individual will be responsible in the evaluation for listing how, specifically, they met the 6
learning outcomes specified in the Course Outline.

The oral presentation of the project analysis report will be no more than 15 minutes with 20 minutes for
questioning of all group members. Stakeholders will be invited to attend the relevant presentation.

● a presentation by one member of the team
● participation by all members of the team in a follow-up discussion with the panel of examiners

All written assignments are to be submitted on Virtual Campus using the following format: (Double
interline, equivalent Times 12 pts)
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# Appendix E: ÉSIS Curriculum Mapped to ARMA Core Competences (2017)

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<td>ISI6332 METADATA AND TAXONOMIES</td>
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<tr>
<td>ISI6341 INFORMATION REPRESENTATION AND RETRIEVAL TECHNOLOGIES</td>
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<tr>
<td>ISI6342 WEB ARCHITECTURE AND TECHNOLOGIES</td>
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<td>ISI6343 DIGITAL ASSET MANAGEMENT TECHNOLOGIES</td>
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<td>ISI6351 INTRODUCTION TO SOCIAL MEDIA</td>
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<td>ISI6352 MARKETING AND ADVOCACY FOR INFORMATION ORGANIZATIONS</td>
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<tr>
<td>ISI6353 ACCESS AND SERVICES TO DIVERSE POPULATIONS</td>
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<td>ISI6354 CULTURAL HERITAGE RESOURCES</td>
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<td>ISI6361 ADVANCED RESEARCH METHODS IN INFORMATION STUDIES</td>
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<td>ISI6371 LEARNING AND INSTRUCTION</td>
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<td>ISI6372 INFORMATION LITERACY</td>
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<td>ISI6381 KNOWLEDGE IN ORGANIZATIONS</td>
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<tr>
<td>ISI6382 HUMAN RESOURCE MANAGEMENT</td>
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</tbody>
</table>

= In depth  = Basics

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University of Ottawa School of Information Studies
Stefanie Haustein
Postdoctoral Researcher
Canada Research Chair on the Transformations of Scholarly Communication
École de Bibliothéconomie et des Sciences de l’Information
Université de Montréal
CP 6128, Station Centre-Ville, Montréal, Québec, H3C 3J7 Canada
stefanie.haustein@umontreal.ca | stefaniehaustein.com | @stefhaustein | ORCID: 0000-0003-0157-1430

Higher Education

2008 – 2012 Ph.D., Information Science, summa cum laude
Heinrich Heine University Düsseldorf, Germany

Heinrich Heine University Düsseldorf, Germany

Additional Training

12/2016 Presenting data and information: A one-day course taught by Edward Tufte
San Francisco, USA

04/2015 The bilateral knowledge mobilization of material culture of science and HPS/STS scholarship: A graduate student training workshop
Collection of Historical Scientific Instruments, Harvard University, Cambridge, USA

09/2011 European summer school for scientometrics
Vienna University, Austria

09/2009 3rd Trier summer school “Network Analysis in the Humanities and Social Sciences”
Trier University, Germany

Professional Experience

2013 – present Postdoctoral researcher
School of Library and Information Science, University of Montreal, Canada

2013 – present Associated researcher
Centre interuniversitaire de recherche sur la science et la technologie,
Université du Québec à Montréal, Canada

11/2016 Visiting scholar
Simon Fraser University, Vancouver, Canada

2009 – 2015 Visiting lecturer
Department of Information Science, Heinrich Heine University Düsseldorf, Germany

03/2015 Visiting scholar
CWTS-Centre for Science and Technology Studies, Leiden University, the Netherlands

06/2014 Visiting scholar
Department of Information Studies, Åbo Akademi University, Turku, Finland

06/2013 Visiting scholar
Department of Information & Library Science, Indiana University Bloomington, USA

2013 – 2014 Research analyst
Science-Metrix Inc., Montreal, Canada

2011 – 2012 Bibliometric analyst
Forschungszentrum Jülich, Germany

2008 – 2011 Doctoral researcher
Forschungszentrum Jülich, Germany
11/2010 Visiting scholar  
CWTS-Centre for Science and Technology Studies, Leiden University, the Netherlands  

2006 – 2008 Assistant for press reviews  
Maas.Marschel, Düsseldorf, Germany  

2006 – 2008 Research assistant for scientometric studies  
Forschungszentrum Jülich, Germany  

2005 – 2008 Teaching assistant  
Department of Information Science, Heinrich Heine University Düsseldorf, Germany  

2004 – 2006 Assistant in Public Relations  
Emschergenossenschaft and Lippeverband, Essen, Germany

**ACADEMIC AWARDS**

SIG of the Year 2016 as Chair of the Special Interest Group for the Measurement of Information Production and Use (SIG/MET)  
Awarded by the Association for Information Science & Technology (ASIS&T)

Best paper award 2016, 2nd prize  
Awarded at the 9th National Scientometrics and Scientific Evaluation Forum 2016, Wuhan, China

Best altmetrics paper 2015, 1st prize, US $500  
Awarded at the SIG/MET Metrics 2015 Workshop, ASIS&T Annual Meeting, St. Louis, USA by Altmetric.com and figshare

Eugene Garfield Doctoral Dissertation Scholarship 2011, US $3,000  
Awarded by the International Society for Scientometrics and Informetrics (ISSI) and the Eugene Garfield Foundation

Best poster award 2010, 1st prize  
Awarded at the 11th International Conference on Science and Technology Indicators (STI), Leiden, the Netherlands

**FUNDING AND GRANTS**

Social Sciences and Humanities Research Council of Canada  
SSHRC Insight Grant “Écrire la lecture : L’emploi des médias sociaux par les universitaires et le grand public”  
Co-applicant, with applicant Nadine Desrochers (Université de Montréal) and co-applicants Louise Spiteri (Dalhousie University) and Vincent Larivière (Université de Montréal)  

Social Sciences and Humanities Research Council of Canada  
SSHRC Insight Grant “Understanding the Societal Impact of Research Through Social Media”  
Co-investigator, with principal investigator Juan Pablo Alperin (Simon Fraser University) and co-investigators Vincent Lariviére (Université de Montréal), Florence Millerrand (Université du Québec à Montréal) and Katherine Reilly (Simon Fraser University)  

Social Sciences and Humanities Research Council of Canada  
SSHRC Insight Grant “Chercheurs 2.0? Étude des usages et des facteurs d’adoption des médias sociaux par les chercheurs canadiens en contexte de collaboration interinstitutionnelle”  
Collaborator, with principal investigator Audrey Laplante (Université de Montréal) and co-investigators Christine Dufour and Vincent Lariviére (Université de Montréal)  

Alfred P. Sloan Foundation  
Grant #G-2014–3–25 “to support greater understanding of social media in scholarly communication and the actual meaning of various altmetrics”  
Co-investigator, with principal investigator Vincent Lariviére (Université de Montréal) and co-investigator Cassidy R. Sugimoto (Indiana University Bloomington)  

Social Sciences and Humanities Research Council of Canada  
Digging into Data Challenge “Cascades, Islands, or Streams? Time, Topic, and Scholarly Activities in Humanities and Social Science Research”  
Collaborator, with principal investigators Mike Thelwall (University of Wolverhampton), Cassidy R. Sugimoto (Indiana University Bloomington) and Vincent Lariviére (Université de Montréal) and co-investigators Staša Milojević and Ying Ding (Indiana University Bloomington)
07/2011 Frauenförderung der Heinrich-Heine-Universität Düsseldorf  
€1,000 Travel grant  
07/2009 Frauenförderung der Heinrich-Heine-Universität Düsseldorf  
€500 Travel grant

**ACADEMIC SERVICE**

- **Chair of ASIS&T SIG/MET (2015–2018)**
- **Co-chair (with Greg Tananbaum) of Working Group C (Data Quality) of the National Information Standards Organization (NISO) Altmetrics Initiative (2015–2016)**
- **Advisory board member of Open Knowledge Maps (2017–)**
- **Committee member for the creation of a new funding program on quantitative research evaluation of the German Federal Ministry of Research and Education (2017)**
- **Steering board member of Metadata 2020, a Crossref advocacy campaign for sharing richer metadata (2016–)**
- **Advisory board member of Metric Toolkit (winner of the Force11 Innovation Challenge) (2016–)**
- **Member of the Metrics Working Group of the Ligue des Bibliothèques Européennes de Recherche (LIBER) (2016–)**
- **Member of the Centre interuniversitaire de recherche sur la science et la technologie (CIRST), ASIS&T and the Association francophone pour le savoir (Acfas)**
- **Reviewer for the Mitacs Accelerate Program (2014)**
- **Doctoral student representative of Forschungszentrum Jülich within “Helmholtz Juniors”, Helmholtz Association of German Research Centers (2009–2010)**
- **Co-editor for the Special Issue “Social Media in Scholarly Communication” of Aslib Journal of Information Management**
- **Editorial board member of Journal of Informetrics, Scientometrics and Frontiers in Library and Information Science**
- **Member of the organizing committee of the altmetrics workshop series altmetrics14 in Bloomington (USA), altmetrics15 in Amsterdam (the Netherlands), altmetrics16 in Bucharest (Romania)**
- **Member of the organizing committee of the ASIS&T SIG/MET workshop series Metrics 2015 in St. Louis (USA) and Metrics 2016 in Copenhagen (Denmark)**
- **Member of the scientific committee of the 4th WWW Workshop on Big Scholarly Data in Perth (Australia), 15th International Symposium of Information Science in Berlin (Germany), 21st International Conference on Science and Technology Indicators (STI) in Valencia (Spain), 3rd WWW Workshop on Big Scholarly Data in Montreal (Canada), 15th International Conference on Scientometrics & Informetrics (ISSI) in Istanbul (Turkey), 14th International Symposium of Information Science in Zadar (Croatia), 19th STI Conference in Leiden (the Netherlands), 3rd DGI Conference in Frankfurt (Germany), 14th ISSI Conference in Vienna (Austria), 17th STI Conference in Montreal (Canada), 2nd DGI Conference in Düsseldorf (Germany) and the 13th ISSI Conference in Durban (South Africa)**
TEACHING AND MENTORING

COURSES TAUGHT

Aufbauseminar „Altmetrics: Social Media in der wissenschaftlichen Kommunikation und Evaluation“
Summer 2015
[Advanced course “Altmetrics: Social Media in scholarly communication and evaluation”]
intensive course of 22.5h hours, 13 students, 2 or 6 credits
Department of Information Science, Heinrich Heine University Düsseldorf

Aufbauseminar „Soziale Netzwerkanalyse“
Summer 2013
[Advanced course “Social network analysis”]
intensive course of 22.5h hours, 16 students, 2 or 6 credits
Department of Information Science, Heinrich Heine University Düsseldorf

Basisseminar „Empirische Informationswissenschaft“
Summer 2012
[Basic course “Empirical information science”]
intensive course of 22.5h hours, 24 students, 2 or 6 credits
A term paper was published and won the LIBRI Best Student Paper Award 2013:
doi : 10.1515/libri-2013-0021
Department of Information Science, Heinrich Heine University Düsseldorf

Basisseminar „Empirische Informationswissenschaft: Netzwerkanalyse“
Summer 2010
[Basic course “Empirical information science: social network analysis”]
15 weekly classes of 90 minutes, 6 students, 2 or 6 credits
Department of Information Science, Heinrich Heine University Düsseldorf

Basisseminar „Empirische Informationswissenschaft“, taught with Miloš Jovanović
Summer 2009
[Basisseminar “Empirical Informationssciences”]
15 weekly classes of 90 minutes, 49 students, 2 or 6 credits
Department of Information Science, Heinrich Heine University Düsseldorf

Tutorium zur Vorlesung „Empirische Informationswissenschaft“
Winter 2010/2011
[Tutorial to the lecture “Empirical information science”]
15 weekly tutorials of 90 minutes, 35-60 students
Department of Information Science, Heinrich Heine University Düsseldorf

GUEST LECTURES

“Les medias sociaux dans la communication et l’évaluation scientifique : résultats de recherche et conseils pour les chercheurs”, Atelier-formation de CIRST
Spring 2016
[“Social media in scholarly communication and evaluation: research results and tips for researchers”, CIRST seminar]
90 minutes, 15 participants
Centre interuniversitaire de recherche sur la science et la technologie, Université du Québec à Montréal, Canada

“Analyse des réseaux sociaux avec VOSviewer”, SCI 6304 – Bibliométrie et communication savante, Prof. Vincent Larivière
Fall 2015
[“Social network analysis with VOSviewer”, SCI 6304 – Bibliometrics and scholarly communication, Prof. Vincent Larivière]
45 minutes, 22 students
École de bibliothéconomie et des sciences de l’information, Université de Montréal

1 In Germany, the summer semester lasts from October to March with lecture period taking place from October to February.
2 The credit points are provided in accordance with the European Credit Transfer System (ECTS).
3 In Germany, the winter semester lasts from April to September with the lecture period taking place from April to July.
“Social media metrics”, EDPE-668 – Digital and social media in higher education, 
Prof. Nathan C. Hall
30 minutes, 16 students
Department of Educational and Counselling Psychology, McGill University

MENTORING AND STUDENT SUPERVISION

Doctoral level
[Social media and environmental science : transformations of scholarly activity and the social role of researchers in the digital era]
Département de communication sociale et publique, Université de Québec à Montréal
Comprehensive exam, jury member

Sabrina Reher (2011): “Repräsentativität wissenschaftlicher Disziplinen bei CiteULike, Connotea und Bibsonomy”
[“Representation of scientific disciplines on CiteULike, Connotea and Bibsonomy”]
Department of Information Science, Heinrich Heine University Düsseldorf
Master’s thesis, co-supervisor

Bachelor’s level
[“Output and impact of science and technology in South Korea based on bibliometric and patentometric analyses”]
Department of Information Science, Heinrich Heine University Düsseldorf
Bachelor’s thesis, supervisor

Shushan Rana (2011): „Bibliometric and patentometric analysis of output and visibility of science and technology in Singapore”
Department of Information Science, Heinrich Heine University Düsseldorf
Bachelor’s thesis, supervisor

Natalie Friedrich (2015): “Applying sentiment analysis for tweets linking to scientific papers”
Department of Information Science, Heinrich Heine University Düsseldorf
Bachelor’s thesis, supervisor

LIBRI Best Student Paper Award 2013
Department of Information Science, Heinrich Heine University Düsseldorf
Term paper, supervisor

Research assistants
Bibliometrics Team, Central Library, Forschungszentrum Jülich
PUBLICATIONS

MONOGRAPHS AND EDITED VOLUMES


BOOK CHAPTERS


JOURNAL ARTICLES (PEER-REVIEWED)

2. Smith, E., Haustein, S., Mongeon, P., Fei, S., Ridde, V., & Larivière, V. (accepted). Knowledge sharing in global health research; the impact, uptake and cost of open access to scholarly literature. Health Research Policy and Systems.


**REPORTS AND OTHER PUBLICATIONS (NON-PEER REVIEWED)**


**CONFERENCES AND INVITED TALKS**

**KEYNOTES AND INVITED TALKS**

1. **Haustein, S.** (2017, November). Open science, social media and the scientific reward system. 22nd Nordic Workshop on Bibliometrics and Research Policy, 9–10 November 2017, Helsinki (Finland). keynote


CONFERENCE PRESENTATIONS


32. Barth, M., **Haustein, S.**, & Scheidt, B.* (2013, September). Co-publication analysis of German and Chinese institutions in the life sciences. Poster presented at the *18th International Conference on Science and Technology Indicators*, 4-6 September 2013, Berlin (Germany).


PANEL DISCUSSIONS, WEBINARS AND WORKSHOP ORGANIZATION


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**MEDIA COVERAGE AND REVIEWS**

**BOOK REVIEWS**


**PRESS COVERAGE**


Appendix G

ÉSIS Faculty Research, Publications, and Conference Presentations

Funding

Current research grants awarded to ÉSIS full-time faculty:

<table>
<thead>
<tr>
<th>Funding Agency /Program</th>
<th>Research Project</th>
<th>Investigator</th>
<th>Amount (Year)</th>
</tr>
</thead>
<tbody>
<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>Mitacs Accelerate Graduate Research Internship Program</td>
<td>A Model-Driven Framework for Meta-Data Harmonization in Business Intelligence</td>
<td>Dr. André Vellino, Co-investigator</td>
<td>$80,000 (2016)</td>
</tr>
<tr>
<td>Social Sciences and Humanities Research Council (SSHRC) Insight Grants</td>
<td>Sustaining the Knowledge Commons: Open Access Scholarship</td>
<td>Dr. H. Morrison, Principal Investigator</td>
<td>$182,445 (2016-2021)</td>
</tr>
<tr>
<td>University of Ottawa Grants for Interdisciplinary Research</td>
<td>Communications and Technology Innovation Labs</td>
<td>Dr I. Alberts, Collaborator</td>
<td>$3,565 (2017-2018)</td>
</tr>
</tbody>
</table>

Publications

Recently published journal articles, conference proceedings, book chapters, and regulatory submissions by ÉSIS faculty:


**Morrison, H.** et al. (2015 - ) sustainingknowledgecommons.org

**Morrison, H.** et al. (2015 - ) Open access article processing charges dataverse. https://dataverse.scholarsportal.info/dataverse/oaapc


**Conference presentations**

Papers and posters by ÉSIS faculty recently presented at conferences:


**Alberts, I.** (2016, January). *Business Analysis as a Strategic Tool for Information Management.* Presented at the INFONEX Conference, Managing E-Records in Canada's Public Sector, Ottawa, ON.


**Bowker, L., & Jones, J.** (2016, June) Reflecting on our tone when representing quality assurance: A corpus-based investigation. Presented at the 29th Conference of the Canadian Association for Translation Studies, Calgary, AB.

**Bowker, L., & Villamizar, C.** (2016, June). *The embedded records manager: A pilot study emphasizing the importance of community as a key to success.* Presented at the Canadian Association for Information Science Annual Conference, Calgary, AB.


Vellino, A. (2017, April). *Mindfulness as instrument, mindfulness as lifestyle.* Presented at the First Annual Meeting of the University of Ottawa Academy of Mindfulness and Contemplative Studies, Ottawa, ON.
Mary F. Cavanagh
(Revised May 30, 2017)

Department/School: School of Information Studies

CURRICULUM VITAE

a) NAME:

CAVANAGH, Mary, associate professor with tenure
Member, Faculty of Graduate and Postdoctoral Studies
Member, Electronic Business (PhD), Faculty of Graduate and Postdoctoral Studies
Personal webpage: http://mfcavanagh.wordpress.com

b) DEGREES:

Ph.D., Philosophy, Faculty of Information, University of Toronto, Canada, 2009
Doctoral thesis: Making the invisible visible: reference work as epistemic practice

M.I.S., Information Science, University of Western Ontario, Canada, 1986
B.A., (Hons.), English, University of Regina, Canada, 1985

c) EMPLOYMENT HISTORY:

2016-2017 Acting Director, School of Information Studies, University of Ottawa
2015-present Associate Professor, School of Information Studies, University of Ottawa
2009 - 2014 Assistant Professor, School of Information Studies, University of Ottawa
2008 - 2009 Bibliothécaire, Bibliothèque municipale de Gatineau
2004-2009 Coordonnateur (part-time), SmartLibrary-Bibliothèquegéniale
2000-2004 Manager of Virtual Library Services, Ottawa Public Library
1998-2000 Manager of Collection Development, Ottawa Public Library
1992-1998 Librarian, Kingston Frontenac Public Library
1988-1992 Community Services Director, Regina Public Library
1986-1988 Assistant Regional Librarian, Southeast Regional Library

d) ACADEMIC HONOURS:


2012 Awarded GRAND-NCE New Scholars' Travel Bursary ($1,000) to attend #Influence12: Symposium & Workshop on Measuring Influence on Social Media, Social Media Lab, School of Management, Dalhousie University, Halifax, NS, September 28-29

2007 Student Paper of the Year Award, Canadian Association of Information Science
L’Association canadienne des sciences de l’information (CAIS-ACSI), "Re-conceptualizing the ‘reference transaction’ – the case for interaction and information relationships at the public library reference desk"
2011  ProgrammeReviewer, Association for Information Science and Technology (ASIS&T), Annual Conference
2010  Reviewer, Management Learning Quarterly
2010  Member, International Center for Information Ethics
2010  ProgrammeReviewer, Association for Information Science and Technology (ASIS&T), Annual Conference
2009-11 Coordinator, ÉSIS Research Conversations | Conversations de la recherche, Colloquium series, School of Information Studies

Service Activities (Internal):

2015 - 2018 Member, Scholarships Committee (SSHRC), Faculty of Graduate and Postdoctoral Studies
2012 - 2017 Faculty Advisor, Association des étudiants en sciences de l’information | Information Studies Student Association (AÉSISSA)
2011 - 2017 Chair, Curriculum Review Committee, School of Information Studies
2011 - 2017 Chair, External Curriculum Advisory Committee, School of Information Studies
2009 - 2017 Member, Admissions Committee, School of Information Studies
2009 - 2017 Member, Departmental Hiring Committee, School of Information Studies
2014 Thesis Examiner (M.I.S.), Ms. Sandra Bebbington, School of Information Studies, August 28
2014 Thesis Examiner (M.I.S.), Ms. Patti Harper, School of Information Studies, June 13
2014 Jury Chair, Doctoral Thesis Oral Defense, Mr. Saleh Al-Sharieh, Faculty of Law, June 17
2013 Invited participant, Special meeting on Blended Learning, Office of the Vice-President, Academic and Office of the Associate Vice-President, Teaching and Learning Support Service
2012 - 2013 Member, Working Group on Governance, School of Information Studies
2012 - 2013 Judge, Library Research Prize, Undergraduate Research Opportunity Program (UROP), Office of Research, University of Ottawa
2012 Co-Leader, Writing Your Journal Article in 12 Weeks (WYJA) Workshop, Centre for Academic Leadership, June-August
2010 - 2011 Member, Graduate Student Experience Roundtable, Vision Arts 2015, Faculty of Arts
2009 - 2012 Member, School of Information Studies, Faculty of Arts Council
2009 - 2013 Member, all departmental American Library Association accreditation-related committees

Service Activities (External):

2016 Member, American Library Association, Committee on Accreditation External Review Panel, McGill School of Information Studies, September 25-27, 2016
2012 - present Board Member, MediaSmarts | HabiloMédias
2011 - present Accredited External Review Panelist, American Library Association, Committee on Accreditation
2013 - 2014  Member, Library Statistics and Values Task Force, Canadian Library Association
2009- 2013  Member, SmartLibrary | BibliothèquegénialeSteering Committee

f) GRADUATE SUPERVISIONS:

In Process: 1 Supervision, 1 Co-supervision

  . Elizabeth Marasse (M.I.S.), The Beauty of Working Alone Together: Aesthetic Judgment and Knowledge Creation, Supervisor, January 2017 –

Completed: 3 M.I.S., 1 Co-Supervisor, 2 Supervisor

  . Caitlin Horrall (M.I.S.), Mothers of invention: Commercial content on mother blogs and perceptions of credibility, Sept. 2010 - 2014 (part-time)
  . Mariane Léonard (M.I.S.), Recherche d’images numériques et utilisation des métadonnées chez des étudiants aux cycles supérieurs, Sept. 2010 - 2015

g) GRADUATE COURSES:

Seminars:
  2006-2007  Online information retrieval
  2009-2010  Research methods for information professionals
  2009-2010  Ethics, values and information dilemmas
  2009-2010  Evaluation of information programs and services
  2009-2010  Philosophy and practice of the information professional
  2010-2011  Organizational ecology of information agencies
  2010-2011  Research methods for information professionals
  2010-2011  Social context of information
  2010-2011  Ethics, values and information dilemmas
  2011-2012  Thèmes choisis : Services de renseignement, ressources et relations
  2011-2012  Ethics, values and information dilemmas
  2011-2012  Research methods for information professionals
  2011-2012  Special topic: Information seeking
  2012-2013  Ethics, values and information dilemmas
  2012-2013  Research methods for information professionals
  2012-2013  Philosophy and practice of the information professional
  2012-2013  Organizational ecology of information agencies
  2013-2014  Special topic: Information seeking
  2013-2014  Research methods for information professionals
  2013-2014  The publishing business: past, present and future trends
  2013-2014  Evaluation of information programs and services
  2014-2015  Marketing and advocacy for information professionals
  2014-2015  Knowledge in organizations
2014-2015  Social media  
2014-2015  Information resource discovery  
2014-2015  Information professionals as leaders  
2015-2016  Current topics in information studies  
2015-2016  Advanced research methods in information studies  
2015-2016  Information resource discovery  
2016-2017  Marketing and advocacy for information professionals  
2016-2017  Research methods for information professionals  
2017-2018  Special Topic: Information credibility and trustworthiness in 21st century  

Directed Studies:  
Caitlin Horrall, M.I.S., 2011-2012, Archiving special collections  
Kelly Sirett, M.I.S., 2013-2014, Community librarianship  

h) EXTERNAL RESEARCH FUNDING:

<table>
<thead>
<tr>
<th>Year</th>
<th>Source</th>
<th>Type</th>
<th>Amount per year</th>
<th>Purpose</th>
<th>Title of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Network Centre of Excellence - Graphics, Animation and New Media (GRAND)</td>
<td>C</td>
<td>$5000 CNI*</td>
<td>Research</td>
<td>Access to news media: production, search, retrieval and distribution</td>
</tr>
<tr>
<td>2011</td>
<td>Network Centre of Excellence - Graphics, Animation and New Media (GRAND)</td>
<td>C</td>
<td>$10,000 CNI</td>
<td>Research</td>
<td>Access to news media: using social media for information interaction</td>
</tr>
<tr>
<td>2012</td>
<td>Network Centre of Excellence - Graphics, Animation and New Media (GRAND)</td>
<td>C</td>
<td>$10,000 CNI</td>
<td>Research</td>
<td>Organizing information relationships with social media</td>
</tr>
<tr>
<td>2014</td>
<td>Network Centre of Excellence - Graphics, Animation and New Media (GRAND)</td>
<td>C</td>
<td>$6,000 CNI</td>
<td>Research</td>
<td>Access to news: production, interaction</td>
</tr>
<tr>
<td>2014-2016</td>
<td>Insight Development, Social Sciences Research and Humanities Congress</td>
<td>C</td>
<td>Y1 $14,940 Y2 $13,088 PI</td>
<td>Research</td>
<td>Social-biblio.ca: Meaning and method behind Canadian public library micro-blogging practices</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Law Foundation of Ontario Responsive Grants Program</td>
<td>C</td>
<td>$65,000 (18 months) PI</td>
<td>Research</td>
<td>Mapping the Front End: Legal information seeking practices</td>
</tr>
</tbody>
</table>

*CNI = Collaborating Network Investigator
i) INTERNAL RESEARCH FUNDING:

2015 - Undergraduate Research Opportunity Program, Two Research Assistants, $1,000
2015 - Work Study Program, Summer Research Assistant, $3,000
2012 - Social-biblio.ca: What's in a #Canlit tweet?, University of Ottawa Undergraduate Research Opportunity Fund, $500
2010 - Open access: enactment of an idea, Faculty of Arts Research Fund, $5,000
2009 - Using rich pictures for change: a mindset and a tool, Association pour l'avancement des sciences et des techniques de la documentation (ASTED), Nov. 11-14, Montreal, QC, Travel grant, $250

j) PUBLICATIONS:

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

- Books authored ........................................................................................................................................... 0
- Books edited ................................................................................................................................................ 0
- Refereed Chapters in books ...................................................................................................................... 0
- Non-refereed Chapters in books .............................................................................................................. 0
- Papers accepted in refereed journals ........................................................................................................ 7
- Papers submitted in refereed journals ..................................................................................................... 1
- Papers in process .......................................................................................................................................... 2
- Papers in refereed conference proceedings .................................................................................................. 2
- Abstracts and/or papers read (refereed) ....................................................................................................... 11
- Conference posters (refereed) ....................................................................................................................... 4
- Regulatory submission (reviewed) ................................................................................................................ 1
- Major invited contributions and/or technical reports ............................................................................. 7
- Conference and workshop presentations (invited) ................................................................................... 14
- Others (workshops presented) ................................................................................................................... 0
- Professional and technical reports ............................................................................................................. 0

2) Life-time details for same categories as above:

Books authored: none

Books edited: none

Refereed Chapters in Books: none

Non-refereed Chapters in Books: none

Papers in refereed Journals and Conference Proceedings

Published papers:


Papers in conference proceedings:


Regulatory submissions:

Conference Presentations – Abstracts (Refereed)


**Conference Posters (Refereed):**


2. **Cavanagh, M.** and Neuvians, M. (September, 2012) @publiclibraries : information isn't enough : connect & mobilize or #misstheboat, #Influence12: Symposium & Workshop on Measuring Influence on Social Media, Halifax, NS.


**Regulatory Work (Reviewed):**

   *The underlying research was covered by The Wire Report and Motherboard. The Wire Report and Cartt also covered the team’s CRTC presentation.*

**Professional and Technical Reports (non-refereed):**


5. **Cavanagh, M.** (2004) *Sustaining Canada’s digital capacity: an urban library strategy to sustain*


Presentations (Invited)


5. Cavanagh, M. (June, 2014) Plenary Speaker. Librarians’ Research Institute, Canadian Association of Research Libraries | Association des bibliothèques de recherche du Canada, Carleton University, Ottawa, ON.


EDUCATION

Master in Library and Information Sciences, McGill University, 1988.
Bachelor of Arts. Études littéraires, Université du Québec à Montréal, 1984.

PROFESSIONAL EXPERIENCE

UNIVERSITY OF OTTAWA
Interim Director, School of Information Studies

July 2017 to June 2018

ÉSIS is a centre of research and teaching excellence that offers a competitive professional education based on a comprehensive understanding of the theory and practice of the production, collection, organization, retrieval, transformation and management of data, information and knowledge. ÉSIS fosters a learning environment that prepares information professionals in the 21st century to assume leadership and research roles for the benefits of citizens in Canada’s bilingual and multi-cultural knowledge-based economy and information society. The School of Information Studies offers a Master of Information Studies (MIS) and a Graduate Diploma in Information Studies (GDIS). The School is one of eight Canadian information schools accredited by the American Library Association (ALA). The Director is responsible for the overall management of the School, reporting to the Dean, Faculty of Arts.

UNIVERSITY OF OTTAWA
Director, Morisset Library

2003 -2017

Morisset Library’s mission is to offer research, teaching and learning support to six faculties (Arts, Social Sciences, Education, Management, Science and Engineering) and to 35,000 students on a bilingual (English and French) campus. The Library has a staff of 24 academic librarians and 30 support staff and manages an annual collection budget of $8,000,000. It includes specialized services such as Archives and Special Collections, Management, Media and Music Libraries, Geographic, Statistical and Government Information Centre as well the future Learning Centre.

UNIVERSITY OF OTTAWA
Acting University Librarian

July – December 2009
AGRICULTURE AND AGRI-FOOD CANADA 2001-2003
Acting Director, Library and Information Management Services Division

AGRICULTURE AND AGRI-FOOD CANADA 1999-2000
Assistant Director, Canadian Agriculture Library

The Canadian Agriculture Library (CAL) contains a national collection in the agriculture and agri-food sector of 1 million volumes, including 2000 periodical subscriptions, departmental publications, archives and rare books collections. CAL’s clients includes the Canadian and international research and academic community, the agri-food industry, the Canadian rural community and general public.

Manager, Research and Information Centre

NATURAL RESOURCES CANADA 1993-1995
Manager, Information Services

COMMUNICATIONS CANADA 1990-1993
Reference Librarian

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY 1989-1990
Reference Librarian

SCHOLARLY AND PROFESSIONAL ACTIVITIES

2018  Sessional Lecturer. University of Ottawa, School of Information Studies. Mandatory courses Winter 2018 semester: ISI 5705 (Principes de gestion) and ISI 6995 (Capstone Experience).

2017-  Member. External Review Committee. Documentary Heritage Communities Program. Library and Archives Canada.

2016-2017  Co-Chair, University of Ottawa/Library and Archives Canada Program Committee.

2015  Program Co-Chair, Canadian Associate University Librarians Annual Meeting. People, Process, Politics: the Three Ps of Reorg. Ottawa.

2012-  Guest Lecturer. University of Ottawa, School of Information Studies and Université de Montréal, École de bibliothéconomie et des sciences de l’information.

2012-  Member. Plumes d’ici et d’ailleurs (http://plumesdicietdailleurs.blogspot.ca/) Collaborative Online Writing Group.

2010-11  Member of Board of Directors. Montreal Poets’ House.

2005-2017  Ex Officio Member of Board of Directors. Carleton Ottawa Outaouais Local (COOL) Research Data Centre.

2004-2008  Elected Board Member. ASTED (Association pour l’avancement des sciences et des techniques de la documentation).

2008  Member, Volunteers Coordination Committee. IFLA (International Federation of Library Association). Annual Conference.


2001  Member, Conference Planning Committee. Corporation des bibliothécaires professionnels du Québec.


PUBLICATIONS/PRESENTATIONS


Presentation at the Carleton University Library and University of Ottawa Library Senior Management Joint Meeting.


**LANGUAGES**

English and French