Master of Information Management
Application to the Province of Ontario

Minister of Training Colleges and Universities for Ministerial Consent under the Post-Secondary Education Choice and Excellence Act, 2000
For Dalhousie University's MIM Program

Submitted by the Centre for Advanced Management Education (CFAME)

Dalhousie University

May 2015

DALHOUSIE UNIVERSITY
Inspiring Minds

1. Introduction

Appendix 1.1. Organization and Program Information

Full Legal Name of Organization: **Dalhousie University**
Operating Name of Organization: **Dalhousie University**
Common Acronym of Organization (if applicable):   **DAL**
URL for Organization Homepage (if applicable):   **www.dal.ca**
Proposed Degree Nomenclature: **Master of Information Management**
Location (specific address) where program to be delivered (each location requires a location-specific consent from the Minister**):   **Halifax, NS; Ottawa, ON**
Contact Information: Person Responsible for this Submission: Name/Title: Dr. Martine Durier - Copp, Director,   Centre for Advanced Management Education   Administrative Full Mailing Address: Dalhousie University   Faculty of Management   6100 University Avenue, Suite 3100   Halifax, NS B3H 4R2   Telephone: (902) 494-3477   Fax: (902) 494-5164
Site Visit Coordinator (if different from above):**   Name/Title: Full Mailing Address: Telephone: Fax: E-mail:
Anticipated Start Date: Program launched in 2008
Anticipated Enrolment for the first 4 years of the program: The program was originally launched in 2008 (part-time/on-line/blended)   Enrolment intakes are based on the last four years' annual enrolment: Academic Year   2011/12 = 14   2012/13 = 20   2013/14 = 23   2014/15 = 14

Initial Tuition Fee: $ 3000.00/course 4 cr hrs (9 Courses) (Part Time studies)

* The person who is the primary contact for the submission on matters pertaining to proposal content and communications from the Postsecondary Education Quality Assessment Board.
** This person will be the organization's liaison for coordinating the site visit.

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Appendix 1.3 Executive Summary

Program Title and Credential:

Master of Information Management

Discipline/Field of Study:

Information Management

Prior work experience is required for admission and degree completion:

5 years of relevant management/professional experience

Anticipated Program Start Date:

Program started in September 2008

Organization Overview and Program Description:

Originally founded in 1818, by George Ramsey, the 9th Earl of Dalhousie, Dalhousie University operates under an act of the legislature of the Province of Nova Scotia. As the oldest, largest and most comprehensive university in Eastern Canada, Dalhousie has developed a strong national reputation for quality in its academic programs and research activity. This reputation is based on the University's academic excellence, the scope and breadth of its programs and the record of its graduates in the professional world.

The Maritime Provinces Higher Education Commission (MPHEC) oversees all of the program approvals, modifications and changes, as well as, audits the quality of academic programs for universities in NovaScotia, New Brunswick and Prince Edward Island.

Dalhousie University is divided into eleven Faculties, with each Faculty headed by a Dean, who exercises academic and administrative authority under the guidelines established by the University's Board of Governors. The Faculty of Management comprises four Schools: Business Administration, Public Administration, Information Management and Resource and Environmental Studies. The Faculty offers several campus-based management programs, including the Bachelor of Management, Bachelor of Commerce, Corporate Residence MBA, the Master of Library and Information Studies

(MLIS), the Master of Resource and Environmental Management (MREM) and the Master of Public Administration (MPA). The Faculty also offers three blended/on-line Masters degrees through its Centre for Advanced Management Education (CFAME). These include the MBA (Financial Services), the Master of Public Administration (Management) and the Master of Information Management. The Master of Information Management (MIM) program was originally designed with the goal of merging information management theory with reality. It specifically addresses the needs of professionals who are working full-time at all four levels of government, the private sector, or in the non-for profit sector. The program is offered on a flexible, part-time basis, delievered through an e-learning platform, which makes it possible for working professionals to complete. This flexibility is offered, while still ensuring the highest academic standards. The blended learning model comprises a final face to face intensive at the conclusion of every course. These intensives are delivered in various cities across the country.

A high calibre of students entering the program is ensured through a rigourous application process, which includes a review of past academic performance, as well as professional experience and performance, references, and a review of each applicant's personal resumé. Once accepted by Dalhousie University, a student must complete the requirements for the MIM degree within seven years.

The individuals selected for entrance to this program are expected to contribute to the development of their fellow students through their sharing of information management experiences and perspectives. Through a co-production of knowledge/adult education framework, the academic faculty instructing each course provide the additional knowledge base, theoretical frameworks, analytical skills and problem-solving capacity necessary to develop and expand participants' existing knowledge and managerial skills.

The MIM courses are offered via a distance education format consisting of twelve weeks of e-learning and assignments (3 credit hours), followed by a two or two and a half-day (1 credit hour) intensive learning session. The learning model is based on an experiential approach, whereby students integrate their new knowledge into everyday responsibilities, on a course-by-course basis, in their existing positions and as their careers progress.

During the distance portion of the materials in each course, students are engaged through synchronous

and asynchronous methodologies, such as readings, video and audio files, tutorials, discussion posts and blogs, critical journaliing, live classroom, and   assignments that are marked and returned with detailed commentary. In addition, students have access to their professor by phone, fax, and e-mail, Internet conference boards and chat rooms.

The Intensives provide for the final consolidation of knowledge acquired during the e-learning component. These often include course highlights and overview, project presentations, groupwork, case studies, simulations, guest speakers and other other activities. Most MIM courses require a major final project assignment to successfully pass the course.

In addition, the MIM features a capstone course to being together the concepts learned throughout the entire program. This course allows students to choose a research project or case study that integrates their knowledge and skills, and allows them to demonstrate their application of the concepts acquired.

Appendix 1.4 Program Abstract

The Dalhousie Master of Information Management (MIM) prepares professionals and managers in all sectors by enhancing their knowledge, skills and competencies, and furthering their capacity to respond effectively to real world risk and problems, and think strategically in order to anticipate and plan for future challenges. The program enhances the theoretical and practical capabilities of professionals by exposing them to important and emerging concepts in information management theory and their applications, thereby enhancing performance in their present positions and increasing their scope of career opportunities. The MIM program is delivered using a blended learning model of learning, combining distance and face to face instruction.

2. Program Degree- Level Standard
Appendix 2.1 Degree Level Summary

The Master of Information Management (MIM) program is a master's level degree program specifically tailored to working professionals in all three sectors. Successful applicants will be able to integrate their new knowledge into everyday job responsibilities, on a course-by-course basis, in their existing positions, and as their careers progress within their organizations.

The MIM distance education format specifically addresses the needs of individuals who are working full time, who may be living outside communities with universities, whose job requires them to be mobile, and/or who require materials available in a self-directed study format. These needs are addressed while ensuring a high level of academic excellence and enabling students to interact with their professors and each other.

Dalhousie's MIM courses are offered via online distance education using graduate readings and e-resources, supplemented with teaching notes, video presentations and on-line communications. The format of each course is a three month distance portion concluding with a two or two and a half day, part II in person intensive session, held in a major centre where demand warrants. There is no guarantee that sessions will be held in a particular location and participants may be required to travel to attend these sessions. (If this is the case, students are responsible for their own transportation and accommodation.)

To graduate from the MIM Program, students must successfully complete all required courses and one elective course. This degree, awarded by the Faculty of Graduate Studies, has full and equal status with all other Masters-level degrees approved and granted by Dalhousie University.

Appendix 2.2 Degree Competencies Framework

MIM Competencies Framework

Definitions of key domains

INFORMATION MANAGEMENT LEADERSHIP

Information management (IM) leaders focus on the strategic importance of information as a resource within their organization. Effective information management leaders establish appropriate information management goals and processes, and lead the process of organizational change.

A graduate of the Master of Information Management program should understand how to:

- Identify, develop, articulate, and promote IM strategies and policies that will facilitate the achievement of organizational objectives.
- Ensure that IM strategies and policies are embedded within corporate governance, projects and business processes.
- Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognised as core competencies needed to develop individual and organizational capacities.
- Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners.
- Act as an advocate and facilitator for IM strategies, and bridge the continuum between senior management and employees
- Continually review and assess the impact of IM strategies and policies, enhancing and revising them as needed.

ENTERPRISE ARCHITECTURE

Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal polices, procedures, and guidelines.
A graduate of the Master of Information Management should understand how to:

- Monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices.
  - Assess and evaluate IM requirements, and identify potential IT-based solutions.
  - Identify and design shared solutions among partners and external organizations, leveraging process and technology investments.
  - Employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions.
  - Develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.

RISK MANAGEMENT

Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.

A graduate of the Master of Information Management should understand how to:
- Identify and value information assets
- Conduct risk assessments
- Develop and evaluate policies to manage information risk
- Advocate risk management at strategic and operational levels
- Build a risk-aware culture within the organization, including appropriate education
- and training
- Develop risk response processes, including contingency and business continuity
- programs
- Ensure compliance with relevant legal or regulatory requirements

INFORMATION SECURITY

Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.
A graduate of the Master of Information Management should understand how to:

- Develop and evaluate policies relating to information security
- Define and enforce appropriate access levels to confidential information
- Protect data from modification or deletion by unauthorized parties
- Ensure the availability of information resources via appropriate systems, access channels, and authentication mechanisms
- Implement access controls
- Perform security audits

Appendix 2.3 Sample of Student Work

The organization has on file, and available upon request, samples of student work as per the requirements of Appendix 4.3.1 Program Learning Outcomes of the Degree Level

Assessment of individual student work in the terminal stage of the program, that reflects exemplary, average, and minimally acceptable performance, demonstrates that the degree level standard has been achieved.

3. Admissions, Promotion, Graduation Standard

Regulations of the Faculty of Graduate Studies govern admissions. Admissions are approved by the Faculty of Graduate Studies on the recommendation of the School of Information Management. Applicants must hold a degree recognized by Dalhousie University as the equivalent of a four-year Bachelor's Degree in one of its own faculties or in an institution recognized by Dalhousie University. The minimum academic requirement is a B average (GPA 3.0 on a 4.3 scale).

The MIM is a "mid-career" program designed to complement and build on existing professional experience. Applicants must have at least five years of relevant professional experience. This experience is critical in the peer-to-peer and networked learning and in the co-production of knowledge model.

A high calibre of students entering the program is ensured through a review of past academic performance as well as performance at the professional and management levels, references, and a review of each applicant's personal résumé.

The individuals selected for entrance to this program are expected to contribute to the development of their fellow students through an experiential model of learning, which emphasizes linking the knowledge gained to professional context and peer-learning through sharing of perspectives and experiences. Faculty for each course provide the additional knowledge base and theoretical frameworks, analytical skills and problem-solving capacity necessary to develop and expand participants' existing management skills.

Occasionally, a small number of applications are received from people without a Graduate Management Admissions Test (GMAT) and without a university degree (or with a three year collegiate degree or diploma). In the latter instance, a minimum of five years of relevant management experience may be acceptable and will be considered on completion of a Prior Learning Assessment (PLA) file. This PLA has applicants identify, organize and describe all of their learning accomplishments, whether achieved through formal education or training, workplace experience or other activities. Particular attention will be given to those skills and competencies relevant to advanced study in public administration. Files are reviewed on a case by-case basis, approved by the academic director of the MIM and then submitted to Faculty of

Graduate Studies.

Once accepted by Dalhousie University, a student must complete the requirements for the MIM degree within seven years.

Appendix 3.1.1 Admission Requirements Direct Entry

	Program Admission Requirements
Academic	Applicants must have a degree recognized by Dalhousie University as equivalent to an undergraduate degree with an equivalent Grade Point Average (GPA) of 3.0 (on a 4.3 scale).
Related Work Experience	5 years relevant management/professional experience
Other	Resume, orginal transcrips; personal statement, recommendation letters (minimum of 2 letters; 1 professional & 1 academic/or 2 professional), application fee

Application instructions
http://www.dal.ca/academics/programs/graduate/information-management/apply/apply-now.html

Deadlines

We must receive your application form and all supporting documents by:

- **June 1** for the fall term
- **October 31** for the winter term
- **Feb 28** for the summer term

A completed application includes:
Graduate Studies Application Form

- Complete the online form or
- Download the form and send it along with your $100 application fee to the address below.

References

You must provide two academic or employment references. These must come directly from your referees in a sealed envelope. All references are considered confidential and as such cannot be returned to you. These references can be completed on the forms provided, or in a formal letter.

Transcripts (from colleges or universities)

All transcripts (including English translations) must bear the official stamp/seal of the issuing institution and must be forwarded directly to the address below. Transcripts marked 'Issued to Student' are unacceptable.

Personal statement

You must submit a personal statement or statement of intent as to why you wish to enroll.

CV

You must submit a CV. This should include job titles, detailed responsibilities and the month and year start and end dates for each role. Your CV should, at a minimum, reflect your work history during the past five years.

Application fee

Your application must include a $100 application fee that can be paid by cheque, money order or credit card.

International applicants

International applications must submit the results of one of the following:

- Test of English as a Foreign Language (TOEFL)
- Graduate Management Admissions Test (GMAT)
- Graduate Record Examination (GRE).

If your primary language isn't English and if you haven't worked for more than five years in an English-language environment, you should familiarize yourself as soon as possible with the university's English language requirements.

Ready to apply?

1. Download our application instructions [647kb PDF]
2. Download the Graduate Application Form [254kb PDF] or complete the online form
3. Download our Application Checklist [41kb PDF]

4. Download our Employment Reference Form [152kb PDF]

5. Download our Academic or Professional Reference Form [111kb PDF]

Please note: The university cannot process incomplete applications. Therefore, if you have questions please do not hesitate to get in touch with our program's support team.

Faculty of Graduate Studies

III. Admission Requirements for Graduate Programs

http://www.dal.ca/academics/academic_calendars/Graduate_Calendar_2014_2015/Faculty_of_Graduate_Studies_Regulations.html#3

- **Sample of standard application form, supplementary application documents and forms can be found on the university's website:**
http://www.dal.ca/admissions/graduate/admission_process.html

Appendix 3.1.2 Admission Requirements for Prior Learning Assessment

A small number of mid-career Masters degrees allow entry either with or without a Bachelor's degree, depending on the qualifications of the applicant. Admission to such programs, as with all graduate programs, is at the discretion of the Faculty of Graduate Studies.

The MIM admission committee reviews and assesses the Prior Learning portfolio for evidence that through professional experience, special projects and training the candidate possesses the skills equivalent to those which would have been obtained through a traditional undergraduate degree.. The major components, required for success in a Master's program, are listed below, but are not limited to the following components:

1. Writing skills
2. Analytical skills
3. Research skills
4. Management/Leadership skills

Prior Learning Assessment Guidelines

Introduction

These guidelines offer practical and step-by-step advice on how to develop a Prior Learning Assessment (PLA) Portfolio. Students interested in applying to the Master of Information Management Degree without an undergraduate degree are required to submit a PLA Portfolio

The Prior Learning Assessment or PLA is an extensive collection of documentation usually presented in a three-ring binder, with labeled dividers, containing a coherent, well-organized and attractively presented inventory of skills and learning. These materials document and validate previously acquired learning. It details the research and writing skills that you normally obtain through an undergraduate degree but have gained through your work experience by example submissions of papers and documents written as part of your career development. As well your presentation skills should be clearly evidence in the document with examples given. There are quite a number of competencies we are looking to be shown as well. Overall your portfolio should demonstrate who you are (attitudes and behaviours), what you know (knowledge) and what you can do (skills and aptitudes).

Your portfolio should contain the following sections:
1. Letter of Intent
2. Letters of Support
3. Learning Matrix
4. "Life History"
5. Curriculum Vitae
6. Current Job Description
7. Performance Appraisals
8. Writing, Research, Presentation Samples
9. Certificates & Recognition
10. Transcripts & Training
11. Declaration of Authenticity

To verify the information you present you may include tapes, videos, educational transcripts, certificates, awards, letters of support, newspaper articles or any other type of proof that is appropriate to your situation.

1. Guidelines for Writing a Letter of Intent

The letter of intent or personal statement is a standard component of most graduate and professional school applications.

Application essays give you an opportunity to explain -- through narrative, example, and analysis -- aspects of your personal, educational, and professional history that may have led you to pursue an advanced degree at a particular institution. Admissions committees rely heavily on these essays to put a face on impersonal test scores and grade point averages.

For this reason, it's important for you to use details and thoughtful self-presentation to make your face one that stands out in a crowd. Your essay should demonstrate your ability to make connections between your experience, education, and the program you have chosen. The most challenging aspect of the application essay is making those connections in a relatively small amount of space.

Be focused.   Take your cue first from the prompt given in the application form. If the prompt is very general or the questions scattered, decide what point you want to make overall: that you are a proven achiever, or that you can deal with challenges, or that you have something special to contribute to the profession....

Be coherent.   Being "together" is a quality of writing as well as of character. A clearly organized letter can create a picture of a clear-minded and sensible person. You might want to write from an outline or a diagram of main points. At least check the topic sentences of each paragraph in your finished piece to see if they make a logical sequence.

Be interpretive.   You need to make an impression concisely, so don't use your letter just to repeat the facts set out in other parts of the application. Provide explicit answers for the question that arises in the mind of any reader. Use nouns and adjectives that name qualities (*outgoing, curiosity, confident*) and verbs that show action (*coordinated, investigated, tried*). Make an effort to find the exact right ones to suit the evidence you are offering.

Be specific.   There's no point making claims unless you can back them up. Refer to the fact lists in other parts of your application ("as my academic record shows"), but be sure to offer enough examples in your letter so that it can stand on its own. Say that they are just instances, not your whole proof ("An incident from last summer is an example...."). The concrete language you use for these specific references will also balance the generalizing words of your interpretive points.

Be personal. Your letter substitutes for an interview. In effect, the readers have asked you to tell stories, mention details, expand on facts. So mention things you might not have put into the rest of the application--your ethnic background or political interests, even. Don't be afraid to mention problems or difficulties; stress how you overcame them. Use "I" rather than phrases like "this writer" or "my experience" or "was experienced by me."

References:
The Writing Center, University of Wisconsin. Application Essays from:
http://www.wisc.edu/writing/Handbook/apessay_overview.html
How to Write an Effective Admission Letter from: http://www.utoronto.ca/writing/admiss.html

3. Guidelines for Learning Matrix:

Competencies you must demonstrate:

I. Skills in research and investigation
II. Report writing (demonstrated ability to write in a clear and informative manner
III. Team work to accomplish tasks, i.e., reports and presentations
IV. Analytical Skills
V. Presentations—Can the applicant display that a presentation they have given

Skills you must demonstrate:

I. Managing
II. Project development & evaluation
III. Organizing
IV. Communication
V. Managing organizations, people, resources and services
VI. Preparing reports

Through your work experience you need to show the following:

I. Provided advice on issues important to the organization
II. Displayed the ability to examine an issue in a critical manner:
III. Challenged the status quo
IV. Displayed a balance between theory and practice
V. Added value to a report
VI. Experience in evaluation techniques: personnel or project
VII. An understanding basic economic principles: supply and demand, different market types
VIII. An understanding of basic accounting principles: budgeting, priority setting and financial planning
IX. Computer skills, ie., working with spreadsheets, word processing, email and the internet

Other Skills:

I. Intellectual inquisitiveness and interest in exploring concepts and ideas in detail.
II. The ability to learn a theoretical concept and apply it to a practical situation the work place.
III. The ability to meet deadlines
IV. The ability to work under pressure
V. The ability to multi task work assignments
VI. Consistent work practices

This material is best presented in a chart with examples of how you meet each competency. Please use the other sections like the one for writing samples to show the evidence of these competencies. Make sure to reference where this evidence is located in your chart.

4. Guidelines on "Life History":

A short, two to four page summary of your Life History is included here. It tells the assessor how you got to where you are today. Who you are (attitudes and behaviours), what you know (knowledge) and what you can do (skills and aptitudes). It is important that your Life History show how you and your abilities are connected and related to the work you do today and the work you hope to do in the future.

The goals of the Life History section of the PLA are to demonstrate the following to the assessors:
- ❖ Action – you have been able to move forward to obtain what you want and need.
- ❖ Clarity – you have been able to determine what you have to offer and what you want and need at each stage of your life.
- ❖ Strategy – you have been able to clearly communicate your value added to those who want or need your abilities.

5. Guidelines on Curriculum Vitae:

Every person who applies for the MIM must complete a resume using the guidelines below. When writing your resume, you should include any experience you may have in relation to the below criteria. Do not rely on acronyms, and/or position titles to describe your duties and responsibilities. Position titles may be specific to your particular organization. The job description should reflect, at a minimum, your work history from the past five years; please include the number of months spent in each position.

The Admissions Committee will assess your management experience in terms of the following competencies. It is, therefore, important to address each of these competency areas for each position outlined on your resume. Please note. We are not looking for a standard resume format, but a detailed description of your positions held.

- **Supervisory Experience:** Are you responsible for the performance of subordinates? Do you have direct reports?

- **Lending Authority:** Do you have supervisory, credit-granting experience? Do you supervise others with lower credit-granting limits?

- **Hiring and Termination Responsibility:** Do you evaluate personnel requirements? Do you have hiring authority? Do you approve promotion and salary increases for your direct reports? Have you approval to terminate unsatisfactory subordinates?

- **Budget Authority:** Are you responsible for establishing, managing and achieving a unit budget? Have you the authority to allocate expenditures and approve subordinates' expenses?

- **Managing Capital:** Do you manage, invest or control a portfolio of capital? How large is the portfolio?

- **Managing Property:** Have you searched, found and or/negotiated leases in relation to property? Have you been involved building management? Are you responsible for the infrastructure in a unit?

- **Managing Information:** Have you been involved in initiating, organizing, implementing and/or managing information/data with relation to technology and/or archived materials?

8. Writing, Research, Presentation Samples:

This section is a very important part of the portfolio. A large part of an undergraduate degree is developing skills in proper writing, research as well as analytical and presentation skills. Please use this section to show that through your life, work, and volunteer experience you have developed these skills. This section should also include the evidence from many of the competencies listed in the learning matrix. You can include in this section reports you have written, research projects, and presentations you have done. Please note these documents should have your name as the author or have signed authorization from your supervisor/manager that you are the original author of the material.

10. Guidelines on Transcripts & Training:

We require official transcripts from all/any post-secondary institutions you have attended. All transcripts must bear the official stamp/seal of the issuing institution. If you have submitted these with your application please include copies in this section.

You must list all post-secondary institutions attended. If you have only taken a few courses of a specific program, but did not complete the program, you must note this and provide transcripts. If you have completed a certificate or diploma program, you must note this and provide appropriate transcripts.

11. Sample Declaration of Authenticity:

Declaration of Authenticity

I confirm that all the evidence and work in this portfolio is my own, and does not include any work completed by anyone other than myself. I give permission to the Dalhousie University to review and reprint, if necessary, the materials contained in this portfolio, and ask that their confidentiality be respected.

_____   Dated:
Your name Here

Prior Learning Assessment Resources:

Prior Learning Assessment Resources:

1. Slide show on how to create a PLAR:
http://recognitionforlearning.ca/learner/aboutPLAR.php#anchor_module

2. Athabasca University has examples, handbook on how to create a PLAR
http://priorlearning.athabascau.ca/index.php

3. Nova Scotia Community College –
http://www.nscc.ca/Services/Prior_Learning_Assessment_And_Recognition.asp

4. Manitoba has a centre like ours:
http://www.plarinmanitoba.ca/site/whatisplar/main_e.php

5. Canadian Universities/Colleges that offer it:
SIAST – Prince Albert SK http://www.siast.sk.ca/siast/admissions/plar.htm
Red River College – Winnipeg http://www.rrc.mb.ca/prior/

6. Canadian Association for PLA http://www.capla.ca

7. Other resources
http://www.usask.ca/gmcte/drupal/?q=node/164
http://www.career.fsu.edu/portfolio/
http://careerservices.uvic.ca/tutorials/career-portfolio.html
http://depts.washington.edu/geogjobs/Careers/pfolbasics.html

PROFESSIONAL EXPERIENCE PROFILE FOR MIM

At least five years of relevant professional experience are required for admission into the Dalhousie University MIM degree program. To allow the admissions committee to properly evaluate your professional experience, please complete the following questions and have the information verified by a supervisor of your work. <u>Note:</u> Sections A and B are to be completed by the program applicant; Section C is to be completed by the applicant's supervisor/manager.

SECTION A (To be completed by applicant)

Applicant Information:

      Name: ....

      Job Title: ....

      Organization: ....

Supervisor/Manager Information:

      Name: ....

      Job Title: ....

      Email Address: ....

SECTION B (To be completed by applicant)

For at least five years, I have been responsible for …

1. **HR Management**
   - The performance evaluation of more than one direct report ❐
   - The approval of promotion and salary increases for direct reports ❐
   - Signing performance appraisals as "Supervisor/Manager" or similar title ❐
   - Hiring decisions ❐
   - Approval to terminate unsatisfactory employees ❐

2. **Financial Management**
   - Initiate first draft of budget preparation for in my business unit and negotiate changes with eventual authority to agree on final budget ❐
   - The management of a unit budget (If "yes" please indicate amount $_____) ❐

3. **Policy Management**
   - The development of Policy for a department ❐
   - The implementation of Policy for a department ❐

4. **Information Management**
   - Initiating, organizing, implementing and/or managing information/ data with relation to technology and/or archived materials ❐
   - Certifying expertise that is applied in the performance of the job ❐

- A unit's knowledge management ❐

Applicant's Signature: ....

Date: ....

SECTION C (To be completed by Applicant's Supervisor/Manager)

I hereby certify that the above information is correct.

Supervisor's/Manager's Signature: ....

Date: ....

SECTION D (For Office Use Only)

CFAME Approval: _____

Date: _____

- **PRIOR LEARNING ASSESSMENT Criteria/Recommendation FORMS**
  (To be completed by admission committee)

Prior Learning Assessment Form

for

Admissions to Dalhousie University Faculty of Graduate Studies

Name:	
Years of Relevent Professional Experience:	
Recommendation for Admission:	
Marginal Recommendation for Admission:	
Not Recommended for Admission:	

Comments:

_____

Signature

Note: For sections A and B the applicant must successfully meet the following competencies. If the applicant receives an "Average Ranking" or lower in any one competency in Sections A or B they will not be considered for admission to the MIM Program

Section A

Does the applicant's portfolio display that they have experience in:

	Outstanding 5	Superior 4	Good 3	Average 2	Marginal/Poor 1	Information not available 0
• Skills in research and investigation						
Use a variety of sources of information						
Apply a variety of methods to test the validly of data						
Identifying problems and needs						
Identify information sources appropriate to special needs or problems						
Formulate relevant questions to clarify a problem, topic or issue						
• Report writing (demonstrated ability to write in a clear and informative manner)						
Logical sequencing						
Clarity of expression						
Ability to analyze and synthesize						
Capacity to present issues in a balanced manner						
Ability to draw conclusions and make recommendations						
• Team work to accomplish tasks, i.e., reports and presentations						
• Analytical Skills						
• Presentations—Can the applicant display that a presentation they have given:						
1. addressed the relevant and significant issues						
2. defined the key issues well						
3. had appropriate facts, quotations, statistics, and documentation						
4. reflected penetration in analysis						
5. reflected appropriate sensitivity to political and administrative feasibility						
6. had an introduction, development, and conclusion						

	Outstanding 5	Superior 4	Good 3	Average 2	Marginal/Poor 1	Information not available 0
7. reflected an adequate transition from one stage to another						

Section B

Does the applicant's portfolio indicate that they can:

	Outstanding 5	Superior 4	Good 3	Average 2	Marginal/Poor 1	Information not available 0
• differentiate between fact and opinion						
• recognize and evaluate bias and rhetoric						
• determine cause and effect relationships						
• determine the accuracy/completeness of information						
• recognize logical fallacies/faulty reasoning						
• compare and contrast information/points of view						
• make inferences from materials						
• make judgements and draw conclusions						

Section C

The applicant must have an average score of 3.8 in Section C to be considered for admission.

The applicant should be able to demonstrate that they have basic skills in:

	Outstanding 5	Superior 4	Good 3	Average 2	Marginal/Poor 1	Information not available 0
• managing						
• policy development & evaluation						
• organizing						
• communication						
• managing organizations, people, resources and services						
• Preparing briefing notes						
• identifying policy issues						

Total

Score_____

Average

Score_____

The portfolio should indicate that the applicant, through their work experience, has:

	Outstanding 5	Superior 4	Good 3	Average 2	Marginal/Poor 1	Information not available 0
• Provided advice on policy issues						
• displayed the ability to examine an issue in a critical manner:						
• challenged the status quo						
• displayed a balance between theory and practice						
• added value to a report						
• experience in evaluation techniques: personnel or program						
• an understanding basic economic principles: supply and demand, different market types						
• an understanding of basic accounting principles: budgeting, priority setting and financial planning						
• computer skills, ie., working with spreadsheets, word processing, email and the internet						

Total

Has the applicant displayed:

	Outstanding 5	Superior 4	Good 3	Average 2	Marginal/Poor 1	Information not available 0
• intellectual inquisitiveness and interest in exploring concepts and ideas in detail.						
• the ability to learn a theoretical concept and apply it to a practical situation the work place.						
• the ability to meet deadlines						
• the ability to work under pressure						
• the ability to multi task work assignments						
• consistent work practices						

Total

Has the applicant made any contribution to the field of work:

	List Required Information
Does the applicant have any written material that has been published or distributed to their peers. These would include brochures, articles, major reports etc.,.	
To whom has the applicant made presentations to and what was the topic area?	

Comments:

Appendix 3.1.3 Admission Policies and Procedures for Mature Students

Not Required for MIM (All MIM Students must have a minimum of 5 years professional experience to be considered for entry.)

Appendix 3.2.1 Promotion and Graduation Requirements

MASTER OF INFORMATION MANAGEMENT

The MIM program offers interim credentials en route to graduation: **Certificate in IM** and **Graduate Diploma in IM** (after three and six courses respectively).

The MIM requires 36 credit hours for completion (9 courses of 4 credit hours each) embracing the distance and onsite intensive components in each course. The program may be completed in three years of part-time study, or up to seven years, depending on individual schedules.

Eight courses are required and one is elective as follows:

Required courses (8)	a. Information, People and Society
	b. Organization of Information
	c. Information Systems and Technologies
	d. User Experience
	e. Information Policy
	f. Program Evaluation OR Research Methods
	g. Knowledge Management
	h. Capstone Course: Case Study or Research Project
Elective courses (1 of 3)	• Collaboration • Project Management • Records Management

Appendix 3.2.2 Faculty of Graduate Studies Promotion and Graduation Regulations

http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1432&loaduseredits=False

VII. Degree Requirements

Graduate students have a maximum period of time within which to complete all of the requirements for their graduate program.

The normal upper time limits for the completion of degrees are:

One-year Master's, full-time:.. Four years
One-year Master's, part-time:... Five years
Two-year Master's, full-time:.. Five years
Two-year Master's, part-time:.. Seven years
Three-year Master's, full-time:... Five years
Three-year Master's, part-time:.. Seven years
PhD and JSD, full-time only:.. Six years
MBA - FS:.. Seven years
MIM...   Seven years

7.1 Maximum Time for Degree Completion and Extensions

A first extension of one year may be granted by the Faculty of Graduate Studies on the recommendation of the department, along with a satisfactory Progress Report submitted and approved in the Graduate Student Information System (GSIS) by the supervisor and graduate coordinator.

Requests for one further one-year extension, the final extension, must include a Progress Report; together with a detailed plan and timetable for completion of the thesis within the following 12 month period. The student is then expected to complete the final degree requirements within that academic year. Under exceptional circumstances a further extension may be given for one term to provide for necessary revisions to a thesis following defence.

Under no circumstances can a student be registered in a program beyond 10 years from their initial registration in the program.

7.2 Program Requirements

Every graduate student must have an individually approved program of studies. The program of study for each graduate student must be approved by the Graduate Coordinator in each department or program and submitted for final approval to the Faculty of Graduate Studies. By the end of the first term, the Graduate Department will enter the proposed program (with the total number of credits required, the names and numbers of all courses required, including ancillary courses and any other requirements and conditions) on the Graduate Student Information System (GSIS). The graduate program requirements must be approved electronically by the student, supervisor (where applicable), the Graduate Coordinator and the Faculty of Graduate Studies. At this stage the student and department are approving the requirements for the degree. Confirmation that the degree requirements have been met will be carried out in the Faculty of

Graduates Studies as part of the degree audit for convocation. Once approved, the Program requirements in GSIS constitutes an agreed contract between the student and the university and is used to audit the student's file for graduation. Any changes to the approved Program requirement must be agreed to by the Graduate Coordinator and the Faculty of Graduate Studies by way of an update to the existing requirements already approved in GSIS.

7.4 Requirements for the Master's Degree

Two types of Master's degree are offered: one based primarily on research (involving a thesis) and the other based primarily on formal courses. The course-based programs are usually terminal degrees, while the thesis-based programs can lead to Doctoral studies. Master's programs may also have additional requirements such as graduate projects, practicums, or internships.

7.4.1 Thesis-based Master's Degrees

The course of study for the research degree (MA, MASc, MArch, MCSc, MSc, MDE, MEDS, MES, MURP and the thesis options available in the LLM, MArch (Post-Prof), MEDS, MEC, MHI, certain MSc and MA programs, MN, MLIS and MSW) may include graduate courses, seminars, preparation of fields of study, comprehensive examinations, demonstrations of foreign language proficiency, a thesis, and oral presentation and defence of the thesis.

Requirements vary considerably from program to program, and even within the same program, depending upon student's previous experience and qualifications.

7.4.2 Course-based Master's Degrees

Non-thesis Master's programs include the MACSc, MBA, MEng, MHA, MIM, MMM, MPA, MREM, MPLAN and non-thesis options in the MArch (Post-Prof), MEC, MEDS, MHI, LLM, MCSc, MN, MLIS and MSW, and certain MA and MSc programs. The number of courses varies and a graduate research project is often required.

7.4.3 Specialty and Mid-Career Master's Degrees

A number of specialty Master's degrees have been and continue to be developed to meet specific needs and demands for graduate education in commerce, public service, and industry. Some, but not all, of these programs are degrees designed for mid-career professionals. These are primarily course-based programs, with some component of work and professional experience (either as part of the program or as pre-requisites for admission). All or part of the courses may be offered in a distance education mode. They currently include the MBA (Financial Services), MIM, MEng (Internetworking), and MIM.

7.6 Courses and Grades

Courses may be full or half year (six or three credit hours respectively) and may be designated by the candidate's committee as "Required" (pass mark is B-) or "Ancillary" (pass mark is B-). Some departments cross-list graduate courses with senior undergraduate courses: in which case the requirements for graduate students are more demanding than those for undergraduates.

If a student is permitted to take an undergraduate course (with an appropriate additional work requirement as approved by the Faculty of Graduate Studies Curriculum Committee) as part of their graduate coursework, the minimum B- grade also applies.

In those Doctoral programs that require completion of a specific number of graduate credits, students are not permitted to take undergraduate courses for credit, although such courses may be included within the required program of study (i.e., they are in addition to the required number of graduate credits) and in some cases would be ancillary courses (see 7.6.3).

7.6.1 Academic Transcript

The academic transcript is a reflection of academic progress and, therefore reflects both passes and failures. It cannot be altered after the fact. Accordingly, it is essential that students be fully aware of the deadlines for adding and withdrawing from graduate courses.

7.6.2 Course Assessment and Grading Policy

Course examinations may be oral, written (closed or open book) under supervision, take home or a combination.

Students will be provided with a course outline (syllabus) by the instructor at the first meeting of the class. In order to complete a course satisfactorily, a student must fulfill all the requirements as set down in the course outline. Changes to the outline that affect assessment components, the weight of individual assessment components, or examination requirements with a value of 10 percent or more must have the approval of at least two-thirds of enrolled students in order to be valid.

When collaboration is included as part of course expectations as in group projects or group assignments, the instructor will provide in the course outline a statement of the degree of collaboration permitted in preparation and submission of assignments.

Within four weeks after the beginning of each term, course outlines must be placed on file with the appropriate home faculty/school/college.

All instructors of graduate courses (i.e., designated 5000 and above), with the exception of a few courses for which a pass/fail grading scheme has been approved, will use the following grading scheme:

Letter Grade	Numerical (%) Equivalent
A+	90-100
A	85-89

A-	80-84
B+	77-79
B	73-76
B-	70-72
F	< 70

Students can expect that their final grade will appear on their record seven calendar days after an exam scheduled by the Registrar or 14 days after the last class where there is no final exam scheduled by the Registrar.

Reassessment of a Final Grade

Students who have questions about final grades that are assigned are encouraged to discuss them with the course instructor. In addition, students may consult the Chair of the department, Director of the School/College, Dean of the Faculty in which the grade was assigned, the Student Advocate or the Ombud. If their concerns cannot be resolved, students may also use the formal process that follows for the re-assessment of final grades. Once a final grade has been submitted to the Registrar, a student who wishes to have a final grade re-assessed should make a written request to the Registrar and pay the requisite fee of $50 per course. The request must identify the specific component that the student wishes re-assessed and the grounds for the request. The Registrar's Office will then forward the reassessment request to the Faculty of Graduate Studies. Such requests must be made by:

Fall term courses	March 1
Winter and regular session (Sept - Apr) courses	July 1
May - June courses	Sept 1
May - August courses	Nov 1
July - August courses	Nov 1

The reassessment will be conducted according to procedures developed for this purpose by the faculty/school/college. These should reflect the nature of the academic disciplines and assessment involved and should provide for a review of the assessment by a qualified person or persons not responsible for the original evaluation. A written notification of reassessments with reason should be returned to the Faculty of Graduate Studies no later than 45 days after receiving the request. The Faculty of Graduate Studies will then notify the student in writing and with reason of the outcome of the reassessment no later than 60 days after receiving the request. If the reassessment results in the assignment of a grade that is different (higher or lower) from the original one, the new grade will replace the original one and the $50 will be refunded.

Note that graduate students can only request a grade assessment for course examinations.

Students who wish information about grade re-assessment procedures should contact their faculty/school/college office.

Pass Standard

1. Faculty of Graduate Studies regulations stipulate that graduate students must achieve a minimum grade of "B-" in all courses required of their degree program. Any lower grade will be recorded as a failure. A student who fails to meet these requirements in any year is immediately and automatically withdrawn (academically dismissed) from the program. A dismissed student may apply, in writing, to the department for reinstatement, (see 5.2.6 Readmission of Students). Reinstatement to a program after a failing grade must be supported by the Graduate Coordinator, and must be approved in writing by the Faculty of Graduate Studies. If readmitted, any subsequent "F" will result in a final program dismissal. Note that any academic withdrawal and reinstatement will be recorded on the student's official transcript. Students in these programs who receive two grades of "F" will receive a final program dismissal and will not be eligible for reinstatement.
2. In Architecture, Business Administration, Computer Science, Engineering (except Biomedical Engineering), Electronic Commerce, Library and Information Studies, Public Administration, Occupational Therapy MSc (Occupational Therapy-Post-Professional) program only, students are allowed to carry a failing grade for one course. The MSc (OT) Entry to Profession level program cannot carry a failing grade. Failed core courses must be repeated, electives may be repeated or replaced at the discretion of the department. Failure of a second course results in immediate academic dismissal. A dismissed student may apply, in writing, to the department for reinstatement (see 5.2.6 Readmission of Students). If readmitted by the department, with the approval of the Faculty of Graduate Studies, a subsequent "F" will result in a final program dismissal. Note that any academic withdrawal and reinstatement will be recorded on the student's official transcript. Students in these programs who receive three grades of "F" will receive a final program dismissal and will not be eligible for reinstatement.

7.6.3 Ancillary Courses

Undergraduate courses recommended by a department as advisable additional background to a graduate degree program, but not specifically required for that program, are termed ancillary courses and must normally be taken in a department other than the one in which the student is registered. The pass grade in ancillary courses is the same as for all graduate course requirements. Ancillary courses must be listed on the Graduate Student Information System, but do not count towards the required number of courses for the graduate program. Normally students are limited to one ancillary course (six credit hours) during their program. Students who take ancillary courses on a Letter of Permission are responsible for the tuition fees at the other institution.

Students are not permitted to register for undergraduate courses that are not part of their program requirements, unless they do so as a "Special Student Undergraduate" (SSUG) with program and Faculty of Graduate Studies approval. Courses taken as an SSUG must be admitted, registered and paid for separately. SSUG courses will appear on the student's transcript under the distinct heading of Special Student Undergraduate, and these will not be included as part of the student's graduate program.

7.6.4 Audits

Students may take one audit (equivalent of 6 credit hours) in each residency year of their formal program. Audits must be listed as program requirements in GSIS, must be relevant to the student's program of study, and must have departmental and the Faculty of Graduate Studies approval. For

program fee students, audits not approved as part of their program of study will be subject to additional tuition on the student's account. Per course fee students will be charged the normal audit tuition for each audit registration. Audits cannot be taken on Letter of Permission and will not be approved as part of a Qualifying program.

7.6.5 Independent Study, Directed Readings, and Special Topics Courses

Students may not register for more than two independent study, directed readings, or special topics courses in any graduate program, and such cases require written approval of the Graduate Coordinator of the unit.

Each student will be provided with a course outline by the instructor. In order to complete the course satisfactorily, a student must fulfill all the requirements as set down in the course outline. By the end of the first week of class, the Independent Study / Directed Reading / Special Topics form must be submitted to the Faculty of Graduate Studies and placed in the student's file. Changes to the outline that affect assessment components, the weight of individual assessment components, or examination requirements with a value of ten percent or more must have the approval of the enrolled student(s) in order to be valid and must also be sent to Faculty of Graduate Studies for the student file no later than four weeks after the beginning of the term in which the course is conducted.

When collaboration is included as part of course expectations, as in group projects or group assignments, the instructor will provide in the course outline a statement of the degree of collaboration permitted in the preparation and submission of assignments.

7.6.6 Letters of Permission

(i)   Courses approved by the department and Faculty of Graduate Studies (after examination of course descriptions) can be taken at other universities as part of the graduate degree program, provided the course is not available at Dalhousie.

Students in good academic standing, with no holds on their registration may receive permission to take courses for credit at another university. For the graduate student letter of permission form and guidelines, see www.dal.ca/grad/currentstudents/forms/

Students may not take courses outside Dalhousie for graduate credit unless prior approval has been given by the Faculty of Graduate Studies. Courses are never approved retroactively.

The maximum number of courses taken outside Dalhousie University shall normally be confined to 33% of the course requirements, except in cases where a university-level agreement, governing specific cooperative arrangements, has been negotiated and is in operation.

The normal regulations governing grading policy (7.6.2) apply to courses taken at other institutions (*e.g.,* a C+ on a graduate course taken elsewhere will be deemed an "F" in the student's program and may render him/her liable to academic withdrawal). Students who fail a course may not replace that course as Letter of Permission except by special permission from the Faculty of Graduate Studies.

Dalhousie will normally pay the tuition for students who pay a program fee to take courses offered at other Maritime universities, to the equivalent cost of a Dalhousie course, provided the course is not

available at Dalhousie. Any charges above that amount are the responsibility of the student. Students who are required to take courses at other institutions outside the Maritimes will be considered on a case by case basis, (e.g. if the course is a necessary component of a student's program). The tuition for an approved course taken at a university outside the Maritimes is normally the responsibility of the student.

Students who receive approval to take courses at institutions within or outside the Maritimes for convenience or for non-academic reasons do so at their own expense. See regulation on concurrent registration (5.4) whereby a student is required to receive approval to take any courses outside their degree requirements.

Graduate Students who pay a program fee must be registered at Dalhousie and have paid appropriate fees before receiving approval.

Students who pay on a per course fee basis are responsible for paying fees for courses taken outside Dalhousie.

(ii)   Credit Courses at Non-Canadian Universities

Grades received at an international institution will be recorded on the student's Dalhousie record as either "Pass" or "Fail".

(iii) Graduate International Exchange and Study Abroad Programs

A number of graduate programs enable Dalhousie University students to pursue part of their studies in another country and culture. These are coordinated by the Study Abroad and Exchange Advisor in the International Centre (IC). Additional information is available at www.isd.dal.ca.

7.6.7 Withdrawal From Courses

The last dates for adding and deleting courses are published in the schedule of Academic Course Add/Drop Dates at the front of this calendar.

Students may not transfer from full to part-time status by withdrawing from courses after the deadlines listed in the schedule of Academic Course Add/Drop Dates.

A course may be added or dropped on the web at www.dal.ca/online by the deadline listed in Academic Course Add/Drop Dates) of academic dates/deadlines).

Please note that dropping or changing courses may affect your eligibility for student aid.

Non-attendance does not, in itself, constitute withdrawal. Withdrawals are effective when a student withdraws from courses on the web at www.dal.ca/online or written notification is received at the Faculty of Graduate Studies.

7.6.8 Incomplete Courses

A student who fails to complete the required work for a particular course during the normal period of the course will receive a grade of "F". However, where circumstances warrant, a grade of "Incomplete"

(INC) may be assigned. Subsequent completion of the work following the end of the course may result in a change of grade by the course instructor, as long as the work is completed before the following deadlines:

Fall term courses.. February 1
Winter and Regular (September-April) term courses.......................... June 1
May-June courses... August 1
May-August courses... October 1
July-August courses.. October 1

MIM - Please consult departmental entry.

For GPA purposes a grade of INC holds a credit value of 0.0.

After these deadlines, an "INC" cannot be changed without permission of the Faculty of Graduate Studies.

Where the formal deadline for completion of work is beyond the INC deadline, the course instructor can request the Faculty of Graduate Studies extend the INC for an approved period of time.

At the discretion of the course instructor, alternate arrangements for examinations, tests or the completion of assignments may be made for students who are ill, or in other exceptional circumstances.

All outstanding grades, including ILL or INC, must be addressed prior to registration for the next term.

7.6.9 Incomplete due to Illness

Where illness is involved, a certificate from the student's physician is required. This certificate must indicate the dates and duration of the illness, and it should describe the impact on the student's ability to fulfil academic requirements, and any other information the physician considers relevant and appropriate. To obtain a medical certificate, students who miss examinations, tests or the completion of other assignments should contact University Health Services or their physician at the time they are ill and should submit a medical certificate to their course instructor as soon thereafter as possible. Such certificates will not normally be accepted after a lapse of more than one week from the examination or assignment completion date.

All outstanding grades, including ILL or INC, must be addressed prior to registration for the next term. If grades are still outstanding into the next term and no arrangements have been made, students may be required to re-register in the course.

7.6.10 In Progress Courses

The grade of "In Progress" (IP) may be used only to report thesis courses, research project courses, courses designated as "open to independent completion of study", and seminars requiring continuous registration until degree completion. Students must continue to register for the course each term until a final grade has been assigned.

7.6.11 Academic Standards

When the work of a student becomes unsatisfactory, (including insufficient progress), or a student's attendance is irregular without sufficient reason, the Faculty of Graduate Studies may require withdrawal from one or more courses, or academic dismissal from the Faculty.

Appendix 3.3.1 Advanced Standing Placement Policies

Dalhousie Faculty of Graduate Studies:
III. Admission Requirements for Graduate Programs
http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1428&loaduseredits=False

3.7 **Advanced Placement**

Upon admission, in some departments with undergraduate honours programs, a student may request advanced placement credits based on graduate courses completed within an undergraduate program, that are deemed equivalent to graduate courses within the student's proposed graduate program at Dalhousie University. For courses that have been counted toward a previous degree, in which a minimum grade of "B" was attained, advanced placement of up to six credit hours of study may be used to reduce the overall course requirements in some Dalhousie graduate programs.

Students may also be granted advanced placement based on a combination of significant and relevant professional education and experience (such as and accreditation or designation achieved.

All requests must have the approval of both the Graduate Coordinator and the Faculty of Graduate Studies. Combined, Advanced Placement, Letter of Permission and transfer credits completed outside Dalhousie University cannot normally exceed 33% of the program's overall course requirements.

Appendix 3.3.2 Credit Transfer/Recognition Policies and Procedures

Our nationally renowned and respected School of Information Management recognizes the value of the work experience and other training that students bring to our Master of Information Management program.

Candidates with an outstanding record at the graduate or senior undergraduate levels in the subject areas covered by our curriculum may apply for advanced standing.

Appendix 3.3.3 Degree Completion Arrangements

Not Applicable to the MIM program

4. Program Content Standard

Appendix 4.1.1 Program Advisory Committee

The Faculty of Management's Board of Advisors provides public sector, corporate and professional representation and guidance and advice on all programs delivered by the Faculty of Management, including the MIM program.

Appendix 4.1.2. Program Advisory Committee Membership

Faculty of Management, Board of Advisors

Lee Bragg, Chair of the Board
Chief Executive Officer and Vice Chair of EastLink and its associated telecommunications companies, which include Amtelecom, Coast Cable and Delta Cable

Mr. Bragg attended Mount Allison University and University of New Brunswick. After holding various positions in the Bragg family food business, he moved to cable operations in 1996. Under Bragg's leadership, EastLink has grown to become the fifth largest cable company in Canada, operating from coast to coast. EastLink has been recognized as one of Canada's 50 Best Managed Companies for four years in a row, while its parent company, the Bragg Group, was named Canada's Family Enterprise of the Year for 2009. A sports enthusiast, Bragg lives in Fall River, Nova Scotia, with his wife, Amy, and their three sons.

Peter Conlon
Chief Executive Officer, LED Roadway Lighting Ltd.

Peter Conlon joined LED Roadway Lighting in August of 2014 as CEO, bringing 36 years of experience in Canada, United States, Europe, Latin America, Asia and Australia. He has significant experience in large corporations, small businesses, independent entities and subsidiary operations, including direct line management of marketing, sales, finance, operations, product management and strategic planning. Recently, as President and CEO, he led Nautel Limited to a position of global leadership, including its selection as Exporter of the Year at the 2009 Nova Scotia Export Achievement Awards and as one of Canada's Passion Capitalists in 2012. Peter was selected as Business Person of the Year at the 2010 Halifax Business Awards and was inducted into the Atlantic Business Magazine Top 50 CEO Hall of Fame in 2014.

Murray Coolican
Deputy Minister of Energy, Province of Nova Scotia

Mr. Coolican has held leadership positions in the not-for-profit, government, political and private sectors. He has served as senior vice president at Maritime Life, and vice president at a number of companies including Nova Scotia Power, Corporate Communications Limited and National Sea Products. He was Deputy Minister of Native Affairs in the Government of Ontario

and Special Assistant to the Rt. Hon. Robert Stanfield. Mr. Coolican was also executive director of the Canadian Arctic Resources Committee, an environmental NGO, when it won the Governor General's Conservation Award. He was appointed Deputy Minister of Energy for the Province of Nova Scotia in March 2010.

Valerie Payn
President and CEO, Halifax Chamber of Commerce

Ms. Payn attended the University of Prince Edward Island for Public Administration, followed by an MBA at Saint Mary's University. Prior to her present role, Valerie was General Manager of the Halifax Board of Trade, and spent eight years with the PEI government, as well as five years as GM of the Summerside Chamber of Commerce. In 1995, Valerie championed the amalgamation of four Boards of Trade to form today's Halifax Chamber of Commerce. Valerie is also Chair of the Canadian Centre for Ethics in Public Policy and is on the NSLC Board of Directors. She has been recognized as one of Atlantic Canada's Top 50 CEOs, and Executive of the Year by the Canadian Chamber Executives of Canada. A native Newfoundlander, Valerie is married to Robert, a retired RCMP officer, and has two adult sons, Adam and Nick. She resides in Bedford, Nova Scotia.

Ann Petley-Jones
Chief Executive Officer, EastLink International Holdings Inc., and Cable and Wireless (Bermuda) Holdings Ltd. and its subsidiaries

Ms. Petley-Jones, a Certified Management Consultant (CMC), is from Nova Scotia and was educated at Dalhousie University. She is an executive and board member with deep operations and consulting experience in both corporate strategy and technology and how to align the two. Ms. Petley-Jones owns and has been CEO of two additional companies, PetaData Holdings, Ltd., of Hamilton, Bermuda, and APJ Management Limited, of Halifax, Nova Scotia. In PetaData she created a high-performance team focused on information services and telecom. The team that Ann leads includes past senior executives from Global Crossing, Williams Communications, Bell Atlantic/Verizon, Cable & Wireless, GlobeNet and others. That team is now part of EastLink International.

Douglas W. Reid, FCA
KPMG LLP, Regional Managing Partner Atlantic

Mr. Reid is KPMG's Office Managing Partner for Halifax and has over 28 years of accounting, auditing and business advisory experience. He holds a Bachelor of Commerce (Hons) degree from Dalhousie University. Mr. Reid serves as engagement partner for a number of large clients and has extensive experience with emerging companies as well as large public and private companies that cover a wide range of industries. Mr. Reid also serves as client service partner on many Atlantic clients. He is a member of the Institute of Chartered Accountants of Nova Scotia and the Canadian Institute of Chartered Accountants.

Robert Orr
Chief Executive Officer and Managing Director of Cuna del Mar
President and Chief Executive Officer of Slanmhor Inc.

Mr. Robert Orr serves as a the Chief Executive Officer and Managing Director of Cuna del Mar. Mr. Orr is a Co-Founder of Slanmhor Inc. and serves as its President and Chief Executive Officer/ Mr. Orr is a Co-Founder at DSM Nutritional Products Canada Inc. Mr. Orr was the Chief Executive Officer and President at DSM Nutritional Products Canada Inc. from 1997 to July 6, 2010. His management career spans over 30 years at the senior management level in the nutritional ingredient, marine biotech, food retailing, food wholesaling, and retail advertising industries. His 20 years of senior management experience in the Natural Product, Marine Biotech, Food Retailing, Wholesaling and Advertising industries have helped make it Canada's fastest-growing marine biotechnology and natural product ingredients company. His experience includes the creation and management of several startup companies, and responsibility for large multinational corporate division operations. He serves as Chairman of TruLeaf Sustainable Agriculture Ltd. He serves as a Director of Genome Canada. Mr. Orr serves as a Director of Halifax Biomedical Inc. Mr. Orr was the Chairman at DSM Nutritional Products Canada Inc. from 1996 to 2011.

Ted Potter
Director , Aboriginal Affairs
Fisheries and Oceans Canada

Kenneth C. Rowe, CM, LLD, FICD, FCIS
Chairman and CEO, IMP Group International Ltd.

Dr. Rowe is Executive Chairman of IMP Group International Inc., one of the largest privately owned businesses in Nova Scotia. IMP is focused on global, sustainable growth, with 3,500 experienced people delivering service, quality and value to customers across diverse sectors, such as aerospace, aviation, airline, healthcare, industrial marine, information technology, hospitality and property development. Dr. Rowe is director and past director of a number of public companies and the recipient of numerous awards including the Order of Canada. In 2009, he was recognized as one of Canada's outstanding visionaries by the Aerospace Industries Association of Canada. In 2010, he was inducted as Companion to the Canadian Business Hall of Fame. In 2002, Dr. Rowe received an Honorary Doctor of Laws from Dalhousie University.

Michael Scott,
Chairman, Precision BioLogic Inc

Allan C. Shaw, CM, LLD
Chairman, The Shaw Group

Mr. Shaw was born in Halifax. He earned his BSc from Dalhousie University and MBA with distinction from Harvard Business School. He is Chairman of The Shaw Group. In 2001 he was named Atlantic Entrepreneur of the Year; in 2002 he was inducted into the Junior Achievement Nova Scotia Business Hall of Fame; in 2004 he was an honoree at the Public Policy Forums 17th Annual Testimonial Dinner in Toronto. Mr. Shaw is a Member of the Order of Canada and has received an Honorary Doctor of Laws degree from Dalhousie University.

Tanya Shaw
President and CEO, Unique Solutions Design Ltd.

Ms. Shaw, as founder and President of Unique Solutions Design Ltd., has spent her career providing strategic solutions to many aspects of "individuality" and "fit". Her technically savvy nature and sharp business acumen have resulted in the development of numerous products and applications that provide both resolutions and revolutions, related to body measurement and body data. Tanya is honoured to be a member of the 2010 class of Henry Crown Fellows at the Aspen Institute. Tanya attended Dalhousie University's internationally recognized Costume Studies Design Program, graduating in 1991.

Chris Smith
President, Heritage Gas

Since joining the company in 2004, Smith has been part of the senior leadership team holding the roles of Vice President, Finance and Business Services, and most recently Vice President, Business Development. Smith has been a key member of the company's senior leadership group.

Smith's professional experience spans more than 25 years. After graduating from Dalhousie University with a Bachelor of Commerce degree in 1988, Smith earned his Chartered Accountant designation in 1990.

Jennifer Wagner
Vice President of Marketing, CarbonCure Technologies

CarbonCure Technologies is a Halifax-based clean technology company. Ms. Wagner holds a BSc from McGill University, an MSc in Chemistry and an MBA in Finance and Sustainability from Dalhousie University. She is a CSA-certified greenhouse gas inventory quantifier, LEED Green Associate and sits on the board of the Atlantic Chapter of the Canada Green Building Council. Jennifer is also an active participant in sustainability committees for the National Ready-Mixed Association and National Concrete Masonry Association.

update Aug 2009

Faculty of Management , Advisory Board (Internal)

Dean's Office

Dr. Peggy Cunningham, Dean

Dr. Vivian Howard, Associate Dean (Academic)

Dr. Gregory Hebb, Associate Dean (Strategy and Planning)

Ron Stubbert, Assistant Dean (Administrative)

Dr. Dominika Wranik, Assistant Dean (Research)

Marianne Hagen, Alumni Relations Officer

Darren Dick, Development Officer

Schools

Dr. Gregory Hebb, Director, School of Business

Dr. Kevin Quigley, Director, School of Information Management

Dr. Louise Spiteri, Director, School of Information Management

Dr. Peter Tyedmers, Director, School of Resources and Environmental Studies

Centres

Anna Cranston, Director, Management Career Services

Dr. Martine Durier-Copp, Director, Centre for Advanced Management Education

Deborah Merry, Director, Executive Education

Dalhousie

Dr. Carolyn Watters, Provost and VP Academic

Mr. Peter Fardy, External Relations

Appendix 4.1.3 Program Advisory Committee Minutes

Minutes regarding Program Proposal and Approval available upon request, as well as any minutes from monthly meetings of MIM Academic Committee.

Appendix 4.2.1 Professional/Accreditation or Other Requirements

Accreditation: Under the direction and governance of the School of Information Management, the sister program of the Master of Information Management, the Master of Library and Information Studies delivered by the School of Informaiton Management has been accredited by the American Libray Association.

The School's MLIS program has been accredited continuously by the American Library Association (ALA) since the graduation of the first class in 1971. The School of Information Management was visited most recently by the External Review Panel of the ALA Committee on Accreditation in October 2012. In January 2013, the program was granted continuing accreditation for a full seven years. Each year, the School submits a written report for approval by the Committee on Accreditation.

 Accreditation documents are available upon request.

Appendix 4.3.1 Program Level Learning Outcomes

Competencies/Learning Outcomes	Mechanisms through which the achievement of student learning outcomes will be measured
Degree-level - MIM	
1) Information Management Leadership *Information management (IM) leaders focus on the strategic importance of information as a resource within their organization. Effective information management leaders establish appropriate information management goals and processes, and lead the process of organizational change.* **A graduate of the Master of Information Management program should understand how to:** 1.1 Identify, develop, articulate, and promote IM strategies and policies that will facilitate the achievement of organizational objectives. 1.2 Ensure that IM strategies and policies are embedded within corporate governance, projects and business processes. 1.3 Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognised as core competencies needed to develop individual and organizational capacities. 1.4 Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners. 1.5 Act as an advocate and facilitator for IM strategies, and bridge the continuum between senior management and employees 1.6 Continually review and assess the impact of IM strategies and policies, enhancing and revising them as needed.	All students are required to complete, successfully with a minimum grade of 70% (B-) the core 8 courses and 1 elective courses in the MIM program. All courses in the MIM program focus on the development of skills, knowledge and capabilities that will prepare graduates to become professional information managers and leaders. The MIM Competencies Framework which was adopted in May 2014 is centred around four key categories which are emphasized throughout the program: 1) information Management Leadership; 2) Enterprise Architecture; 3) Risk Management and 4) Information Security All of the required MIM courses support all four competencies. The school is currently establishing a practice for systematically mapping these competencies. The goal is for all course syllabi and assignments to directly map which of these frameworks apply to learning outcomes and weekly topics. Work on this began in Winter 2015 and should be completed by Winter 2016. For example, at the course level: MGMT 5005 Information Policy learning outcome: *An understanding of what information policy is, its purpose and its value* - Maps to Information Management Leadership - Competencies 1.1-1.6 At the assignment level: MGMT 5002 – Taxonomy Construction assignment maps to Information Management Leadership Competencies 1.1, 1.3, 1.6 and MGMT 5002 In Class Exercise: Executive Summary of a Real IM Problem - Maps to Information Management Leadership: 1.1, 1.2, 1.3, 1.4, 1.5

Competencies/Learning Outcomes	Mechanisms through which the achievement of student learning outcomes will be measured
Degree-level - MIM	
2.0 ENTERPRISE ARCHITECTURE *Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal policies, procedures, and guidelines.* **A graduate of the Master of Information Management should understand how to:** 2.1 Monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices. 2.2 Assess and evaluate IM requirements, and identify potential IT-based solutions. 2.3 Identify and design shared solutions among partners and external organizations, leveraging process and technology investments. 2.4 Employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions. 2.5 Develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.	All students are required to complete, successfully with a minimum grade of 70% (B-) the core 8 courses and 1 elective courses in the MIM program. All courses in the MIM program focus on the development of skills, knowledge and capabilities that will prepare graduates to become professional information managers and leaders. The MIM Competencies Framework which was adopted in May 2014 is centred around four key categories which are emphasized throughout the program: 1) information Management Leadership; 2) Enterprise Architecture; 3) Risk Management and 4) Information Security All of the required MIM courses reflect all four competencies. The school is currently establishing a practice for systematically mapping these competencies. The goal is for all course syllabi and assignments to directly map which of these frameworks apply to learning outcomes and weekly topics. Work on this began in Winter 2015 and should be completed by Winter 2016. For example at the course level: MGMT 5005 Information Policy learning outcome: *An understanding of the challenges presented for information policy in a constantly changing information and technology landscape – Maps to* Enterprise Architecture Competency 2.1 At the assignment level: MGMT 5002 –In Class assignment #1 - Maps to Enterprise Architecture Competency 2.2
3.0 RISK MANAGEMENT *Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.* **A graduate of the Master of Information Management should understand how to:** 3.1 Identify and value information assets 3.2 Conduct risk assessments 3.3 Develop and evaluate policies to manage information risk 3.4 Advocate risk management at strategic and operational levels 3.5 Build a risk-aware culture within the organization, including appropriate education and training 3.6 Develop risk response processes, including contingency and business continuity programs 3.7 Ensure compliance with relevant legal or regulatory requirements	All students are required to complete, successfully with a minimum grade of 70% (B-) the core 8 courses and 1 elective courses in the MIM program. All courses in the MIM program focus on the development of skills, knowledge and capabilities that will prepare graduates to become professional information managers and leaders. The MIM Competencies Framework which was adopted in May 2014 is centred around four key categories which are emphasized throughout the program: 1) information Management Leadership; 2) Enterprise Architecture; 3) Risk Management and 4) Information Security

Competencies/Learning Outcomes	Mechanisms through which the achievement of student learning outcomes will be measured
Degree-level - MIM	
	All of the required MIM courses reflect all four competencies. The school is currently establishing a practice for systematically mapping these competencies. The goal is for all course syllabi and assignments to directly map which of these frameworks apply to learning outcomes and weekly topics. Work on this began in Winter 2015 and should be completed by Winter 2016. Example: MGMT 5004 User Experience – Learning Outcome - *Learn methods for evaluating user experience of information systems and services* – Maps to Risk Management Competencies 3.1; 3.6; 3.7
4.0 INFORMATION SECURITY *Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.* **A graduate of the Master of Information Management should understand how to:** 4.1 Develop and evaluate policies relating to information security 4.2 Define and enforce appropriate access levels to confidential information 4.3 Protect data from modification or deletion by unauthorized parties 4.4 Ensure the availability of information resources via appropriate systems, access channels, and authentication mechanisms 4.5 Implement access controls 4.6 Perform security audits	All students are required to complete, successfully with a minimum grade of 70% (B-) the core 8 courses and 1 elective courses in the MIM program. All courses in the MIM program focus on the development of skills, knowledge and capabilities that will prepare graduates to become professional information managers and leaders. The MIM Competencies Framework which was adopted in May 2014 is centred around four key categories which are emphasized throughout the program: 1) information Management Leadership; 2) Enterprise Architecture; 3) Risk Management and 4) Information Security All of the required MIM courses reflect all four competencies. The school is currently establishing a practice for systematically mapping these competencies. The goal is for all course syllabi and assignments to directly map which of these frameworks apply to learning outcomes and weekly topics. Work on this began in Winter 2015 and should be completed by Winter 2016. Example: MGMT 5012 Records Management Learning Outcome - *The management of electronic records, including those in the cloud and social media – Maps to* Information Security Competencies 4.1; 4.2; 4.3
NOTES:	
Skills, knowledge and capabilities are demonstrated using various evaluations methods such as: briefing notes, policy papers, term papers, presentations; group work; discussions, case study assignments, application, practice and independent research projects. Students must receive a minimum grade of 70% (B-) in all courses.	

Appendix 4.4.1 Course Descriptions

MGMT5001 Information, People and Society

An introduction to the economic, political and social dimensions of an information-rich environment. This course includes consideration of the historical development of information and knowledge production, issues of control versus free flow of information, applications of information management (IM) in support of situational understanding and decision-making, the organization of knowledge, and the ethical and legal aspects of IM.

MGMT5002 Organization of Information

This class examines the various means by which information can be organized to facilitate its retrieval, management and use. The class also provides an overview of the principles and theories of metadata development and implementation in the digital environment. Metadata interoperability, vocabulary control, standardization, quality control and evaluation are emphasized. An introduction to the principles of information architecture is also included, as they interconnect with best practices in the organization of information.

MGMT5003 Information Systems and Technologies

This class makes clear the relationship between IT and information management, often misconstrued in organizations. The class includes theories of databases and integrated systems design, allied with practical applications of a wide range of information technologies to support organizational goals. These include traditional intranet and extranet applications, along with emerging web 2.0 technologies. Concepts of information architecture (IA) relating to the design of shared and often web-based information environments (including intranets, databases and online communities) are introduced. The practices of IA are examined through analyses of real organizations and how the information environment can best serve their missions, goals, processes and their clients, suppliers and other stakeholders.

MGMT5004 User Experience

Understanding theories and practices of human-computer interaction is critical to organizational success. This class explores how technology affects human use and examines the process (from conception of an idea to design and evaluation) – with a particular emphasis on web-based activities. The class discusses individual and group information-seeking behaviours in public and private contexts – along with the theories and models of information-seeking behaviour that contribute to a nuanced understanding of the user experience.

MGMT5005 Information Policy

Under Canadian law, all government and corporations must appoint someone to take responsibility for privacy within their respective organization – and all government and selected other agencies are required to delegate staff responsible for information access and privacy. This class explores a range of critical information-related issues facing organizations and the effects of policies and legislation on information management and organizational effectiveness. Topics include access to information, freedom of information, protection of privacy and the

preservation of information. Professional ethics guiding information professionals are discussed, as is compliance. In addition, this class also discusses the roles of all levels of government, the private and not-for-profit sectors and key individuals in developing policies that affect information creation, control, access and use. While this class focuses on Canadian issues, it also includes international perspectives.

MGMT5008 Knowledge Management

Knowledge management (KM) encompasses a range of theories and practices relating to the creation, identification, accumulation and application of knowledge to meet organizational goals. This class discusses theories of KM, intellectual capital and learning organizations – along with practices for efficient and effective harnessing of organizational knowledge. You'll adopt an integrative approach, based on the key KM theories and concepts developed in the past decade applied across a wide range of organizational settings.

MGMT5020 Case study or research project ('capstone' class)

Based on your learning objectives, you may choose either a case study or a research project as your final assessed item.
Throughout this class you will work with an advisor and under the general supervision of the class instructor to complete a case study or a project of special relevance to your workplace. Case studies and projects are assessed on the extent to which they demonstrate application of the theories and techniques explored throughout our entire program.

MGMT5006 Program Evaluation

Program evaluation is a structured approach to assessing program delivery with a goal of continuous improvement. This class introduces theories and techniques of evaluation including goal-setting, planning, design, development of indicators and measures, data collection, qualitative and quantitative analysis and legislative frameworks. Case studies based on your workplace experiences are discussed. The class then concludes with a discussion and study of how to build evaluation capacity in your organization.

MGMT5007 Research Methods

This class introduces concepts, methods (both quantitative and qualitative), and the practices of research that support evidence-based information management practice. The class addresses the nature and uses of research, tools for research, handling of evidence, analysis and interpretation of findings, reporting of results, evaluation of published reports and the management of research.

ELECTIVES

MGMT5009 Collaboration

Geographically dispersed virtual workplace teams that cross time, space and organizational boundaries are increasingly common. As a result, information managers are more and more frequently called on to ensure these teams have effective decision-making processes, a common

purpose and interdependent organizational and performance goals, and that they can contribute to organizational strategic goals. This class introduces theories and concepts relating to the rationale for, benefits and challenges of, virtual teams; steps for developing effective virtual teams, and examples of the technology you can use to support such teams.

MGMT5010 Project Management

This class introduces theories and practices of project management (PM) related to project objectives, development stages and control variables such as time, cost and scope. PM stages include initiation, development, execution and maintenance. This class explores these stages by using workplace case studies that relate to your professional experience. Adaptive as well as pre-planned methods and approaches, including process-based systems, critical path and event chain, are used.

MGMT5012 Records Management

How organizations engage in document or records management has a direct bearing on their efficiency and effectiveness – including their legal and ethical compliance. This class offers a comprehensive introduction to the field of records and information management in all formats including (though not limited to) paper and digital. Topics covered include record creation, evaluation, maintenance and control – as well as issues relating to the maintenance, storage and disposal of records.

Appendix 4.5.1 Graduate Academic Course Schedule 1

Course Schedule 2014/2015 Academic Year						
Year and Term	**Course Title**	**Course Semester Credit Hours**	**Course Prerequisites and Co-requisites**	**Proposed Instructor (or indicate if faculty to be recruited)**	**Highest Qualification Earned and Discipline of Study (or required of faculty to be hired)**	
Fall 2014	MGMT 5001 Information, People and Society (Part I)	.03	Not applicable	Dr. B McDonald	PhD ( )	
Fall 2014	MGMT 5003 Information System and Tech (Part I)	.03	Not applicable	Dr. M Smit	PhD ( )	
Fall 2014	MGMT 5006 Program Evaluation (Part I)	.03	Not applicable	Dr. F Tarrant	PhD ( )	
Fall 2014	MGMT 5010 Project Management (Part I)	.03	Not applicable	P Robichaud	MBA/Professional Designation	
Fall 2014	MGMT 5101 Information, People and Society (Part II)	.01	MGMT 5001 Information, People and Society (Part I)	Dr. B McDonald	PhD ( )	
Fall 2014	MGMT 5103 Information System and Tech (Part II)	.01	MGMT 5003 Information System and Tech (Part I)	Dr. M Smit	PhD ( )	
Fall 2014	MGMT 5106 Program Evaluation (Part II)	.01	MGMT 5006 Program Evaluation (Part I)	Dr. F Tarrant	PhD ( )	
Fall 2014	MGMT 5210 Project Management (Part II)	.01	MGMT 5010 Project Management (Part I)	P Robichaud	MBA/Professional Designation	
Fall 2014	MGMT 6701 Directed Reading	.01	Part I of MIM Core Course	Dr. L Spiteri	PhD ()	
Winter 2015	MGMT 5002 Organization of Information (Part I)	.03	Not applicable	Dr. J. Grek Martin	MLIS	
Winter 2015	MGMT 5004 User Experinece (Part I)	.03	Not applicable	Dr. I Dupont.	PhD ( )	
Winter 2015	MGMT 5012 Records Management (Part I)	.03	MGMT 5002 Organization of Information	Dr. L. Spiteri	PhD ()	
Winter 2015	MGMT 5020 Capstone (Part I)	.03	MGMT 5006 & 5106 or 5007 & 5107	Dr. B McDonald	PhD ()	
Winter 2015	MGMT 5102 Organization of Information (Part II)	.01	MGMT 5002 Organization of Information (Part I)	Dr. J. Grek Martin	MLIS	
Winter 2015	MGMT 5104 User Experinece (Part II)	.01	MGMT 5004 User Experinece (Part I)	Dr. I Dupont.	PhD	
Winter 2015	MGMT 5112 Records Management (Part II)	.01	MGMT 5012 Records Management (Part I)	Dr. L. Spiteri	PhD ( )	
Winter 2015	MGMT 5120 Capstone (Part II)	.01	MGMT 5020 Capstone (Part I)	Dr. B McDonald	PhD ()	
Winter 2015	MGMT 6701 Directed Reading	.01	Part I of MIM Core Course	Dr. L Spiteri	PhD ()	

Summer 2015	MGMT 5005 Information Policy	.03	Not applicable	R. Thompson	MIM/Professional Designation	
Summer 2015	MGMT 5009 Collaboration	.03	Not applicable	Dr. F. Tarrant	PhD ()	
Summer 2015	MGMT 5105 Information Policy	.01	MGMT 5005 Information Policy	R. Thompson	MIM/Professional Designation	
Summer 2015	MGMT 5109 Collaboration	.01	MGMT 5009 Collaboration	Dr. F. Tarrant	PhD ()	
Summer 2015	MGMT 6701 Directed Reading	.01		Dr. L Spiteri	PhD ()	

Appendix 4.5.2 Graduate Academic Course Schedule 2

Course Schedule 2014/2015 Academic Year

Year and Term	Course Title	Course Semest	Course Prerequisites and Co-requisites	Highest Qualification Earned and Discipline of Study (or required of faculty to be hired)	
Fall 2014	MGMT 5001 Information, People and Society (Part I)	.03	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 5003 Information System and Tech (Part I)	.03	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 5006 Program Evaluation (Part I)	.03	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 5010 Project Management (Part I)	.03	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 5101 Information, People and Society (Part II)	.01	MGMT 5001 Information, People and Society (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 5103 Information System and Tech (Part II)	.01	MGMT 5003 Information System and Tech (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 5106 Program Evaluation (Part II)	.01	MGMT 5006 Program Evaluation (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 5210 Project Management (Part II)	.01	MGMT 5010 Project Management (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Fall 2014	MGMT 6701 Directed Reading	.01	Part I of MIM Core Course	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5002 Organization of Information (Part I)	.03	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5004 User Experinece (Part I)	.03	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5012 Records Management (Part I)	.03	MGMT 5002 Organization of Information	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5020 Capstone (Part I)	.03	MGMT 5006 & 5106 or 5007 & 5107	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5102 Organization of Information (Part II)	.01	MGMT 5002 Organization of Information (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5104 User Experinece (Part II)	.01	MGMT 5004 User Experinece (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5112 Records Management (Part II)	.01	MGMT 5012 Records Management (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 5120 Capstone (Part II)	.01	MGMT 5020 Capstone (Part I)	PhD or Master level + Professional Designation or Professional expertise	
Winter 2015	MGMT 6701 Directed Reading	.01	Part I of MIM Core Course	PhD or Master level + Professional Designation or Professional expertise	
				PhD or Master level + Professional Designation or Professional expertise	

Summer 2015	MGMT 5005 Information Policy	**.03**	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Summer 2015	MGMT 5009 Collaboration	**.03**	Not applicable	PhD or Master level + Professional Designation or Professional expertise	
Summer 2015	MGMT 5105 Information Policy	.01	MGMT 5005 Information Policy	PhD or Master level + Professional Designation or Professional expertise	
Summer 2015	MGMT 5109 Collaboration	.01	MGMT 5009 Collaboration	PhD or Master level + Professional Designation or Professional expertise	
Summer 2015	MGMT 6701 Directed Reading	.01		PhD or Master level + Professional Designation or Professional expertise	

Appendix 4.5.3 MIM Sample Course Offering

MIM Course Selection Guide		
Fall 2013	**Winter 2014**	**Spring/Summer 2014**
Information, People and Society (R)	Information Systems and Technologies (R)	Project Management (E)
Program Evaluation (R)	Capstone (R)	Information Policy (R)
Collaboration (E)	Records Management (E)	
Fall 2014	**Winter 2015**	**Spring/Summer 2015**
Information, People and Society (R)	Organization of Information (R)	User Experience (R)
Research Methods (R)	Capstone (R)	Knowledge Management (R)
Collaboration (E)	Records Management (E)	
Fall 2015	**Winter 2016**	**Spring/Summer 2016**
Information, People and Society (R)	Organization of Information (R)	Information Policy (R)
Program Evaluation (R)	User Experience (R)	Collaboration (E)
Information Systems and Technologies (R)	Capstone (R)	
Project Management (E)	Records Management (E)	

Classes will only be offered if there is an acceptable minimum number of students enrolled in a class section. Intensive locations will be dependent on the number of students registered in the course.

E= Elective

R = Required

Please note: This is a tentative schedule and subject to change.

Appendix 4.6.1 Work-integrated Learning Experience

Not Applicable to the MIM program; students applying to the program are required to have relevant professional experience which is part of the standard application process

Appendix 4.7.1 Course Outlines

Nine courses must be completed; eight are mandatory and one is elective. Each class has an online component of three credit hours and an onsite 'intensive' component of one credit hour.

Core Courses

MGMT5001: Information, People and Society
MGMT5002: Organization of Information
MGMT5003: Information Systems and Technologies
MGMT5004: User Experience
MGMT5005: Information Policy

In addition, you must complete ONE of the two following classes:
MGMT5006: Program Evaluation
MGMT5007: Research Methods

MGMT5008: Knowledge Management
MGMT5020: Case study or research project ('capstone' class)

Elective Courses

MGMT5009: Collaboration
MGMT5010: Project Management
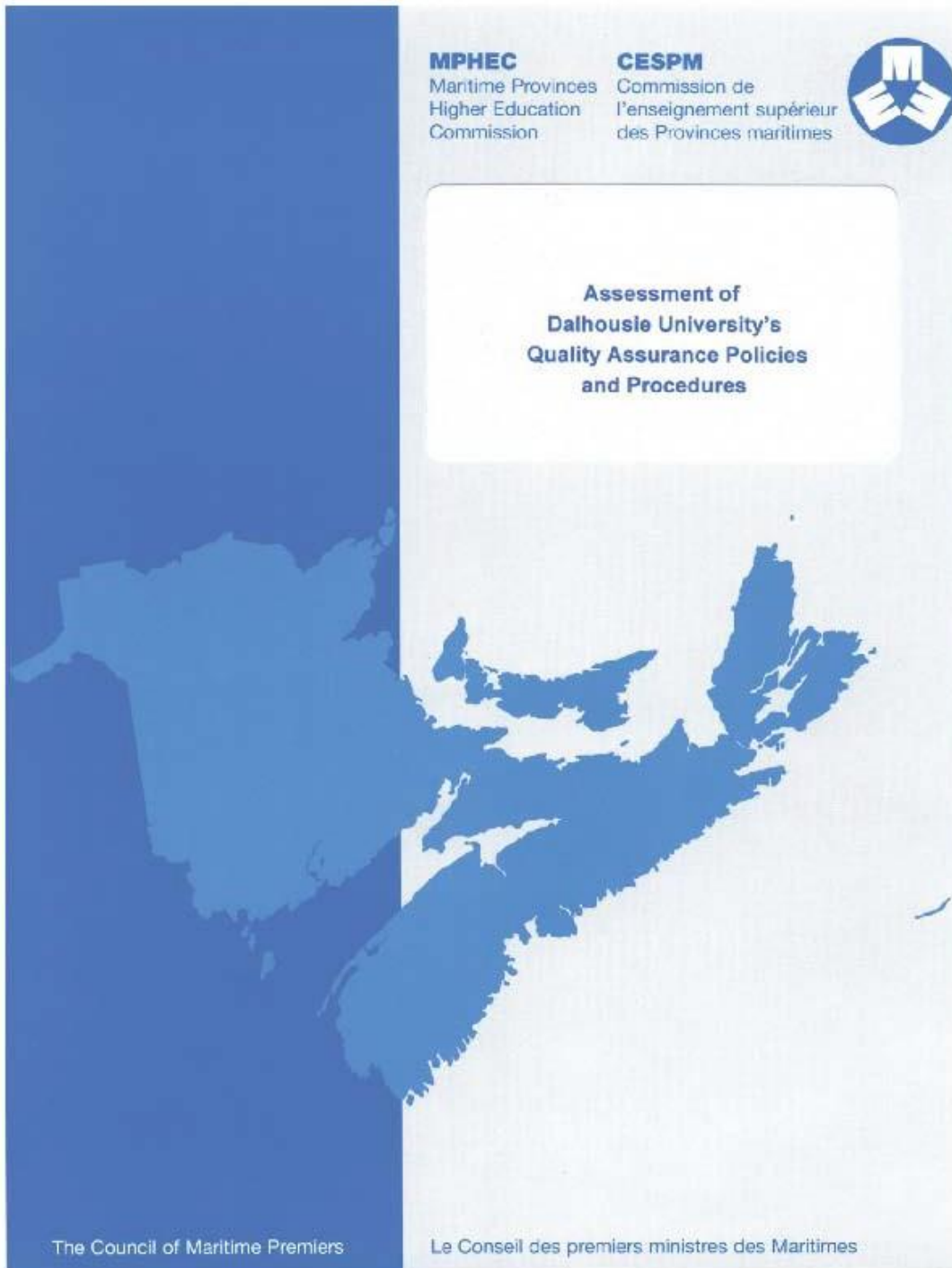MGMT5012: Records Management

Appendix 4.8 Bridging Courses

Not Applicable to the MIM program

Appendix 4.9 Gap Analysis

Not Applicable to the MIM program

5. Program Delivery Standard

Appendix 5.1.1 Quality Assurance for Program Delivery

MPHEC   CESPM

Maritime Provinces Commission de
Higher Education   l'enseignement superi
Commission   des Provinces maritim

**Assessment of
Dalhousie University's
Quality Assurance Policies
and Procedures**

The Council of Maritime Premiers

Le Conseil des premiers ministres des Maritimes

Assessment of
Dalhousie University's Quality Assurance Policies and Procedures

Report prepared by the:
AAU-MPHEC Quality Assurance Monitoring Committee

Report approved by the:
Maritime Provinces Higher Education Commission

September 2003

(This document is available in the working language of the institution only.)

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The Maritime Provinces Higher Education Commission's Quality Assurance Monitoring Programme was implemented in 1999 in response to the Commission's new mandate, which includes focussing on continuous quality improvement of programmes and teaching at post-secondary institutions.

The monitoring process was created to provide assurances to stakeholder groups and the general public that Maritime universities are committed to offering quality programmes and have quality assurance policies in place. The specific objective of the monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing programmes, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms. A key outcome of the process is to provide assistance and advice to institutions on ways to enhance their current quality assurance policy and procedures.

The Quality Assurance Monitoring Committee, a joint committee of the Association of Atlantic Universities (AAU) and the Maritime Provinces Higher Education Commission (MPHEC), carries out the monitoring function on behalf of the Commission. This Committee was established as a peer review committee whose purpose is to advise and assist the MPHEC in ensuring continuous improvement in the quality of academic programmes and of teaching at post-secondary institutions included within its scope by monitoring institutional quality assurance activities. The Monitoring Committee's Terms of Reference can be found under Appendix 3.

The Monitoring Committee's main objective is to answer the following two questions while paying particular attention to each institution's mission and values:

1. How well is the institution achieving what it set out to accomplish in its quality assurance policy?
2. Is the institution doing what it should be doing in the area of quality assurance?

The monitoring function is made up of the following steps:

i an initial meeting between the university and the Monitoring Committee;
i submission by the university of its self-study;
i an analysis of all pertinent documentation by the Monitoring Committee;
i a site visit;
i an assessment report prepared by the Monitoring Committee;
i an institutional response;
i release of assessment report; and
i submission by the university of a follow-up action plan.

The quality assurance monitoring process is currently in its pilot phase. Two universities, Dalhousie University and St. Thomas University, have volunteered to participate in the pilot phase. Once the Monitoring Committee has completed the process with both institutions, it will review and modify, if necessary, the monitoring process based on its own assessment and feedback from both institutions involved in the pilot phase. Throughout the pilot phase, the Monitoring Committee was encouraged by both Dalhousie and St. Thomas Universities' positive response to the process and willingness to receive feedback from the

Monitoring Committee. The remaining institutions on the Commission's schedule are expected to complete the monitoring process over the next few years.

 The Monitoring Committee's assessment report begins with a description of the monitoring process and the activities leading up to this report, followed by an overview of the quality assurance policies and procedures at Dalhousie University. The report concludes by answering the two key questions of the monitoring function.

2   DESCRIPTION OF THE MONITORING PROCESS WITH DALHOUSIE UNIVERSITY

The initial meeting between the Monitoring Committee and Dalhousie University occurred on May 9, 2001 at which time the Monitoring Committee clarified its expectations regarding the monitoring process, timelines, and self-study. The Monitoring Committee was represented by Ms. Marie T. Mullally, Committee Chair, Dr. Henry Cowan, AAU representative and committee member and Ms. Mireille Duguay, MPHEC staff. Representing Dalhousie were Dr. Tom Traves, President, Dr. Sam Scully, Vice President Academic and Provost and Mr. Brian Christie, Executive Director, Institutional Affairs*. At this meeting, the University received a copy of the *Guidelines for the Preparation of the Institutional Self-Study* and the *Assessment Criteria for the MPHEC Monitoring Process*. These two documents can be found under Appendix 3.

Dalhousie submitted to the Monitoring Committee a self-study of its *Quality Assurance Policies and Procedures* in November 2002. The Monitoring Committee held a meeting on December 14, 2002 to review the self-study, after which a letter was sent to Dalhousie that identified the areas for which the Monitoring Committee would like further clarification during the site visit as well as a list of possible participants.

The site visit occurred on February 18, 2003. Committee Chair, Ms. Marie T. Mullally, and Committee members, Dr. Henry Cowan, Prof. Ivan Dowling, Ms. Sue Loucks and Dr. Don Wells were present at this meeting as well as three MPHEC staff members. Representing Dalhousie's senior administration were Dr. Tom Traves, President, Dr. Sam Scully, Vice President Academic and Provost, and Mr. Brian Christie, Executive Director, Institutional Affairs. Dr. Scully and Mr. Christie were present for most of the site visit. The Monitoring Committee had an opportunity to hear from senate officers, faculty representatives, chairs of recent review committees and student representatives. The agenda for the site visit is included under Appendix 2.

After the site visit, the Monitoring Committee requested additional documentation to further guide its assessment. On May 8, 2003, the Monitoring Committee submitted to Dalhousie a draft of its Assessment Report of Dalhousie's Quality Assurance Policies and Procedures. The University was asked to validate the factual information contained in the document and to provide an initial reaction to the report. A response was received on May 26, 2003.

The Monitoring Committee would like to extend its gratitude to Dalhousie for volunteering to be part of the pilot phase and for being responsive and cooperative throughout the entire process.

3   OVERVIEW OF DALHOUSIE''S QUALITY ASSURANCE POLICIES AND PROCEDURES

Dalhousie University, located in Halifax, Nova Scotia, provides nearly 13,500 students from Nova Scotia, the rest of Canada and abroad, with a post-secondary education in more than 125 undergraduate, graduate and professional degree programmes. In addition to arts and social sciences, science, management and computer science degree programmes, the University offers professional and specialized training in a variety of health professions, medicine, dentistry, architecture and planning, engineering and law.

The following summary of Dalhousie's quality assurance policies and procedures is based on the information provided in the University's self-study.

In 1985, the University adopted its first governing policy for academic quality assessment and improvement in the document "Guidelines for Unit Reviews". According to these guidelines, the objectives of the review process are the improvement of the University's academic offerings and the provision of information for academic planning and subsequent budgetary activities. The University's current policy focusses on the review of academic activities. Dalhousie intends to introduce regular reviews of support units and services into its quality assurance practices.

Dalhousie's quality review policy is two-tiered where:

i   Senate reviews faculties and relationships with affiliated institutions and the programmes that are involved in these partnerships.

i   Faculties review their constituent units: schools, departments, centres and institutes, and non-departmentalized programmes. The Faculty of Graduate Studies reviews all graduate programmes.

This arrangement allows the results of reviews to be primarily considered at the administrative level where unit accountability and budgetary, curriculum, planning and staffing decisions are overseen, and to recognize the differences amongst the disciplines. In addition, many programmes must undergo accreditation reviews by an external body.

Reviews, whether conducted by Senate, a faculty, or the Faculty of Graduate Studies, are to be carried out in a five to eight year cycle and consist of the following components:[1]

i   the solicitation of the views of faculty, staff, students and external stakeholders such as alumni, professional associations and employers;

i   the preparation of a self-study by the unit;[2]

i   a review by an internal committee; and

i   a review by one or two arms length external reviewers who typically make a site visit.

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[1]New graduate programmes are reviewed prior to implementation and as soon as

possible after full implementation. [2]Refers to either a faculty, a department, or a graduate programme.

Roles and responsibilities for reviews conducted under the auspices of Senate are as follows:

i   The Office of Institutional Affairs coordinates and supports the process, while the Vice-Chair of Senate oversees the review process on behalf of Senate.
i   The Senate Academic Priorities and Budget Committee (SAPBC) considers the reports by the internal review committee and by the external reviewer(s) as well as the faculty's initial response to the review and then decides whether to accept the report or not and what action, if any, should be recommended to Senate based on the report.
i   The SAPBC also considers the follow-up reports and determines whether further action is expected.
i   The Vice-President Academic and Provost reports to the SAPBC on the status of recommendations within a year to eighteen months following the review.

Roles and responsibilities for reviews conducted by faculties, including the Faculty of Graduate Studies, are typically as follows:

i   The Associate Dean of the faculty in question coordinates reviews of its constituent departments.
i   The Faculty Council of the faculty in question considers the reports by the internal review committee and by the external reviewer(s) as well as the unit's response to the review.
i   The Dean of the faculty in question monitors follow-ups to recommendations resulting from a review.

The reports on reviews conducted by Senate are distributed, as appropriate, to the President, Vice-President Academic and Provost, relevant deans, department heads and school directors, faculty members, the SAPBC, and other decision makers. They are also available for examination in the Senate Office. Dissemination of reviews conducted by Faculties follows a similar pattern at the Faculty level. As well, these reports are filed with the Office of Institutional Affairs. The Vice-President Academic and Provost receives copies of departmental and school reviews from a number of faculties.

4. ASSESSMENT OF DALHOUSIE UNIVERSITY"S QUALITY ASSURANCE POLICIES AND PROCEDURES

4.1   How well is the institution's policy achieving what it set out to accomplish in the area of quality assurance?

Based on the documentation provided, Dalhousie's quality assurance policies have generally been implemented according to the procedures outlined in its policies. Specifically, the process whether led by Senate, a faculty or the Faculty of Graduate of Studies, has included, as per the University's policies: a self-study, student, staff and faculty input, an internal review committee, external reviewers, a final report with recommendations, and a follow-up process to the report.

Dalhousie's quality assurance policy is designed to allow each faculty to develop its own terms of reference and assessment criteria as long as these follow the basic criteria outlined in the Guidelines for Unit Reviews which were approved by Senate in 1985. This is a strength of Dalhousie's policy as it recognizes the differences among disciplines and the autonomy of each faculty by allowing each faculty to tailor its review policy to reflect its individual mission and values. Two notable examples include the Faculty of Health

Professions' review policy which is student-centred and focussed on quality of learning and the Faculty of Graduate Studies' review policy, which focusses on individual programmes, concentrates on student

outcomes, and schedules the review of graduate programmes to complement the review of the department in which they are housed. In addition, the Monitoring Committee noted that Dalhousie reviews all new graduate programmes externally prior to Senate approval and implementation.

Another strength of Dalhousie's quality assurance policy is that it includes a process to review its relationships with other institutions, such as with the Nova Scotia Agricultural College and the University of King's College. This allows it to monitor the quality of programmes that are offered by two separate institutions but lead to Dalhousie credentials.

Dalhousie clearly conducts a considerable number of reviews each year, and this requires significant effort and resources. The site visit provided valuable insight into how those who are directly involved in unit reviews regard the process, and it appears that the faculty and staff with whom the Monitoring Committee met are committed to the review process.

The Monitoring Committee identified two areas within Dalhousie's policies which it felt could be improved upon in terms of how they are implemented. The first area identified by the Monitoring Committee, as well as by Dalhousie, was timeliness. The first round of Senate-led reviews took close to 15 years to complete, over twice the time set out in the University's quality assurance policies. In its self-study, Dalhousie noted that it has begun to examine ways to ensure the second round of reviews is completed according to schedule.

The second area relates to the extent to which the assessment criteria, outlined in the Guidelines for Unit Reviews, fully inform the two key objectives of Dalhousie's review process:

 (1)   the improvement of the University's academic offerings; and
 (2)   the provision of information for academic planning and subsequent budgetary activities.

The "Guidelines for Unit Reviews" (page 3) state that:
> "In assessing the strengths and weaknesses of a unit, a review committee would probably want to look at the quality and quantity of faculty in the unit, the organizational structure including support services and facilities within and outside the unit; the quantity and quality of teaching equipment and supplies available to the unit; objectives or functions of the unit, and the degree to which those objectives were currently being fulfilled; and what plans the unit had for its future development."

While these information items clearly inform the objective, *the provision of information for academic planning and subsequent budgetary activities*, the Committee noted that the link between these items and decisions related to the improvement of the University's academic offerings is less clear. While the Committee did see examples of how the review process has led to the improvement of academic offerings, for some reviews it was less evident. This is discussed with further suggestions below.

In other respects, Dalhousie appears to have achieved what it set out to achieve in its policies. The next section of the report provides suggestions on ways Dalhousie can enhance the overall implementation of its quality assurance programme.

4.2   Is the institution doing what it should be doing in the area of quality assurance?

As per the Commission's Guidelines for Institutional Quality Assurance Policies,[3] Dalhousie's current quality review processes include most of the elements which are deemed essential to a successful quality assurance policy. The policy

- **i**   is comprehensive and reflects Dalhousie's mission and values;
- **i**   includes defined assessment criteria;
- **i**   includes a self-study component;
- **i**   entails an external review component;
- **i**   incorporates the participation of faculty not directly involved in the reviewed programme;
- **i**   allows for the participation of the wider network of stakeholders;
- **i**   includes a follow-up component to the assessment; and
- **i**   includes a clearly defined review cycle.

In order to better align Dalhousie's policy with the Commission's guidelines and to enhance the overall quality of its review procedures, the Monitoring Committee has a number of suggestions for Dalhousie which are organised as follows:

1.   Clarify and redefine the accountability for and the relationship among the different reviews;
2.   Balance the policy to make it more student-centred;
3.   Improve the timeliness of the process;
4.   Include a provision in the policy to evaluate the University's existing quality assurance policy on a regular basis; and
5.   Increase community involvement and awareness.

4.2.1 Clarify and redefine the accountability for, and the relationship among, the different types of reviews

The Monitoring Committee noted that, according to the documentation, Senate monitors the results of its reviews of faculties but not the results of departmental reviews conducted by faculties. The Monitoring Committee suggests that all academic elements of a review, regardless of the administrative unit under which the review is conducted, should be reported to Senate for discussion and decision. Because Senate is the senior body responsible for academic matters, it is accountable for the quality of academic programmes, and it seems to be appropriate that it oversees the overall process.

The Monitoring Committee noted that Dalhousie does not have an overarching policy that outlines the ways in which the various review processes contribute to quality assurance within the University. In essence, its quality assurance policy is the sum of the Senate's Procedures and Terms of Reference for Committees, the Guidelines for Unit Reviews, and each faculty's, including the Faculty of Graduate Studies, respective Terms of Reference. As a result, Dalhousie's two-tiered process appears somewhat disconnected. While the link between a departmental review conducted by a faculty, and the review of graduate programmes housed within the department is clear, the relationship between reviews of individual faculties by Senate and the reviews of departments by the faculty in which they are housed is not.

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[3]These guidelines are included under Appendix 3.

The Monitoring Committee strongly suggests that Dalhousie develop an overarching policy that describes the relationships among the different types of reviews (Senate-led, faculty-led, Faculty of Graduate Studies-led and Accreditation) and the ways in which each contributes to quality improvement within the University. An overarching policy with clearly defined links between reviews would enable the University to more effectively leverage and use the information from one review to complement another, thus minimizing duplication. In addition, this policy should identify common elements to be included in each review to facilitatea comparison of units.

The Monitoring Committee also suggests that an annual report, which highlights the review process, outcomes and follow-up action, be submitted to Senate as one way to strengthen the link and the lines of accountability between reviews done by faculties and reviews done by Senate.

4.2.2 Balance the policy to make it more student-centred

As noted above, the Monitoring Committee believes that the Guidelines for Unit Reviews are more focussed on collecting data to provide information for academic planning and subsequent budgetary activities within the faculties, which, while forming a basis for the improvement of academic offerings, are not clearly related to the delivery of offerings and the student learning experience. Given that these guidelines are the template faculties must use to develop their respective quality assurance policies, it is not surprising that some faculties have developed review policies that are more focussed on the allocation of resources than on the student experience. The Committee did note, however, that the Faculty of Graduate Studies and the Faculty of Health Professions have developed review policies that meet the requirements set out by the guidelines, that are student-centred and that are designed to collect a number of measures to inform decisions related to the improvement of academic offerings.

The Terms of Reference for a committee reviewing a faculty under the auspices of Senate are focussed on measures related to faculty performance, organizational structure, and relationship with other units and programmes within and outside of Dalhousie and as a result are more in line with the objective, *the provision of information for academic planning and subsequent budgetary activities,* and are more focussed on human resources than on the student experience. Subsequently, and as noted in Dalhousie's self-study and in discussions during the site visit, the results of the reviews of faculties have been used primarily to inform, for example, the reappointment or selection of deans, faculty selection (such as fields within a discipline requiring additional faculty), physical plant planning, new programme development, and academic entrepreneurship. Many faculties seem to have equated the review process with resource allocation and specifically the allocation of faculty positions. While the Committee noted examples of reviews of faculties done under the auspices of Senate that clearly focussed on the student learning experience such as with the Faculty of Computer Science and the Faculty of Architecture and Planning, this was less evident in Senate-led reviews of faculties with multiple departments.

Student evaluations of teaching, conducted on a class by class basis, are used extensively by Dalhousie to inform departmental decision-making and recommendations concerning tenure and promotion. The Monitoring Committee believes that Dalhousie should also consider incorporating the aggregate results of student evaluations into its quality assurance programme as well as integrating measures of academic quality such as teaching and learning, and curriculum into its guidelines.

Ideally, a quality assurance policy should focus on both research and scholarship and the student experience. While Dalhousie's Guidelines and Terms of Reference for Senate led reviews do focus on the former, the

Monitoring Committee suggests that the University strengthen the student experience focus by increasing the emphasis on student-centred criteria, as some Faculties are already doing. This could be achieved by extending the scope of its Guidelines to consider students' entire university experience, from support services to teaching and learning.

The Monitoring Committee noted that Dalhousie intends to introduce regular reviews of support units and services into its quality assurance practices. The Committee urges the University to implement this innovation as soon as possible in order to ensure that the review process at Dalhousie covers the full spectrum of the student experience.

Dalhousie's Guidelines for Unit Reviews suggest that a student member be included on the review committee and further states that, "a student member would be useful in drawing out student concerns which might otherwise remain hidden" (p. 3). In practice, however, only the Faculty of Science and the Faculty of Engineering have included a provision for a student member on the review committee in its Terms of Reference for Unit Review Committees. The Monitoring Committee understands that the Faculty of Science has, in most cases, successfully found students to sit on Unit Review Committees. While appreciating some of the challenges in ensuring student participation, the Monitoring Committee strongly urges Dalhousie to incorporate the practice of having students sit on review committees within all faculties and the University should make every effort to facilitate student participation on such committees.

Student representatives with whom the Committee met indicated that the general student body's knowledge of the University's quality assurance policies is limited. Generally, the only visible activities in this regard are student evaluations of individual courses performed at the end of each course. Students often perceive the course evaluations as being ineffective because they see no tangible changes as a result of their input. Despite these challenges, the Monitoring Committee believes that Dalhousie should take additional steps to ensure full student participation in the quality assurance process, including as members of review committees. The Monitoring Committee suggests that Dalhousie enhance its communications with students and the broader university community about its quality assurance policies and the follow-up decisions.

4.2.3 Improve the timeliness of the process

The Monitoring Committee noted that discussions have already begun among senior administrators on ways to ensure that the second round of Senate-led reviews is completed within the five- to eight-year timeframe, as per its policy. The Monitoring Committee believes that the review cycle should not extend past seven years, and ideally should be completed within five years.

The timing of the different types of reviews could be more effectively managed in order to minimise duplication and maximise resources. This would facilitate information and resource sharing among the different types of reviews. For example, accreditation reviews would inform reviews by faculty, reviews by faculty would inform reviews by the Faculty of Graduate Studies, and reviews by faculties would inform reviews by Senate. Dalhousie suggested that it would like to modify the timing of its reviews to precede a decanal search. In this case, a review would ideally begin in September and end in April. The Monitoring Committee supports this approach, although it cautions that the purposes of decanal reviews and unit reviews are different and decanal searches must not overshadow the primary objective of the process, that is, continuous quality improvement.

Dalhousie identified the scope of reviews led by Senate, which mandates that each faculty under review address a total of 19 multi-faceted items, as one factor that likely contributed to delays in the past. The Monitoring Committee agrees with Dalhousie's assessment that there may be more effective means to address some of the items covered in the reviews and suggests certain items currently reviewed at the Senate level may be more appropriately reviewed at the faculty level.

4.2.4 Include a provision in the policy to evaluate the University's existing quality assurance policy on a regular basis

The Monitoring Committee recommends that Dalhousie integrate into its overarching quality assurance policy a provision to evaluate the University's existing quality assurance policy on a regular basis, including a process to ensure that the results of the review are tabled with Senate. The Monitoring Committee recognizes that the Office of Institutional Affairs undertook an impressive review of Dalhousie's quality assurance policies and procedures in 1991, however, a similar review has not been done since that time. Having an actual provision in the policy to evaluate the quality assurance process would allow the University to determine if the process is meeting the anticipated objectives and outcomes, identify its strengths and weaknesses, implement improvements and ensure its continued relevancy.

The Monitoring Committee believes that the following recommendations/suggestions identified in the 1991 review are still applicable today:

C   That a time frame for the completion of a review be established, including a deadline for submission of a follow-up report to the recommendations.
C   That the review process identify unit goals and activities and then assess if the activities meet the needs of the goals.
C   That the impact of review reports on decision-making throughout the University be increased.
C   That review procedures must make clear "who" is the audience.
C   That the methodology of the data collection and the structure of the reports should be clear to the reader and consistent among faculties.
C   That the Terms of Reference for all faculties be revised to include the requirement of a progress or follow-up report.
C   That a central station at Dalhousie be responsible for monitoring the process of Unit reviews.

4.2.5 Increase community involvement and awareness

Community involvement and awareness are important components of a university's quality assurance policy. This includes the participation of the greater community during the review process as well as the proactive dissemination of information about a university's quality assurance policies to the university's immediate community (students, faculty, etc.) and the general public.

Dalhousie's policy does require that the Senate Review Committee meet with staff, students and representatives of external constituencies such as alumni, employers, professional associations, and provincial government officials. However, in practice and as noted in Dalhousie's self-study, community participation has varied and has frequently focussed on single issues, newspaper advertising of some reviews such as Medicine has produced few responses, and professional associations for the most part show little interest in reviews. Also, some Senate Review Committees have included a member from an external

representative of a relevant profession. Nonetheless, the Monitoring Committee believes that Dalhousie must increase its efforts to attract participation from the broader community.

In terms of dissemination of information about quality assurance, the Monitoring Committee noted that it is not enough that review reports are made available to the public upon request. The Monitoring Committee suggests that Dalhousie communicate information pertaining to the University's quality assurance policy and the results of reviews to the University's immediate community (students, faculty, etc.) and the general public. The dissemination of this information communicates to the University community and the general public that the University is focussing on providing quality programmes and services to its students and gives increased confidence in the quality of the programmes at Dalhousie.

5. SUMMARY OF RECOMMENDATIONS

RECOMMENDATION 1: Clarify and redefine the accountability for, and the relationship among, the different types of reviews

Possible ways to achieve this include:

- **i** That all academic elements of a review, regardless of the administrative unit under which the review is being conducted, be reported to Senate, the senior academic body, for discussion and decision.
- **i** That an annual report on the review process, outcomes and resulting follow-up action be submitted to Senate.
- **i** That an overarching policy be developed to clarify the relationship among the different types of reviews, and to identify the contribution of each to quality improvement.
- **i** That common elements to be included in each review be identified to facilitate a comparison of units.

RECOMMENDATION 2: Balance the policy to make it more student-centred

Possible ways to achieve this include:

- **i** That Dalhousie adjust the balance of the quality assurance policy to make it more student-centred.
- **i** That the scope of reviews be extended to include students' entire university experience from support services to teaching and learning.
- **i** That the aggregate results of student evaluations be integrated into the review process.
- **i** That measures of teaching quality and curriculum be integrated into the review process.
- **i** That Dalhousie take additional steps to ensure full student participation in the quality assurance process, including as members of review committees.
- **i** That Dalhousie improve its communications with students and the broader university community about its quality assurance policies and the follow-up decisions.

RECOMMENDATION 3: Improve the timeliness of the process

Possible ways to achieve this include:

i   That the review cycle not extend past seven years, and ideally be completed within five years.
i   That the timing of the different types of reviews be more effectively managed in order to minimise duplication and maximise resources.
i   That the Senate review guidelines be modified to identify any item that may be more appropriately reviewed at the Faculty level.
i   That a time frame for the completion of each review be established, including a deadline for submission of a follow-up report to the recommendations.

RECOMMENDATION 4: Include a provision in the policy to evaluate the University's existing quality assurance policy on a regular basis

RECOMMENDATION 5: Increase community involvement and awareness

Possible ways to achieve this include:

i   That greater effort be made to include members of the community including students, professional groups and the general public in the review process; and
i   That information about the university's quality assurance policy and the results of reviews be communicated to the university's immediate community (students, faculty, etc.) and to the general public.

6.   CONCLUSION

The Monitoring Committee compliments Dalhousie for recognizing early on that a quality assurance policy is key to ensuring quality academic programmes. Almost two decades have passed since Dalhousie first implemented its Guidelines for Unit Reviews in 1985, allowing sufficient time for the notions of quality assurance to become ingrained into the University's culture. Those who are most directly involved in the process (senior administration, faculty and staff) appear to support the process and its outcomes. The Monitoring Committee believes that this is an opportune time for Dalhousie to review and update its policies, particularly as the University moves to integrate the review of support services into its quality assurance programme, and hopes that this report serves as a useful guide to facilitate a review of Dalhousie's quality assurance policies and procedures.

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DALHOUSIE UNIVERSITY'S RESPONSE TO THE ASSESSMENT OF ITS QUALITY ASSURANCE POLICIES AND PROCEDURES, SEPTEMBER 2003

Dalhousie University was grateful for the opportunity to participate in the pilot phase of the MPHEC's quality assurance monitoring process. The self-reflection required for the preparation of the self-study document and our consideration of the report of the AAU-MPHEC Quality Assurance Monitoring Committee will result in improvements to the already rigorous academic quality assurance program at Dalhousie. The final report of the Monitoring Committee will be carefully considered and presented to the Senate Academic Priorities and Budget Committee (SAPBC) which has overall responsibility for the academic unit and program review process at Dalhousie.

The Monitoring Committee's report provides a generally accurate description and assessment of the quality assurance policies and procedures at Dalhousie. Nevertheless, there are several issues raised in the report that deserve immediate response. As well, there are recommendations in the report that will require thoughtful consideration before appropriate responses to the recommended changes to policies and procedures can be determined.

Dalhousie's major concern with the report relates to recommendation 2: "Balance the policy to make it more student-centred." We believe that the report understates the degree to which academic reviews at Dalhousie have dealt with student related issues. Certainly, there is variability in the extent to which individual reviews address issues that are directly student related and those that involve other matters such as faculty relations, administration, scholarship and research, and external relations. In a complex university such as Dalhousie, with multiple missions, there is a range of responsibilities that academic units must fulfill and that unit reviews must examine. The degree to which a review committee's report is student-centred, therefore, depends on what the review finds in terms of problems, issues, concerns, and opportunities. Nevertheless, where there has been the potential or the need to improve academic offerings or the student experience, review committees have addressed them. For example, the most recent Senate review of a Faculty, that of the Faculty of Architecture and Planning, contained 42 recommendations. Of these, 29 (almost 70%) dealt with "student-centred" matters. Likewise, in the recent Senate review of the Faculty of Computer Science more than half of the recommendations (14 of 28) were student-centred. These results do not, we believe, provide evidence of an imbalance. Nevertheless, the other individual suggestions provided in the report under the heading of Recommendation 2 (page 10) will be carefully considered.

Recommendations 1 and 3 are helpful. Action is already underway, in the form of amendments to thet erms of reference for Senate reviews, that will address Recommendation 3.

Recommendation 4, on the other hand, is puzzling. It calls for a review of the university's quality assurance policies on a regular basis. As the report states, an "impressive" review was conducted in 1991. We consider the MPHEC's assessment, which began in 2001, as a second review of the university's policies and practices with respect to academic quality assurance. It includes a self-study and an external review with recommendations; it has already resulted in proposed changes that aim to improve the university's processes. It is our expectation that the MPHEC process will continue on a regular basis, forming a fundamental element of a systematic, periodic review of Dalhousie's quality assurance regime. In this way, Recommendation 4 has been, and will be, fulfilled.

Recommendation 5 and its components are, in our opinion, neither helpful nor practical. Efforts to involve professional groups and the general public in unit reviews have been substantial, varied and largely unproductive in the past. We look to the MPHEC and the outcomes of this audit process to inform the general public about the extent and rigour of the QApractices of the universities; we understood public accountability to be one of the objectives of the Commission's audit activities.

In conclusion, Dalhousie's experience in the pilot phase of the quality assurance monitoring process has been useful. We thank the members of the Monitoring Committee and the MPHEC's support staff for the time, openness and thoughtfulness that they contributed to the Dalhousie review. The university will carefully consider how the suggestions in the report can lead to improvements in its already well-developed academic quality assurance processes.

SITE VISIT AGENDA AND PARTICIPANTS

Tuesday, February 18, 2003
University Hall

9:45 am   Dr. Tom Traves, President
Dr. Sam Scully, Vice-President Academic and Provost*
Mr. Brian Christie, Executive Director, Institutional Affairs*

11:15 am   **Senate Officers:**
Dr. Mohamed El-Hawary, Chair
Dr. Colin Stuttard, former Chair

12:15 pm   Working Lunch

1:15 pm   **Faculty Representatives:**
Dr. Jan Kwak, Dean of Graduate Studies
Dr. Noni MacDonald, Dean of Medicine
Dr. Lynn McIntyre, Dean of Health Professions
Dr. Chris Moore, Acting Dean, Faculty of Science
Dr. David Schroder, Associate Dean, Faculty of Arts and Social Sciences

2:15 pm   **Chairs of recent review committees:**
Dr. Jane Curran, Department of Classics Review
Dr. Keith Johnson, Department of Chemistry Review
Dr. Barrie Clarke, Faculty of Medicine Review
Dr. Richard Nowakowski, Faculty of Computer Science Review
Dr. Fred Wien, Faculty of Architecture and Planning Review

3:15 pm   **Student Representatives:**
Johanne Galarneau, Student Union President
Curtis McGrath, Student Senator

4:00 pm   Wrap-up:
Dr. Sam Scully
Mr. Brian Christie

4:30 pm   Site visit concludes

* present throughout the day, as available.

MPHEC POLICY ON QUALITY ASSURANCE:
MONITORING INSTITUTIONAL QUALITY ASSURANCE POLICIES AND PROCEDURES

1.   Objective

The monitoring of quality assessment procedures and practices is especially important given that the cornerstone of quality assurance is self-assessment by the institutions.

The specific objective of the MPHEC monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing programmes, and other functions as appropriate, are performing adequately as quality control mechanisms.

The purpose of the monitoring process is to answer the following two questions: first, "How well is the institution achieving what it set out to accomplish in its quality assurance policy?", and second, "Is the institution doing what it should be doingin the area of quality assurance?".

The process is formative; institutional policies and practices are reviewed with a view to provide assistance and advice to institutions.

2.   Focus   The monitoring function

focuses on three elements:

- C   the institutional quality assessment policy;
- C   quality assessment practices; and
- C   follow-up mechanisms.

The process pays particular attention to each institution's mission and values.

3.   Scope

Given that the renewed MPHEC mandate provides for a direct focus on university education, only degree-granting institutions on the MPHEC schedule are reviewed in the context of this policy. The following institutions are included in the process:

Acadia University
Atlantic School of Theology
Dalhousie University, including Dal-Tech
Mount Allison University
Mount Saint Vincent University
Nova Scotia Agricultural College
Nova Scotia College of Art and Design
St. Francis Xavier University

Saint Mary's University St. Thomas University Université de Moncton Université Sainte-Anne University College of Cape Breton
University of King's College
University of New Brunswick
University of Prince Edward Island

4.   Cycl

The monitoring function will be performed once at each institution in a seven-year cycle. Over the course of the seven-year cycle, two reviews per year will be conducted for the first five years, while three reviews will be conducted in each of the remaining two years of the cycle. The particular order will be established by the MPHEC Quality Assurance Monitoring Committee, in consultation with the institutions. The first review will begin in early 1999.

5.   Establishing a Baseline

Given that it will take seven years to complete the first cycle of the monitoring process, the first step in the overall monitoring process will focus on establishing a baseline defining institutional activities and priorities in the area of quality assurance. In early 1998, each institution will be asked to provide a statement describing how compatible their current activities in the area of quality assurance are with the MPHEC quality assurance policy in general, and with the Guidelines for Institutional Quality Assurance Policies in particular. In addition, the statement should identify future priorities in the area of quality assurance. The statement will be submitted by January 1999.

6. A Quality Assurance Monitoring Committee

The Quality Assurance Monitoring Committee carries out the monitoring function on behalf of the Commission. It is essentially established as a peer review committee. The members are respected by the post-secondary education community, have some appreciation for, and expertise in, quality assurance and periodic programme and unit reviews, and are not current members of an institution's senior administration. The Terms of Reference of the Committee are appended to the policy.

7. Process and Outcomes

The monitoring process takes place over a 10- to 12-month period. Two or three institutions are reviewed simultaneously.

The quality assurance monitoring process includes the following steps:

Step 1 Initial meeting

Normally, the first step of the process is a meeting to clarify the expectations and the process, as well as to establish the time frame for each step.

Step 2 Self-study

The self-study focusses on the quality assessment and improvement processes in place at the institution under review. It is both descriptive *and* analytical and includes clear statements as to how well the quality assessment and quality improvement processes are performing, and whether these processes are adequate for the task.

The self-study provides answers to the two key questions guiding the monitoring process: first, "How well is the institution achieving what it set out to accomplish in its quality assurance policy?", and second, "Is the institution doing what it should be doing in the area of quality assurance?".

The institution has a three- to four-month period after the initial meeting to produce the self-study and forward it to the MPHEC.

Step 3 Analysis of all pertinent documentation

Over the course of the following six to twelve weeks, the Committee and staff analyze the documentation and request any additional information deemed necessary.

The basis of the Committee's report is the documentation forwarded by the institution, to include:

1. The institutional quality assessment policy. The Monitoring Committee uses the policy components and assessment criteria outlined elsewhere in the MPHEC Quality Assurance Policy as the backdrop to review each institutional policy;
2. The institutional self-study;
3. The list of all programme or unit assessments conducted in the last seven years. The institution may indicate which units or programmes in that list reflect particularly well the institution's mission and values; and
4. The schedule of forthcoming assessments.

From the list of assessments carried out by the institution, the Committee selects a number of assessments, normally from three to five, for further review by the Committee. The programme or unit assessments are chosen to reflect as accurately as possible the institution's mission and values. The institution is then asked to forward:

5. The complete dossier of these assessments.

Step 4 On-site visit

The on-site visit completes the monitoring of institutional policy and practices. The Committee meets with individuals identified during Step 2 and those identified during consultations with the institution in preparation for the visit. The objective of the on-site visit is to validate the statements offered in the self-study, as well as to verify elements contained in the assessments reviewed by the Committee.

Step 5 Report

The Committee prepares a report on its findings and formulates recommendations, first and foremost, to the institution. The report is forwarded to the institution to validate factual information within eight to twelve weeks following the on-site visit. The institution can submit any correction to the report within 30 days of receipt.

The report is then submitted to the Commission, accompanied by the comments and advice when applicable of the AAU-MPHEC Academic Advisory Committee. Once approved by the Commission, the report is made available by request to the public, listed as an MPHEC publication, and mentioned in the annual report filed by MPHEC.

Step 6 Institutional response

The institution then develops a plan of action to respond to the report, to be filed with the MPHEC no later than one year following the publication of the monitoring report. The Committee and the Commission may comment and respond to the plan of action. A brief description of the institution's plan of action, and of the Committee's or Commission's response, when applicable, are included in the next MPHEC annual report.

8 . Review of the MPHEC Monitoring Process

At the end of the first seven-year cycle, a 12-month hiatus will be imposed to review and analyze the process. Institutions will be consulted in this review. Among the questions to be answered at that time are:

1. Has the process met the anticipated objectives and outcomes?
2. What are its strengths and weaknesses?
3. How can it be improved?
4. Is there value in pursuing it into a second cycle?

APPENDIX A
QUALITY ASSURANCE MONITORING COMMITTEE

TERMS OF REFERENCE

Purpose

1.   To advise and assist the Maritime Provinces Higher Education Commission, an agency of the Council of Maritime Premiers, in ensuring continuous improvement in the quality of academic programmes and of teaching at post-secondary institutions included within its scope by monitoring institutional quality assurance activities, as described in the MPHEC Quality Assurance Policy.

Function

2.   The Committee shall:

     C   Monitor the outcomes of institutional quality assessment policies and procedures, within the parameters established by the Commission. These parameters are described with details on the process in the Commission Quality Assurance Policy.

     C   Suggest relevant research/publications to the Commission and assist in their preparation, as they relate to quality assurance.

     C   Examine issues or carry out projects as the Commission may deem necessary and appropriate, as they relate to quality assurance.

Objective of the monitoring function

3.   The specific objective of the monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing programmes, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms.

4.   The purpose of the Committee in carrying out the monitoring process is to provide answers to the following two questions: first, "How well is the institution achieving what it set out to accomplish in its quality assurance policy?", and second, "Is it doing what it should be doing in the area of quality assurance?".

5.   The process is intended to be formative; institutional policies and practices will be reviewed with a view to provide assistance and advice to institutions.

Membership

6.   The Committee will be composed of seven members including the Chair.

7.   At least two Committee members are also Commission members.

8.   At least two, but ideally three Committee members will be selected from a list of nominees suggested by the AAU.

9.   At least one, but ideally two Committee members are students.

10.   One Committee member is also a member of the AAU-MPHEC Academic Advisory Committee.

11.   Members are appointed for a three-year mandate. *(Note: to ensure continuity, three members of the initial membership will be appointed for a four-year mandate.)*

Chair

12.   The Chair of the Committee is one of the Commission members appointed to the Committee and is designated by the Chair of the Commission.

13.   The Chair of the Committee chairs meetings.

Reporting Structure

14.   The Committee reports to the Commission. It shall report to the Commission at regular interval.

15.   Monitoring reports are distributed to the AAU-MPHEC Academic Advisory Committee in advance of the Commission meeting to allow time for comment and advice.

Staffing

16.   The Director of Academic Planning and Research and staff as assigned, is responsible for monitoring institutional quality assurance policies and procedures and reports to the Commission the Committee's findings and recommendations.

17.   The Committee is allowed to engage outside consultants, as required, to assist in the monitoring functions.

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APPENDIX B
GUIDELINES FOR INSTITUTIONAL QUALITY ASSURANCE POLICIES

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1. Purpose of the Guidelines

The aim of these guidelines is to assist the institutions in establishing or improving their policies and processes and to support the Commission when assessing the policies and processes in place.

2. Focus of the Institutional Quality Assurance Policy

An institutional quality assurance policy should reflect the institution's mission and values. All institutions should have a quality assurance policy in place.

A quality assessment policy should focus on units (academic and other) and/or on programmes (or groups of programmes). The policy should include provisions to cover all the functions and units of the institution (research, administration, community service, etc.).

3. Objective of the Institutional Quality Assurance Policy

The institutional policy's objectives should be, at a minimum, to improve the quality of programmes and to ensure that stated student outcomes can be realized.

The purpose of the assessment itself should be to answer the following two questions: first, "How well is the unit or the programme achieving what it set out to accomplish?", and second, "Is it doing what it should be doing?".

4. Components of an Institutional Quality Assessment Policy

In addition to reflecting institutional mission and values, the institutional quality assurance policy should be comprehensive and apply to all programmes and units. It should also, at a minimum, address the following elements:

1. Identify the coordinating or administrative unit responsible for the overall management of the quality assurance process. This unit should be located at a higher echelon of the institution's administrative structure, and be accountable to the institution's leaders.

2. Define the assessment criteria (see section 5).

3. Require a self-study component, usually involving faculty and students participating in the programme or unit. The self-study should be student-centred as it would aim, in most cases to assess the quality of learning. The self-study should be structured according to the defined assessment procedures criteria. When and where appropriate, the results of accreditation may be included and/or substituted for this component, or a portion thereof.

4. Entail an external review component, usually carried out by two experts external to the institution. As appropriate, the results of accreditation may be included and/or substituted for this component, or a portion thereof.

5. Incorporate the participation of faculty not directly involved in the reviewed programme (or discipline or unit).

6. Enable the participation of the wider network of stakeholders, such as employers, graduates, professional associations, the local community, etc.

7. Include appropriate mechanisms, that is at a minimum the procedures and areas of responsibility, to ensure a proper follow up to the assessment.

8. Establish the assessment cycle, which should not exceed seven years. Newly established programmes or units should be assessed once fully implemented, usually at the three- to five-year mark.

9. Include provisions to review the policy periodically. The policy should be

tabled with the MPHEC as the body responsible for quality assurance.

5   Key Assessment Criteria

The assessment procedures and criteria should be student-centred, and reflect institutional mission and values. The assessment criteria should be comprehensive (i.e. to include all programme and units) and address the following elements:

1. Assess intended and delivered curriculum;

2. Review teaching practices;

3. Clarify the expected outcomes for students;

4. Examine the degree to which those outcomes are realized;

5. Evaluate the appropriateness of support provided to students;

6. Appraise the research carried out by the academic unit or by faculty involved in the reviewed programme;

7. Value the contribution of the unit or programme to other aspects of the institutional mission (community service, for example); and

8. Value the contribution of the unit or programme to the larger community or society in general.

APPENDIX C
ASSESSMENT CRITERIA FOR THE MPHEC MONITORING PROCESS

I   Introduction

The specific objective of the monitoring function is to review the policy, processes and procedures used by institutions to assess the quality of existing programmes and other functions as appropriate, to ensure they are performing adequately as quality control and quality improvement mechanisms.

The purpose of the Committee in carrying out the monitoring process is to provide answers to the following two questions: first, "How well is the institution achieving what it set out to accomplish in its quality assurance policy?", and second, "Is it doing what it should be doing in the area of quality assurance?". The Committee will be assessing the institution's quality assurance policy and related processes, but will not be assessing the quality of specific programmes or units.

The process is intended to be formative; institutional policies and practices will be reviewed with a view to provide assistance and advice to institutions.

I.   Assessment criteria

1.   Institutional context of the policy

         a. The policy is consistent with the institution's mission and values.

2.   General

         a. Appropriate scope of the policy, i.e. the policy is comprehensive in terms of reviewing all programmes and units.
         b. The policy follows the Commission's guidelines. Any discrepancy is explained/ justified
         c. The policy promotes *continuous* quality improvement.

3.   Policy objectives

         a. Appropriate scope of objectives.
         b. Links to programme quality improvement.
         c. Links to decision-making process. (Use to be 3e)
         d. Links to realization of stated student outcomes.
         e. Links to the economic, cultural and social development of the university's communities.

4.   Policy components

         a. Defined assessment criteria and their appropriateness, to include the adequacy of financial, human and physical resources.
         b. General guidelines for the programme/unit self-study are established and are appropriate.
         c. Objective external review process: clearly defined generic terms of reference for, and selection process for, experts.
         d. Procedures allowing for the participation of students, faculty members, staff and the community-at-large are established.
         e. (If the policy focuses on units) Mechanism(s) to review interdisciplinary programmes, typically not examined when a policy focuses on units.
         f. Identified linkages between programme review and accreditation requirements.
         g. Appropriate schedule of programme/unit reviews.
         h. Procedures to review the policy itself are identified.

5.   Policy implementation (quality assessment practices)

         a. Programme/unit self-studies address the institution's assessment criteria.
         b. Programme/unit self-studies should include a component that is student-centered, as they aim, among other things, to assess the quality of learning.
         c. Students, faculty members, staff and the community-at-large participate in the review process.

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    d.   External review process is objective; experts selected during the peer review process have the appropriate expertise.

    e.   Policy and procedures monitor the continuing relevance of the programme.

    f.   Schedule of reviews is adhered to, or modifications to schedules can be reasonably explained or justified.

    g.   Required follow-up action is undertaken.

6.   Policy administration

    a.   Coordinating or administrative unit identified as the lead is appropriate.
    b.   Effective support has been offered to programmes and units under review.
    c.   Appropriate follow-up mechanisms are in place and are functioning appropriately.
    d.   Assessment results have been appropriately disseminated.
    e.   The process informs decision-making.

(Approved - April 23, 2001)

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APPENDIX D

GUIDELINES FOR THE PREPARATION OF THE INSTITUTIONAL SELF-STUDY

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I   Purpose and focus of the monitoring process

The specific objective of the monitoring function is to review the policy, processes and procedures used by institutions to assess the quality of existing programmes and other functions as appropriate, to ensure they are performing adequately as quality control and quality improvement mechanisms.

The process is intended to be formative; institutional policies and practices will be reviewed with a view to provide assistance and advice to institutions.

The overall monitoring process aims to provide answers to the following two questions:

  a. How well is the institution's policy achieving what it set out to accomplish in the area of quality assurance?
  b. Is the institution doing what it should be doing in the area of quality assurance?

The monitoring function focuses on three elements:

  a. The institutional quality assurance policy;
  b. The institution's quality assessment practices; and
  c. Follow-up mechanisms

I.   Focus of the institutional self-study

The institutional self-study is both descriptive and analytical. It must include clear statements as to how well the quality assessment and quality improvement processes are performing, and whether these processes are adequate for the task.

The self-study should engage as many individuals involved in quality assurance within the institution as possible, in a frank, objective and balanced appraisal of strengths and areas for improvement. The self-study is the primary document on which the monitoring process is based and it is therefore important that it be well organized, clearly written and concise.

In answering the above, the institution's self-study should provide the following:

  a. What is the factual situation?
  b. What is the institution's assessment of the situation?
  c. How are the results addressed?

The institutional self-study should only rarely exceed 30 pages, excluding appendices.

II.   AAU-MPHEC Quality Assurance Monitoring Committee's criteria for the review of the self-study

The AAU-MPHEC Quality Assurance Monitoring Committee will review the institution's self-study by answering the following questions:

  a. Is the self-study comprehensive? Sufficiently critical and analytical?
  b. Does the self-study provide the reader with a clear sense of the policy's objectives?
  c. How have the policy's objectives been translated in practice?
  d. Are the issues clearly articulated?
  e. Are solutions to issues formulated?

IV.   Suggested structure and content of the report on the self-study

1. Introduction

a. General history of the policy; date of initial implementation; evolution.

b. Number and types of programmes and/or units reviewed to date, etc. (list of assessments completed in the last seven years to be appended with date of review).
c. Description of future plans in this area.

2. Institutional context

a. How consistent is the policy with the institution's mission and values?
b. Any other element the institution believes the Committee must be aware of to proceed with the assessment of the policy.

3. Description of the policy

a. What is the scope of the policy? To what extent is the scope appropriate?
b. To what extent does the policy follow the Commission's guidelines? If there are any discrepancies, why?
c. How does the policy promote *continuous* quality improvement?

4. Policy objectives

a. What are the objectives of the policy? Is their scope appropriate?
b. How are the policy's objectives linked to programme quality improvement?
c. How are the policy's objectives linked to the decision-making process within the institution?
d. How are the policy's objectives linked to the realization of stated student outcomes?
e. How are the policy's objectives linked to the economic, cultural and social development of the institution's communities?

5. Policy components

a. What are the assessment criteria? Are they sufficiently defined? Are they appropriate? How is the adequacy of financial, human and physical resources assessed?
b. Are there established general guidelines for the programme/unit self-study? How are the general guidelines adapted to the varying needs and contexts of individual programmes?"
c. Are there established guidelines to ensure the external review process remains objective? For example, are there clearly defined terms of reference for, and selection process for, experts?
d. Are there established procedures allowing for the participation of students, faculty members, staff, graduates, and the community-at-large? What are they? How effective have they been?
e. (If the policy focuses on units) What are the mechanism(s) to review interdisciplinary programmes?
f. Are the guidelines regarding links between the programme/unit review process and accreditation requirements clearly identified? Are they appropriate? Useful?
g. Is there a schedule of programme/unit reviews? Is it reasonable?
h. Are there identified procedures/timelines to review the policy itself? Are they appropriate?

6. Policy implementation (quality assessment practices)

a. To what extent have the programme/unit self-studies addressed the institution's assessment criteria?
b. To what extent have the programme/unit self-studies been student-centered? To what extent have they aimed to assess the quality of learning?
c. To what extent have students, graduates, faculty members, staff and the community-at-large participated in the review process?
d. To what extent has the external review process been carried out in an objective fashion? Did experts selected during the peer review process have the appropriate expertise?
e. To what extent do the policy and procedures monitor the continuing relevance of the programme/unit?
f. To what extent has the schedule of reviews been adhered to? If it has not been adhered to, why?

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g. To what extent has the required follow-up action generally been undertaken?

7. Policy administration

a. Is the identified coordinating or administrative unit identified as the lead appropriate? Effective?
b. Has effective support been offered to programmes and units under review?
c. Are there appropriate follow-up mechanisms in place? Are they effective?
d. Have the assessment results been appropriately disseminated?
e. How has the process informed the decision-making process within the institution?

8. Conclusion

a. How well is the policy achieving what it set out to accomplish?
b. Is the policy doing what it should be doing?
c. Solutions to address any shortcomings

Appendices (to institutional report)

I.   Institutional policy
II.   List of all programme or unit assessments conducted in the last seven years. (The institution may indicate which units or programmes in that list reflect particularly well the institution's mission and values.)
III. Schedule of forthcoming assessments.

(Approved - April 23, 2001)

On-going Quality Control/Monitoring

On an regular and ongoing basis, the MIM is managed by an academic committee at the School of Information Management. This committee is mandated with continuing quality control of the program and courses. Chaired by the MIM Academic Director, the committee meets monthly to review program management, courses delivered, SRIs and evaluations, and assessments.

The Director of CFAME also is responsible for the effective management of the MIM. The Director ensures effective program operations, quality control mechanisms such as evaluations and Student Rting of Instruction, course management, instructor contracting, recruitment, and relationships with external stakeholders . CFAME also provides for continuing professional development of instructors, on-going review program outcomes, curriculum mapping process, course revisions, and other functions.

The MIM academic committee has embarked on a curriculum mapping process, which will contribute further to the integration of courses under the learning outcomes and competency frameworks, and continue to enhance program content, processes and student learning.

Appendix 5.2.1 Policy on Student Feedback

Higher education institutions in Canada and abroad encourage faculty to use **teaching evaluations** to rate their teaching effectiveness. The evaluation of teaching effectiveness can take many different forms, including **surveys** and **questionnaires** to rate teaching performance, or course suitability and program relevance.

Results from the evaluations are used for a wide range of purposes. For example, they provide data and guidelines for:

1. **Evaluation** of teaching effectiveness.
2. **Promotion and tenure** applications for instructors, and other personnel decisions.
3. Preparation of supporting evidence for **teaching awards and grants**.
4. **Quality assurance** processes in the review and restructure of institutional, faculty, department and program goals.
5. Enhancement of Dalhousie University teaching and learning **profile** regionally and nationally.

An essential component

Student Ratings of Instruction are an important part of assessing the quality of education an institution provides. At Dalhousie University, SRI is recognized as an essential component of a **formal institutional evaluation strategy** that includes evidence from students (SRI results), the individual instructor, and peer-reviewable information about teaching, usually presented in the form of a comprehensive teaching dossier.

More informal strategies for evaluating teaching or identifying ways in which courses and programs may be enhanced include peer consultation and in-class student feedback. Recommended resources provides information on: assessing teaching effectiveness and how to use the results to enhance learning and teaching; course or program design; and, summative and formative evaluation of teaching and learning.

All Dalhousie courses include the collection of student feedback and evaluation of   program delivery and instruction quality. The process is overseen within the university by the Centre for Learning and Teaching (CLT). The following policy manual has been developed by CLT for student evaluations:

Student Ratings of Instruction Program policy and procedures, Approved by Senate on June 13, 2011

Student Ratings of
Instruction.pdf

Policy for
STUDENT RATINGS OF INSTRUCTION

1.0   Policy Statement

Student ratings of instruction are part of a broad strategy for continuous improvement in learning and teaching at Dalhousie University. Student Ratings of Instruction (SRI) are undertaken through a systematic process for all courses where appropriate. A subset of questions will be common to all instructors. Provision will be made for secure student access to the summary results of those questions.

2.0   Guiding Principles

2.1   Student Ratings of Instruction are part of an overall system to support the
improvement of learning and teaching at Dalhousie University.

2.2   Student feedback on instruction is an essential part of the system.

2.3   The effectiveness of the SRI process requires ongoing education of its
goals, procedures and on the interpretation and application of results.

2.4   The rights and dignity of students and instructors shall be protected during
the rating process, including the processes and practices to collect data and
disseminate results.

2.5   The identities of students shall be protected.

2.6   All instructors have the opportunity to choose to participate in making their
summary results available to students;

2.7   The process and results shall be accessible to both students and
instructors, subject to item 4.0 below.

3.0   Policy Goals

3.1   Engage students in the process of continuous improvement of students'
educational experience.

3.2   Demonstrate accountability through the provision of student access to
summary data on student ratings of instruction.

3.3   Provide instructors with student feedback data on their teaching
performance.

3.4   Provide students with data about student perceptions of the quality of teaching.

3.5   Provide departments, faculty and the university with data to support instructor evaluation, awards and recognition.

3.6   Provide departments, faculties and the university with data to support evaluation of programs, departments and institutions.

4.0   Dissemination of SRI Results

Student ratings of instruction results shall be disseminated as follows:

4.1   Student Ratings of Instruction results for all questions shall be made available to instructors for each course taught in which there are five or more students enrolled and for which five or more responses are received.

4.2   Results shall be made available to instructors only after they have submitted final marks for the course in which they are being rated.

4.3   Unsigned qualitative comments and signed comments with the students' signatures removed are provided to the instructor.

4.4   Department chairs, program heads or their equivalents in academic units will have access to the results from the common questions and the signed qualitative comments on the student ratings of instruction form.

4.5   Deans will receive a summary of the results of the commons questions on the SRI for each instructor in their Faculty.

4.6   Only the results from the common questions and signed comments from the qualitative responses will be used for tenure and promotion purposes.

4.7   The results of the common questions asked in the student ratings of instruction process shall be made available to students through a secure on-line portal in accordance with privacy regulations stipulated by the Office of the University Counsel and related collective agreements. No results will be released without the consent of the instructor.

4.8   The results of the common questions accessible to students for each course taught by a specific instructor will be based on the cumulative SRI results for up to the three most recent terms in which an instructor has given consent to provide results to students.

4.9   For confidentiality and reliability purposes the results referenced in item
        4.5 above will be released to students where the results are from classes with ten (10)
        or more responses and from classes with response rates of forty (40) percent or
        greater.

4.8   Faculties and Departments shall make the student ratings of instruction
        available to the Vice-President Academic and Provost upon request.

5.0 Responsibilities

5.1   Students:
        Dalhousie students are expected to provide constructive and honest feedback to an
        instructor which is intended to improve the quality of instruction of an instructor in future
        years. Students are also expected to be aware of the complexities of teaching and
        learning. The summary results from the common SRI questions, although valuable,
        provides only a partial picture of teaching and learning effectiveness.

5.2 Instructors:
        Individuals teaching at Dalhousie are responsible to familiarize themselves with the SRI
        process and to ensure that student feedback mechanisms, of which the SRI is one, are
        built into their courses. Instructors have a responsibility to convey to students the
        importance of their participation in the SRI process. Instructors are encouraged to advise
        students at least one week in advance as to when the SRI process will occur.

5.3   Faculties and Departments:
        Deans, academic directors, and department heads are to ensure the SRI process is
        administered consistently in all courses where it is appropriate. They are also expected
        to counsel and mentor instructors about their participation in the SRI process especially
        those in their early years of teaching or those without tenure. Identifying support and
        access to teaching development resources is part of mentoring. Deans, Chairs and
        Heads shall also encourage Faculty members' use of the customizable sections of the
        SRI.

5.4 Senate:
        The Dalhousie University Senate will ensure that the SRI instrument and processes are
        regularly reviewed. The Senate will periodically assess the intended outcome of the
        policy which is to contribute to continual improvement of learning and teaching at the
        University.

5.5   University Administration:
        The Unit responsible for administering the SRI instrument shall report to
        the Vice-President Academic and Provost on the following metrics:
- Number of courses where the SRI instrument is used;
- Uptake levels on each component of the instrument;
- Number of students responding;
- Number of courses that have SRI results accessible to students;
- Number of times the student SRI website has been accessed.

The Unit shall also advise the University on any emerging issues and/or on refinements of the instrument to improve content or process.

The Vice-President Academic and Provost shall report annually to Senate on teaching quality, effectiveness, and evaluation, and on the extent to which the University is meeting its learning and teaching goals. The Vice-President Academic and Provost will support education and communications to the Dalhousie community on the policy and procedures.

STUDENT RATINGS OF INSTRUCTION (SRI) PROCEDURES for COLLECTING SRI DATA and REPORTING SRI RESULTS

The Centre for Learning and Teaching administers the Student Ratings of Instruction program, including the collection, results compilation, distribution and archiving of data.

The Student Ratings of Instruction (SRI) form is comprised of four sections:

Section A contains a set of common questions that are asked across all courses for which SRI data are collected. The questions provide information on student perceptions of the effectiveness of the instructor's teaching;

Section B contains optional customized questions developed by an academic unit for purposes of program improvement;

Section C contains optional questions selected by the instructor for purposes of receiving formative feedback, with results provided only to the instructor; and,

Section D collects data in the form of student written comments. This section provides students the opportunity to respond in writing to several open-ended questions. Only data from signed responses may be used for promotion and tenure purposes. Unsigned comments are received by the instructor only.

(A copy of the SRI form may be downloaded from:
http://learningandteaching.dal.ca/sriforms.html)

1.0 Data Collection Procedure for Student Ratings of Instruction

The Centre for Learning and Teaching receives a preliminary list of all courses and instructors compiled from Banner data.

Academic units will designate a liaison person who will facilitate the SRI process in his/her unit. This person will be asked by the Centre for Learning and Teaching to verify a preliminary list of all courses/instructors teaching in the term. This verification process occurs shortly after the last add/drop date in the term.

Paper Version:

Distribution and collection of the SRI forms will be administered by the Centre for Learning and Teaching. For each instructor/course combination, the Centre for Learning and Teaching prepares an envelope that contains a

questionnaire for each registered student in the course. These envelopes are delivered to each academic unit. There will be one envelope for each

instructor teaching in a course (i.e., a course taught by two instructors will have two envelopes). When multiple instructors are involved, the decision to administer the SRI will be made in collaboration with the academic unit head.

Although instructors are encouraged to indicate early in the term the value of SRI process, SRI feedback is sought during the latter part of term, normally after three quarters of the course has been competed. In most cases, the instructor will determine in which class the SRI process will occur. It is highly recommended that this feedback process occur prior to the last week of classes and that instructors announce, at least one week in advance, the date that the SRI will be administered.

On the day the questionnaires are administered, the Instructor, a designated student or someone otherwise designated by the academic unit will pick up the course envelope containing the SRI forms from the assigned Academic Unit office and bring it to the class.

The instructor (or designate) will convey to students the importance of their participation in the SRI process. The instructor will leave the room for the full duration of the SRI process including the collection of the student forms. Prior to leaving the room the instructor will ensure a student is appointed from the course (or someone may designated by the academic unit) to oversee the process. The designated person will read the standard SRI instructions to the class and administer the SRI process following a standard protocol that is printed on each envelope.

The person assigned to oversee the process will:
- i) Ensure **all** forms are placed in the envelope;
- ii) Seal the envelope; and sign across the seal
- iii) Deliver the envelope to the assigned liaison person for the academic unit.

The liaison person in the academic unit is responsible for collecting and returning all envelopes to the Centre for Learning and Teaching, after removing the written comments forms, if applicable.

On-Line Version:

Currently, an on-line version of the SRI is available to instructors teaching online courses. In these courses, the procedure is as follows:

Department liaisons are asked to provide lists of courses which require online evaluations. A request is made to the Data Requests Office of Banner for the

student emails for each of these courses. The CLT does not receive names or Banner numbers for the students, thus, protecting anonymity.
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Distribution of the online surveys is administered by the Centre for Learning and Teaching.

For each instructor/course combination, The Centre for Learning and Teaching sets up an online survey in *Opinio*, using a template modelled on the paper version. The questions are identical to the paper surveys. There is a survey for each instructor teaching in a course (i.e., a course taught by two instructors will have two surveys.)

The surveys are delivered in the same time frame as the paper versions, except when alternate dates are requested by the department (some online courses follow a different timeline). Start and stop dates are defined in the survey.

On the day the survey opens, an email invitation is sent to registered students, containing a dedicated link to their personal survey. Once the survey has been started, it may not be re-opened. Should a student fail to start and/or complete the survey, up to five reminders are delivered by email, until the survey is completed by the student or closed by date.

The students in the course are given the opportunity to provide written comments on the course, using the same model as the paper versions. The instructor receives all comments that are typed into the survey. The comments portion of these reports does not contain any information about the identity of the students. Presently, in order to have the comments provided to the department or school for inclusion in the personal file of the instructor, the students must print their completed comment forms (Section D), sign them, and mail them to the Centre for Learning and Teaching. The signed forms are collated by CLT and delivered as confidential documents to the Department liaison persons.

Once the surveys are closed, the data is exported to the Student Ratings of Instruction database, and the standard reports are generated for the instructors, Departments, and Deans.

(**A note regarding electronic versions of the SRI:** Although the *Opinio* strategy works well for a relatively small number of on-line courses participating in the SRI process, it is not a scalable solution for the electronic capture of SRI data. In the near future**,** it is anticipated that Dalhousie University will implement an in-class system for the electronic capture of SRI results. This system will be designed to maintain the robust response rates of paper-based collection strategies with the considerable advantages of directly inputting data in an electronic format.)

2.0 Dissemination of Student Ratings of Instruction Data to Instructors and Academic Administrators

The summary results from the SRI process are distributed to Instructors and their academic administrators as follows:

INSTRUCTORS: For each course taught in which there are five or more students enrolled and for which five or more responses are received, instructors receive SRI results from the following sections of the SRI questionnaire:

Section A: Common questions;
Section B: Academic Unit customized questions;
Section C: Instructor-customized questions;
Section D: Open-ended question section. A copy of all student comments removing student attribution (i.e. student name and student number) is provided to the Instructor. (Note: The Instructor will receive either a typed version of the comments or photocopies of originals with all student signatures and student numbers deleted.)

Following submission of Instructors' student grades to the Registrar's Office, the Centre for Learning and Teaching shall distribute a report on the student ratings of instruction to instructors for Sections A, B, C, and D.

The Instructor shall receive:

1. A "**Student Ratings of Instruction Report**" on the results obtained from
   Section A of the SRI questionnaire. This summative report will provide the following data for each question asked:
   - Mean for the course
   - Department mean
   - Standard deviation for the class
   - Lowest mean for a course in the department
   - Highest mean for a course in the department
   - Number of respondents selecting each of the available categories: Very Poor, Poor, Satisfactory, Good, Excellent, or No Response

   The report also contains a bar graph that depicts the distribution of
   response for the instructor's course (as a percentage of all responses in this course) and for the department (as a percentage of all responses in all participating courses).

   The report form clearly indicates the course number and the academic year, term, Faculty, and department/school in which the course was

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   taught. The instructor report also provides information on total enrolments for the course, the number of respondents, and response rates.

2. **Copies of all written comments without student attribution** which were obtained from the Student Ratings of Instruction - Section D - response to open-ended questions. At no time will student names, student signatures, or student Banner numbers be made available to an instructor. Instructors will receive (depending on the option chosen by

their academic unit) either a typed version of the comments or photocopies of originals with all student signatures and student numbers deleted.)

Dissemination to Instructors and Academic Administrators: The results of each section of the SRI questionnaire will be made available to academic staff as follows (also see Appendix A-Summary of the Dissemination of results of the SRI Process to Stakeholders):

Section A: The results for the common questions will be made available to instructors, department heads/chairs, program unit heads, directors of schools, and deans.

Other senior academic administrators (as defined in the terms of the collective agreement between the University and the Dalhousie Faculty Association) may make a request in writing to the Centre for Learning and Teaching to receive the results of section A for any participating instructor.

Section B: The results for Faculty/department/school developed questions will be made available to instructors and to the relevant department heads/chairs, program unit heads or directors of schools. Results from Section B will not be used for tenure and promotion purposes.

Section C: Results from Section C are confidential and provided **exclusively** to the instructor of the course. Results from Section C will **not** be made available to Deans, Academic Directors, Department Chairs/Heads, or Program/Units Heads.

Section D: Signed copies of student written comments are available to Deans, Academic Directors, Department Chairs/Heads, and Program/Unit Heads. Unsigned student comments are available **only** to the instructor. Unsigned student comments are **not** available to Deans, Academic Directors,
Department Chairs/Heads, or Program/Unit Heads.

All original signed copies of student written comments will be maintained in a secure and confidential file within the office of the chair/head and are not available to the instructor as per Article 18.11 of the Collective Agreement between the Board of Governors of Dalhousie University and the Dalhousie Faculty Association 2007-2011.)

3.0   Dissemination of Student Ratings of Instruction Data to Students

Under the conditions outlined in section 3 below, students will have access, via a secure website, to the results for the common questions 1-8 for those Instructors who have given their permission to make their results available to students. Only instructors who give their permission to have their data included will appear on the student access page. Only registered students at Dalhousie University with an assigned student "Banner" number may access the password protected SRI results site.

Conditions to make SRI results accessible to students:

SRI summary data for items 1-8 for individual instructors and courses will be made available to students via a secure website when:

- The instructor has given permission for these results to be made available to students;
- When course student response rates are forty (40) per cent or higher; and,
- Where course size is ten (10) students or more.

Exclusions from the student accessible SRI summary reporting site may also occur under the following conditions:

- Where an instructor is in his/her first three years of teaching;
- In contexts where the evaluation of teaching using the SRI instrument may not be appropriate such as clinical teaching or where courses are team taught or taught by multiple instructors;
- On the recommendation of an instructor's department head or chair.

Conditions for the use of SRI results by students:

- SRI student reports are provided for the use of Dalhousie University students only.
- The distribution of this information in any form is strictly prohibited.

4.0   Procedure for Instructors to Enable their SRI Results from Section A to be viewed by Dalhousie University Students

Instructors will give permission to make their SRI results for items 1-8 accessible to students by completing a signed **Permission Form** for each course they teach. This form will indicate approval to make their summary SRI data from items 1-8 of Section A, (Common Questions) accessible to Dalhousie University students through the secure on-line student access

system, subject to the conditions in Section 3 above. The form requires the signature of the Instructor.

The SRI student access page will report the cumulative SRI results up to the three most recent offerings of a course (but not exceeding a five year period) in which an instructor has given consent to provide results to students for a particular class. The SRI Student Access page will be searchable by either class number or instructor.

As part of the Instructor permission process, instructors will be invited to provide up to 400 characters of text that will appear on the SRI student access page as a message to prospective students. The message can take many forms and might include a description of the course content, the kinds of learning experiences students can expect, or feedback about the course from former students.

The permission form shall be returned to the identified liaison person for the instructor's academic unit in both print and electronic formats. The departmental liaison person, who is responsible for the compilation and administration of the permission process, will be given access to the department's courses in the online database and would be given system rights to release the data for the instructors who give permission to make their results available to students, along with the contents of any text box submitted. This person will also maintain a file of the original signed forms.

This agreement process is repeated each term for each course.

The Centre for Teaching and Learning will administer the process whereby the SRI data will be made available to students through a secure portal for all instructors who have given permission for their specified SRI results to be accessible to students. The Centre for Learning and Teaching will have access to all files associated with the SRI data base.

As part of the move to electronic capture, it is anticipated that this **Permission Form** component of the system will be completed directly by each instructor.

<div style="background-color:orange">**Definitions**</div>

For the purposes of this policy the following definitions shall be utilized:

Instructor: includes all faculty members, including part time and sessional faculty, instructors, and teaching assistants who take on substantial responsibility for teaching a course. This information about who is to be evaluated using the SRI process is provided by each academic unit.

Student Ratings of Instruction (SRI): refers to the systematic collection of student feedback on the quality of learning and teaching in credit courses including a set of common questions used across all teaching units.

Student: an individual registered at Dalhousie University in credit course(s).

Course: shall be defined at the Faculty level and may include any unit of instruction for which academic credit is assigned.

Note*: Dalhousie acknowledges the value of the University of British Columbia's* <u>*A Policy on Student Evaluation of Teaching*</u> *(May 16, 2007) in providing a useful example and framework template*

Appendix A

Summary of the Dissemination of Results of the SRI Process to Different Stakeholders*

Stakeholder	Part A (Common)	Part B (Program Customized)	Part C (Instructor Customized)	Part D (Qualitative Questions)
Instructors	X	X	X	X Signed (with identifying information removed) and unsigned comments
Head/Chairs, Academic Directors	X	X		X Signed comments only
Deans	X			
Students	X (Items 1-8)			

**Under the terms of the collective agreement between the University and the Dalhousie Faculty Association, senior administrators may request, in writing, to the Centre for Learning and Teaching the results for Part A

Appendix 5.2.2 Student Feedback Instruments

The Dalhousie University Student Ratings of Instruction Program

The Dalhousie University Student Ratings of Instruction (SRI) Program is designed to provide information on students' perceptions of the teaching effectiveness of their instructors. The data is intended for "summative" purposes. That is, the concern is with the overall quality of teaching performance. The questionnaire focuses on those elements of teaching behavior that are correlated to positive student outcomes and other measures of effective teaching; thus, the results are most appropriate for making judgments about general teaching quality and consistency of performance. This standardized system is not meant to supplant teacher-designed "formative" evaluations that provide detailed, diagnostic information for improvement purposes. See Resources for more information on summative and formative evaluation of teaching.

The information collected from the students is confidential, and access to both the raw data and final reports is strictly controlled. See the procedures for data collection and reporting of results.

Student Ratings of Instruction In-class Procedures
Electronic Capture and On-line

Directions for the Instructor:
1. Ask a student or staff member to oversee the electronic capture/online procedures in your class. In large classes, other students may assist but only one should be responsible for overseeing the process.
2. Please refrain from making comments, except to clarify procedures.
3. Read the next section (*Instructions to Students*) to the class and then *leave the room.* **The instructor must not be present when students are completing the SRI electronic capture/ online form.**

Instructions to Students: (to be read to the class by the Instructor)
1. The information you give will be used to review the effectiveness of your instructor's teaching. Your thoughtful ratings on the questions will be used in the faculty tenure and promotion decision-making process, for other personnel decisions, and to provide information on teaching effectiveness at Dalhousie University. Your response is anonymous. Your instructor, the Chairperson or Director, Dean, and members of personnel committees will be provided with a summary of the class responses but will not have access to individual responses. **Your response will not affect your grade.** The summary of responses will be given to the instructor only after the final grades have been submitted.
2. The instructions for completing the electronic capture/online evaluations are contained on the form after you link onto the system.
3. Your written comments can also be entered at the end of the form. After completing your comments, please indicate, as requested on the form, if you want them to be used for tenure, promotion, re-appointment, or other personnel decisions. **Your instructor will NOT**

be able to identify you; the comments to which your instructor will have access will contain **NO** identifying information.

4. **Important** Remind students that they **should not** type any identifying information in the comments box. They should indicate via the check box at the end of the comments section on the

form if they wish to enter signed copies.

.

Directions for Staff or Student Assistant:

1. When the professor has left the room.

   Ask students to access the Student Ratings of Instruction via the email sent to them by the SRI system.

   If they have already completed an evaluation online for this course prior to this class they do not have to complete the form again.

2. **Ask the students to work independently and to refrain from discussing their responses.**
3. **Allow at least 15 minutes for students to complete the form.**
4. **Remind students that if they do not complete the evaluation in class they may complete it online up until midnight of the last day of class.**

Report any problems to:

The Centre for Learning and Teaching 494-2706

Appendix 5.2.3 On-line Learning Policies and Practices

All of the Dalhousie University, MIM part I courses (3 credit hours) are offered in an on-line format consisting of 12 weeks of distance study and assignments. Most of the MIM part II courses (1 credit hour) are in-person 2 – 2.5 day **intensive learning** sessions. The intensive sessions are held at various locations across Canada, depending on student locations.

To graduate from the MIM program, students must successfully complete a total equivalency of 36 credit hourse within a seven years period. This degree has full and equal status with all other Masters-level graduate degrees granted through the Faculty of Graduate Studies at Dalhousie University.

http://its.dal.ca/publications/policies/

ITS Policies

5. Information Technology

NUMBER	TITLE	STATUS	LAST REVIEWED
5.1. General			
5.1.1	Acceptable Use Policy	approved	2009-03-19
5.1.2	Electronic Services Eligibility	pending	2006-09-26
5.1.3	Sets of Electronic Services	draft	2007-03-24
5.1.4	Conflict of Interest	approved	2002-02-22
5.1.5	Disclosure of Information	approved	2002-10-23
external	Data Administration (formerly CODA)	approved	2003-06-01
5.2 Security and Privacy			
5.2.1	Passwords	approved	2008-01-02
5.2.2	User Identifiers (NetID)	approved	2007-04-09
5.2.3	User Authentication	approved	2000-09-13
5.2.4	Public Terminal Authentication	approved	2003-03-05
5.2.5	Digital Copiers	pending	2008-04-10
external	Protection of Personal Information from Access Outside Canada	approved	2007-01-12
5.3 Networks			
5.3.1	UCIS Funded Network Ports	approved	2006-02-22
5.3.2	Use of the 2.4GHz (wireless) Radio Frequency	approved	2001-12-12
5.4 Email			
5.4.1	Dalhousie Email as Official Student Email	approved	2003-06-24
5.4.2	Email Filtering	approved	2007-01-02
5.5 Research			

5.5.1	Hosting of Research Computer Systems	approved	2007-03-27
5.5.2	Network Traffic Research Data Sets	pending	

ITS Procedures

TITLE	STATUS	LAST REVIEWED
Access to Data by Suppliers	approved	2008-01-16

Appendix 5.2.4 On-line Learning Support Structure

In addition to the University policy and procedues, the MIM program provides students with guidance and support throughout the duration of their studies.

STUDENT ORIENTATION - The Below information is a sample of the information provided to students in the MIM program upon acceptance.

GETTING CONNECTED WITH DALHOUSIE
Please note: Due to ever-changing technology, all information in this section is subject to change as we strive to provide the best communications, course tools and websites available.

Part I – Getting Started; My.Dal and NetId
Part II – Managing Your Communications
Part III – The Technical Part
General Requirements Student
Accessibility Checklist
Part IV – Course Management System; BbLearn Part
V – Student Guide to Your CFAME Website Part VI –
Quick Resource Links

GETTING CONNECTED WITH DALHOUSIE

PART I
GETTING STARTED – My.Dal

Like the bank, Dalhousie has very robust and secure server system. There are a few things which if you understand from the beginning will make navigating through Dalhousie's computers easier. There are 2 main web accessible servers which as students you will have to use. They both require different logins and passwords and will give you access to different information. You can access both systems directly from Dalhousie's main webpage http://www.dal.ca/(upper right corner) The first is called Dal.Online. This is a site which you will **not** use very often but it is very important. You use Dal.Online to access your personal data including address, transcript, tax data, and registration information. To access this system you will use your student identification number (also known as your **Banner number**) and a PIN which is generated by the university. I will not go into great detail regarding this site as you will use it only occasionally however, please keep the password for this site safe as it can be hard to have it changed.

The second of the 2 Dal's systems is called My.Dal and is the system you will use virtually every time you go to Dal. To Use this system you will use your **NetID** (more details below) and password, your net ID and password are critical to accessing all of the resources here at Dalhousie so please ensure you have it memorized, please do rely on your computers browser to remember this information please commit it to memory as having it reset can be a hassle.
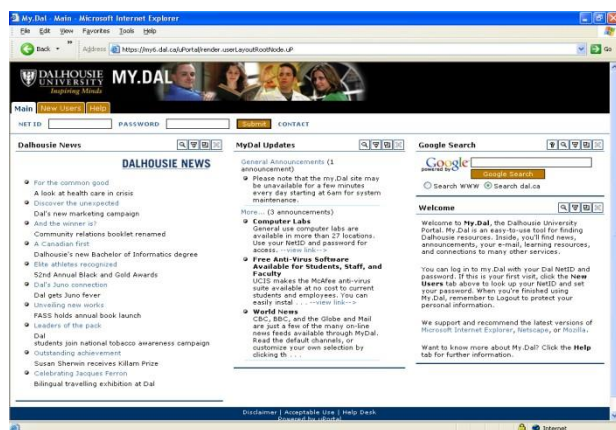
The MY.DAL information system is the main portal to Dalhousie University information, email and course management server.

MY.DAL is a collection of web services gathered onto pages that are accessed through tabs. The manner in which these are organized is called your layout. When you sign in to MY.DAL you arrive at the main page, and you can use the tabs provided to navigate (see PART III for details regarding navigating through the My.Dal portal).

It is important to note that Dalhousie will use your campus email (webmail) to provide you with vital university information. You may have another email address you use more often but it is important that you check your Dalhousie email. A good example of when Dalhousie uses this email is to send you details of how to get your T2202A tax form. You will find details in part III of this guide on how to arrange forwarding of your campus mail to another email of your choice to be sure you do not miss any important Dalhousie announcements.

How to Access the MY.DAL Site and your campus email (webmail) Your NetID

A unique username called a Network IDentifier (NetID for short) is provided for all students, faculty and staff. Your NetID facilitates your access to all centralized computing services, Dalhousie Email (webmail) and your course management system

(BbLearn). This ID is vitally important to your time at Dalhousie, keep it safe and in combination with a password of your choosing is your gateway to learning through the MIM program. Do not rely on your computers browser to remember this password.

Getting your NetID

1. Go to the website **http://my.dal.ca**

2. Click on the New Users tab.

3. Go down to **What is my NetID?**

You will be prompted for your BannerID (Also called your student number) and your birth date. The date should be entered in this format: **04-AUG-1975**. If your BannerID and birth date match our records your NetID will be displayed.

For first time users, or if your password has been reset, a password change form will be presented immediately after the NetID is found. Enter your current password (your birth date) in the field marked password. Then enter a new password of your choice in the New Password field and again in the Verify New Password field. Click the "Change Password" button. If you have a problem with your NetID please call the Help desk at 902-494-2376 or the CFAME office 902-494-3597.

Start using your Dalhousie NetID

You are now ready to use your campus email account, your course management system and have access to online university resources such as the library and university computer services. All are now available to you through the My.Dal portal.

Please visit: **http://my.dal.ca** ; login with your NetID and your new password and proceed to Part III of this guide to begin exploring the My.Dal portal.

Part II
Managing your Communications

EASE OF COMMUNICATION IS KEY!

Now that you have obtained your NetId and seen the My.Dal communication site, what does it all mean and how are you to determine where to go in order to complete your courses and access relevant information.

With one Dalhousie generated id, your NetID, you have access to all your course communication tools. This screenshot is the first page you see upon signing into My.Dal. With it, you have access to:

CAMPUS ANNOUNCEMENTS

COURSE REGISTRATION, RECORDS, ETC.

CAMPUS EMAIL (WEBMAIL)

COURSE WEBSITES

Because all of this is within the Dalhousie Website family, at any time from this page; the CFAME website; and your course websites, you can run searches and navigate Dalhousie's site simply by clicking on the Dalhousie logo in the top left hand corner.

COURSE REGISTRATION, RECORDS, ETC:

This link will take you to the Dal Online (or Banner) site. This is where you can go to update your personal information, view your transcripts, register for courses and etc. Dalhousie has made every effort to create systems in which the student only needs one ID and Password. This section, however, is the exception; due to the amount of personal information stored here, you must use your Student # (also known as "B," "B00," or "Banner" number) in order to keep the systems separate. For more information on Dal Online/Banner, please see the FAQs in section 9 of this binder

CAMPUS MAIL (WEBMAIL):

Any Dalhousie generated correspondence is associated with your NetID. This area is where you can go to send and retrieve mail specific to Dalhousie. You can have this mail forwarded to an outside account of your choice. To make changes to your campus email setting such as email forwarding and spam settings you can choose the link marked 'mail management'. You can also reach this link outside of the My.Dal.portal using the following link:

http://ucis.dal.ca/services/email/mail_management/index.html

From this link you are able to have your Dal email forwarded to your BMO address, change you actual email address and add vacation messages

COURSE WEBSITES:

Each course you registered for is listed on this page and accessible on the course start date through four weeks after grades are posted. The icons below each listing are quick access links to new postings since you last signed in; emails, discussions, grades, etc. All you course work is available for viewing and submission of deliverables through this link. (You will not see any course listings here until closer to your start date; further information on the Course Website will be sent in advance.)

Part III
The Technical Part

GENERAL REQUIREMENTS

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Before you begin your course work at Dalhousie, there are some minimum requirements you may need and should be aware of, as well as critical computer settings:

- for computer and browser requirements:
  - Recommendations include high-speed connectivity and up-to-date hardware and software to allow for ease of use and movement.
  - Browsers display multimedia (text, graphics, video, animation and/or sound) and require some plug-ins. Supported Browsers include:
  - Windows (XP/Vista/Win7/Win8) - Internet Explorer 5.0 or higher, including 6.0 (Note: IE 5.5. SP1 not supported) and Mac OS X 10.1 and OS 9.x - Internet Explorer 5.1
  - Any questions you have regarding technical specifications can be directed to either Derek.Tay@dal.ca or http://ucis.dal.ca/helpdesk/

- Computer accessory requirements: ▶

  Microphone
  - Speakers
  - High-speed connectivity

- Software and plug in requirements, include, but are not limited to:
  - Java, Real Player, Quick Time, Flash (Macromedia), Adobe PDF Reader

- System Settings vary from user to user. This necessitates a need for a "checklist" in user friendly terms for distance students and professors to adjust their own settings. This includes how to:
  - turn off anonymous login, enable cookies, disable pop-ups, adjust screen size and etc.
  - For further details and direct links, go to the following links or for quick access, please see the summary immediately following (WebCT Student Accessibility Checklist) :
    - Browser tune-up:
      http://www.webct.com/tuneup/viewpage?name=tuneup_browser_tuneup_window s_ie
    - Help: www.dal.ca/helpdesk
    - Removing Ad and Spyware:
      http://ucis.dal.ca/services/helpdesk/faq/adware.html

BbLearn STUDENT ACCESSIBILITY CHECKLIST

BbL, the course management tool for your course site, sits on Dalhousie's server. User's access BbL via the Internet using their computer's browser (e.g., Internet Explorer). Web browsers are software applications used to locate and display the web pages and display multimedia: text, graphics, video, animation, and sound. In some cases Plug-ins (small programs that work within a browser) are required to display some media. Other programs are used to create web pages and open attachments, e.g. MS Word, Corel WP, or HTML editor.

Often, if a student is experiencing technical difficulty accessing a course, it is due to one of four issues; Browsers and settings, Viruses, Spyware and/or Firewalls. Each is discussed and instructions are included to optimize the use of your learning resource tools.

As always, please feel free to contact Morven Fitzgerald at 902-494-6312 or morven.fitzgerald@dal.ca should you have any further questions.

Part IV
COURSE MANAGEMENT SYSTEM - BBL

Prior to your first Dalhousie course, detailed use on the course website will be distributed. For your information, please find below a general idea of what is located within the sites.

a. *Homepage:* Click on Homepage to review the menu items available.

b. *Overview*: A breakdown of course requirements and expectations (i.e., outlines, professor information, assignment information, etc; the same info you will find in the Introduction area of your printed Lesson Notes.)

c. *Lessons*: PDF versions of your lesson Notes Manual. If available, this is also where you would locate any additional or supplementary material.

d. *Communications*: There are currently four sections of communications areas:

   ▶ **Forums**: This area is used primarily as a communication tool for specific topics of discussion, (ie….Some courses require weekly discussions on each of the required readings.) Instructions can be found in the Discussion entitled *Discussion/Forum Instructions.*

   ▶ **Mail:** This section will serve as your main e-mail for course correspondence. To post a message, simply click on "Compose message", click on the Browse button to select whom you wish to send your message to compose your message and send. Please note that the mail system for BLS is internal. This means that mail sent from with BLS remains within BLS and will not go to your BMO email.

   ▶ **Calendar:** View important course deadline dates. Add personal entries specifically for your own schedule.

   ▶ **Live Chat/Live Classroom:** Synchronus events allowing real time lectures and discussions. Times and dates are announced ahead of the event

Part V
STUDENT GUIDE to your CFAME WEBSITE

The Centre For Advanced Management Education (CFAME) administrates your MIM Program. We in CFAME are always pleased to hear from you.

Below, we have provided general information to ease in your navigation through the site as current students in the program. A brief description has also been provided on what is available through the potential students section for your information and to share with interested colleagues. This site includes seven major sections Prospective Students; Current Students; Faculty; Alumni; News and Events, CFAME Contact Information and access to Related Pages. Although we highly recommend on-line exploration of the site, the following provides a brief overview.

The homepage of our site is part of the Dalhousie Website family and as such, you can navigate not only through program information but also have direct links and access to invaluable campus resources and information.

To access CFAME's homepage, please go to http://www.dal.ca/faculty/management/cfame.html. In the left hand menu, the link marked as 'MIM.' will take you to the section of the website devoted to your program. From this page you are able to access all the sections mentioned in the above paragraph.

Prospective Students

This part of the website gives detailed information on program requirements, provides a section for Frequent Asked Questions (FAQs) and an automated email link through which application forms can be requested.

Current Students

This section of the website is a rich resource for students and includes a broad spectrum of information from how to register, to a direct connection to the program course management site, program regulations, and a network of additional research links and resources.

Faculty

This link will bring up a roster of our current professors. For each professor there is a biography available which will provide you with details regarding their research interests, backgrounds, awards and contact information.

MIM Alumni

This section includes current and past news regarding our faculty and alumni. It will include upcoming events which are relevant to both our current students and alumni. This page also includes links to many of the other departments in the Faculty of Management which have rich website themselves worthy of exploration.

Contact Us

This section will include all the details you require to get in touch with anyone in the CFAME office.

News and Events

This section contains information regarding current events happening here at Dalhousie related to both Professors as well as students.

Related Pages

On every page of the website you will find the navigation bar, below the navigation bar there is an area called 'related pages'. These will appear in blue and are specific to the page you are viewing. That is, depending on the content of the main page, these links will direct you to more resources based on the page content.

Part VI
Quick Resource Links

This section is meant as reference page for students, containing many useful links both within Dalhousie as well to external sites which we would consider to be highly useful for both new students as well as existing students.

Dalhousie Library Online Resources

http://www.library.dal.ca/How/	A link on how to locate resources for papers, cite references and search databases.
http://www.library.dal.ca/Services/Distance/	This link gives details on how to access library services remotely. What you need, how to do it and the fees involved
http://www.library.dal.ca/index.php http://libguides.library.dal.ca/content.php?pid=570	These pages are devoted to information specifically about researching for business administration programs. Highly recommended.
http://plagiarism.dal.ca/	Excellent source of info regarding the policies and procedures surrounding plagiarism at Dalhousie

Dalhousie Online Computer Resources

http://ucis.dal.ca/services/helpdesk/index.html	Having laptop problems? Computer malfunctioning or slow? These are the guys to email or call, they provide general computer help to all students.

Dalhousie Online Resources and Links

http://writingcentre.dal.ca/res.html	Having issues with writing papers, is the APA style getting you down? This link may help
http://tutoring.studentservices.dal.ca/	Are you in need of a tutor? This link can help find you one or call CFAME to check an see if we can assist you with locating a tutor in your area.
http://www.dal.ca/news/	Want to find out what's happening here on campus? Upcoming events, important dates and general information about the university can all be found here
http://www.dal.ca/services/	Wondering what services are available to you as a student this is where you can get the low-down. You can find everything here from the Sexual Harassment Office to The Black Student Advising Centre

Dalhousie Resources for Graduate Students

http://studentaccessibility.dal.ca/	The student Accessibility Services provides individualized support services to Dalhousie University students
http://studentservices.dal.ca/rights/	Students, full or part-time employees, members of faculty, and visitors to campus have certain rights and responsibilities within the University environment. This Information Guide offers a current list of the complaints processes at Dalhousie University as well as information on where to obtain further assistance.
http://dalgrad.dal.ca/	If you are a graduate student at Dalhousie then this site offers information for you during admission, during your studies, and while you graduate. There is a lot to explore on this site and we recommend that you take some time and look around.
http://dalgrad.dal.ca/regulations/	This is a full listing of all the regulations pertaining to graduate students here at Dalhousie.

Off Campus Links

http://scholar.google.com/schhp?hl=en&tab=ws&q=	Thinking about looking for some online journal articles? Google has a great resource for that right here.
http://fileforum.betanews.com/search	Looking for a software program to do something specific? Have a word

	document that you want in a Wordperfect format? You can find all sorts of interesting free software here that can be very useful.

Below is a sample section of the Instructor's contract with Dalhousie University to provide teaching services for the MIM blended learning model course.

All instructors hired to deliver a course in the MIM program will adhere to the following practices, policies and regulations.

This Course Development and Delivery Services agreement made effective this
_____ day of _____, 2015**.**

    BETWEEN:DALHOUSIE UNIVERSITY, on behalf of the Faculty of Management (hereinafter called "Dalhousie")

OF THE ONE PART

-and-

_____ (hereinafter called the "Instructor")

    OF THE SECOND PART

WHEREAS Dalhousie, in co-operation with its various partners, has developed a program of studies leading to a **[insert degree name]** degree,

AND WHEREAS the Instructor has agreed to provide the Services set out in this agreement;

NOW THEREFORE in consideration of the mutual covenants contained herein and subject to the terms and conditions of this Agreement, the parties agree as follows:

1. SERVICES TO BE PROVIDED

1.1.   The Instructor agrees to provide the following services (the "**Services**") in the course entitled **[insert name of course and course number] with delivery** starting **XXX , 20XX** and ending **XXX , 20XX** (the **"Course"**):

    1.1.1. Prepare for and present the required course material for the distance portion of the Course, including preparation and grading of all assignments;

1.1.2. Prepare for and present the required course material for the intensive study portion of the Course, including preparation and grading of all assignments;

1.1.3. Supervise and maintain responsibility for regular student contact through the Course site during the distance education portion of the Course; and

1.1.4. Write and compile appropriate course materials (the "**Materials**") for Dalhousie in accordance with the terms of this agreement. The Materials shall be prepared in accordance with the specifications contained in Schedule A.

1.2. The Instructor understands and agrees that the Materials are subject to a final review and approval by the appropriate Program Director within Dalhousie's Faculty of Management.

1.3. The Instructor agrees that he/she shall devote the time, attention, abilities, and expertise necessary to properly perform the Services.

1.4. The Instructor agrees to be available for students should they have any questions regarding the course material delivered to them during the distance education portion of the Course. This will include daily monitoring of e-mail, the Blackboard Learning Systems (BLS) platform and phone messages. In the event the Instructor is absent (or out of contact) for more than 24 hours, he/she will designate a suitable substitute to respond to student inquiries. **The Instructor further agrees that no query made by a student will be left more than 24 hours without a response.**

1.5. The Instructor agrees that any assignments submitted by students will be evaluated, graded and returned within 7 calendar days.

1.6. Exam booklets (if used), grade sheets (hard copy and electronic format) should be forwarded to the Program Director by_____**XXX XX, 20XX___**.

1.7. In providing the Services, the Instructor agrees that he/she will follow all Dalhousie University and Faculty of Management regulations, policies, procedures and guidelines.

In addition to the services and support of the CFAME team, Dalhousie University has departments dedicated to the on-line teaching and learning:

**Integrated Learning Online
Centre for Learning and Teaching
Library Services**

The mission of **Integrated Learning Online** (ILO) is to advise and assist faculty in the use of teaching technologies, in order to effectively enhance student learning in the real or virtual classroom.

To realize this mission, ILO manages a carefully selected suite of educational computer applications, available for use by all Dalhousie instructors. ILO also provides:

- Regularly scheduled workshops which facilitate training and sharing ideas with colleagues.
- Advice from professional educators on how to enhance learning.
- Assistance in the resolution of problems.

The impact of new technologies on learning and teaching is one of the greatest pressures on institutions of higher education to change. Bates (2000) defines the rationale for using technology in higher education:

- To improve the quality of learning.
- To provide students with IT skills required for the modern life.
- To widen access to education and training.
- To respond to the "technological imperative."
- To reduce the costs of education.
- To improve the cost-effectiveness of education.

The ILO team, in cooperation with other campus resources, is positioned to assist with institutional change as instructors experiment with and adopt technology in order to complement in-class activities or teach fully online.

The **Centre for Learning and Teaching** (CLT) works in partnership with academic units, faculty members, and graduate students to enhance the practice and scholarship of learning and teaching at Dalhousie University. CLT takes an evidence-based approach to advocating for effective learning and teaching practices, curriculum planning, services to support the use of technology in education, and institutional policies and infrastructure to enhance the Dalhousie learning environment.

Appendix 5.2.5 Library Service and Resources

Library Services

http://libraries.dal.ca/locations_services/services/distance_services.html

Distance Services

Distance services for students, faculty or staff working remotely

Distance library services are available to Dalhousie students, faculty and staff working off-campus for extended periods of time.

Eligibility

  distance services to:

- Distance Students, registered in a Dalhousie Distance course or program
- Faculty teaching at a distance
- Students assigned to remote work placements
- Graduate students completing theses or dissertations at a distance.

Registering for Distance Services

DalCards, NetIDs, CAUL Cards: How to get set up to receive distance services from Dalhousie libraries.

Requesting the delivery of materials

Guide to requesting the delivery of materials, returning library materials, loan times and fees.

Library assistance and online resources

The Dalhousie libraries provide many ways for distance students to do online research or get assistance from our librarians.

- Live Help: Chat with a librarian.
- Research tools: Guides to Library online resources.
- Off-campus access: Connecting to Dal Libraries' electronic resources.
- Using the library: Video guides to services and resources.

Video: Document Delivery for Distance Services

> This video guide walks you through the steps of setting up and requesting distance delivery of materials from Dalhousie libraries.

Appendix 5.2.6 Academic Community and Online Learning

Introduction

The MIM is offered through a "blended learning" approach. Blended learning is defined as including a distance/online component complemented by face-to-face intensives of 2 - 2.5 days in length.

Expertise and resources to support the delivery method and to ensure their effectiveness

The MIM distance/online component is delivered using the Blackboard Learning System (BLS). Dalhousie University has considerable expertise in training faculty members in effective practices around this BLS which is managed by systems professionals in order to ensure that the version of BLS in use in any academic year is "reliable, sufficient and scalable." Furthermore, there are two units whose mandates relate directly to the provision of "accessible technical assistance for students and faculty." Integrated Learning Online (ILO) (its.dal.ca/services/other_services/ILO/index.html) offers both training and support. In addition to expert support from ILO staff, the MIM program's online component is very ably supported by designated staff in the Centre for Advanced Management Education (CFAME). The mandate of this unit within the Faculty of Management includes instructional design consulting and support to faculty and students in the MIM program. Students can contact their CFAME expert at any time to receive timely assistance with any aspect of their online experience. In addition, budgetary provisions are made each fiscal year to replace, update and maintain the "appropriate hardware, software and other technological resources and media" at Dalhousie generally and in the Faculty of Management specifically. The institutional unit that oversees all hardware and software is Institutional Technology Services (its.dal.ca/index.html), a well-established "central services" unit that provides integrated service, with designated staff in each Faculty.

Understanding and scholarship about distance and blended learning has increased significantly over the past ten years, through the publication of monographs (e.g., Handbook of blended learning: Global Perspectives, local designs.) as well as scholarly

papers in journals relating to higher education. Dalhousie's Centre for Learning and Teaching (learningandteaching.dal.ca/) has a physical and digital library of materials reflecting this scholarship for the use of faculty members and teaching assistants. In addition, the Centre for Learning and Teaching supports research at Dalhousie relating to excellence in learning and teaching, including online course delivery.

Online delivery methods contribute to and enhance the creation of academic community among students and between students and faculty

The MIM adheres to the beneficial practices accruing from published and institutional research in the following ways:

- Students and faculty members use a wide array of the interactive learning tools available through BLS, depending on the subject content of the particular course (e.g., User Experience / Information Systems and Techonology/ Capstone, or Records Managment). These tools relate to communication as well as information delivery. For example, students may hold group meetings online, either synchronously or asynchronously. Group and team community formation is enhanced through the use of such online applications.

- For the convenience of most mid-career distance learners, much of the MIM online component is delivered asynchronously. In addition, faculty members may request synchronous online activities, especially to explain complex concepts or practices, for example in Accounting, where the faculty member can use "live classroom" features to work through specific accounting examples and problems.

- BLS supports audio and video meetings in addition to synchronous online discussions and these relate to the class as a whole (faculty and student community development) or student group meetings (student to student community development).

- Discussion board postings generate community by means of threaded discussions on topics of mutual interest. Furthermore, students gain an awareness of the

intellectual development of their classmates in a grounded manner through being able to review classmates' written comments.

- Information literacy is essential for effective learning in an online environment. At Dalhousie, professional librarians provide online tutorials or LibCasts which are available to MIM students (www.library.dal.ca/How/LibCasts/), as well as customized reference assistance for groups or individuals from the designated Management Reference Librarian. These online facilities from Dalhousie University Libraries contribute to the faculty/student community in MIM courses.

CFAME and the Associate Dean, Academic, regularly host professional development sessions for on-line/blended delivery instructors. These sessions include updates on research, best practices, peer—to-peer presentations and other approaches. These sessions are held 3 or 4 times during the academic year.

6. Capacity to Deliver Standard

Appendix 6.1 Legal Characteristics

Dalhousie University was founded in 1818 by George Ramsey, Lieutenant –Governor of Nova Scotia and 9th Earl of Dalhousie. As a public institution of higher education, Dalhousie University operates under an act of the Nova Scotia Provincial Legislature. Copies of original documentation are on file and are available for review if required.

Appendix 6.2 Governance Structure

Board of Governors

Under the University's statutes, the Board of Governors is responsible for the operation of the University. The Board consists of representatives named by the Government of Nova Scotia, the alumni, the Student Union and certain other bodies. Internal regulation of the University is the primary concern of the Senate, subject to approval of the Board of Governors.

The President and Vice-Chancellor is the Chief Executive Officer of the University, responsible to the Board of Governors and Senate for supervision of the University's administrative and academic work.

The Senate is the University's senior academic decision-making body. It is responsible for the approval of new programs and academic units and it manages the reviews of Faculties, Centres and Institutes. Senate approves the granting of degrees and diplomas, including the conferral of Honourary Degrees. It is responsible for setting academic regulations which affect the University as a whole, including regulations governing student conduct and discipline, as well as regulations concerning faculty tenure and promotion.

Senate has 73 members - 49 elected Faculty representatives, 16 academic administrators (President, Vice-President Academic and Provost, Vice-President Research, University Librarian, and the Deans of each faculty), six students elected by the Dalhousie Student Union, and a representative from the University of King's College and the Nova Scotia Agricultural College.

As of February 2015

President

The president and vice-chancellor is the chief executive officer, responsible to the Board of Governors and to the Senate for the supervision of Dalhousie University's administrative and academic work.

- [Dr. Richard Florizone](#)

Vice-presidents

From academics to research, our senior administration team provides leadership in shaping Dalhousie's strategic direction. Vice-presidents are responsible to the president and the Board of Governors.

- [Dr. Carolyn Watters, provost & vice-president, academic](#)

- [Dr. Martha Crago, vice-president, research](#)
- [Ian Nason, vice-president, finance & administration](#)
- [Peter Fardy, vice-president, external (acting)](#)

Associate & assistant vice-presidents

Responsible to senior administration, our associate and assistant vice-presidents oversee the operations of the university as established by the university's strategic plan.

- [Academic](#)
- [Planning](#)
- [Research](#)
- [Student Affairs](#)
- [Finance and Administration](#)
- [External](#)
- [Government Relations](#)

Deans

Directly responsible to the vice-president, academic & provost, the dean of each faculty is responsible for the recruitment and promotion of the faculty, in accordance with the [policies and procedures](#) [PDF] of the university.

- [Dr. David Gray, Agriculture](#)

- [Christine Macy, Architecture & Planning](#)
- [Dr. Robert Summerby-Murray, Arts & Social Sciences](#)
- [Dr. Michael Shepherd, Computer Science](#)
- [Dr. Tom Boran, Dentistry](#)
- [Dr. Joshua Leon, Engineering](#)
- [Dr. Marty Leonard, Graduate Studies](#)
- [Dr. William Webster, Health Professions](#)
- [Kim Brooks, Law](#)
- [Donna Bourne-Tyson, Libraries and University Librarian](#)
- [Dr. Peggy Cunningham, Management](#)
- [Dr. Thomas J. Marrie, Medicine](#)
- [Dr. Chris Moore, Science](#)

Department chairs

The chair is the head of a department within a faculty. Responsible to the dean, chairs oversee the day-to-day operation of the department and ensure it achieves the highest possible standards of excellence. [View department chairs by faculty.](#)

Board of Governors

The Board of Governors of Dalhousie University is responsible for the overall conduct, management, administration and control of the property, revenue and business of the university.

- Mr. Lawrence Stordy, chair, board of governors
- Mr. George McLellan, vice-chair
- Ms. Joyce Carter, honorary secretary
- Mr. Jay Abbass, honorary treasurer

Senate

The Senate is responsible for the approval of new programs and the granting of degrees and diplomas, setting academic regulations and establishing the academic calendar.

- [Officers of the Senate](#)
- [Senators](#)
- [Standing Committees Membership](#)

Appendix 6.3.1 Coordinated Business and Academic Plans to Support Program Quality

As one of Canada's leading universities, with almost 200 years of tradition, Dalhousie University has the financial and administrative capability to effectively manage an institution of higher learning. Dalhousie develops its business and academic plans with the framework of "Inspiration and Impact: Dalhousie Strategic Direction 2014-2018. " which has been formally adopted by the Board of Governors.

What came forth from these discussions was the *Strategic Direction*, which includes revamped vision and mission statements for the university and 25 strategic priorities, organized under five broad themes:

- ▪ Enhance the transformative power of teaching and learning
- ▪ Expand opportunities for research, scholarly and artistic work
- ▪ Catalyze the intellectual, social and economic development of our communities
- ▪ Take our place nationally and internationally
- ▪ Build our institutional capacities

A copy of the document can be found at: http://www.dal.ca/news/2014/11/06/-inspiration-and-impact---a-look-inside-dal-s-new-strategic-dire.html?utm_source=dalnewsRSS&utm_medium=RSS&utm_campaign=dalnews
The 2008-09 operating budget was balanced for the twenty-first consecutive year and received the
approval of the Board of Governors at the June 24, 2008 meeting. Fiscal year 2008-09 was the first
year of a new three-year Memorandum of Understanding (MOU) between the Government of Nova
Scotia and the Province's universities. A copy of Dalhousie's audited financial statement can be found at: http://as01.ucis.dal.ca/fs/pdf/2009ARReportfor_WEB.pdf

Appendix 6.3.2 Administrative Staff

President

The President and Vice-Chancellor is the Chief Executive Officer, responsible to the Board of Governors and to the Senate for the supervision of Dalhousie University's administrative and academic work. The President is supported by staff and advisors, including Vice-Presidents Academic and Provost, Finance and Administration, Student Services, External Relations and Research, who are responsible for various academic and non-academic services.

Vice-President Academic and Provost

The Vice-President Academic and Provost is responsible for providing leadership in the planning, management, and evaluation of Dalhousie's academic activities. This involves working with the Faculty Deans and other administrators to promote outstanding academic administration and management throughout the University, and to promote a high quality of instruction and the necessary forms of support. The Vice-President Academic serves as a member of the President's management group and contributes to the development of institutional strategy and policy.

Vice-President Finance and Administration

The Vice-President Finance and Administration of Dalhousie University is responsible for issues relating to Finances, Human Resources, Management/Labour Relations, Facilities Management, Computing and Information Services, Environmental Health and Safety, the Business Process and Integration Office and the Dalhousie Arts Centre.

Vice-President (Student Services)

The Vice-President (Student Services) serves as a member of the President's management group and contributes to the development of institutional strategy and policy.

As the head of the Student Services division provides strategic and financial direction to a number of administrative units on campus.

Student Enrolment Services:

Office of the Registrar, including:
Recruitment and Admissions
Spring Student/Parent Information Sessions Student
Service Centre on the Sexton Campus Student Financial
Aid

Student Academic Success Services:

Academic Advising at Student Services Black
Student Advising Centre
First-Year Advising Centre
International Student and Exchange Services
Learning Connections and the David and Leslie Bissett Centre for Academic Success Services
Mark A. Hill Student Accessibility Centre
Multifaith Centre
Studying for Success Program Tutoring
Service
Writing Centre

Student Community Services:

Bookstore
Trademarks Office University
DalCard Office University
Food Service

University Housing
Student Experience Campus Life Project Student

Wellness Services:

Athletics Recreation
Counselling and Psychological Services University
Health Services
Office of the Ombudsperson
Administration of the Dalhousie University Code of Student Conduct

Student Career Services:

Career Services Centre
The Lawson Career Information Centre

Vice-President Research

provide <u>assistance</u> to Dalhousie Faculty by:

- providing information on sources of grant funding through agencies and private sector organizations
- promoting grant applications and contract proposals by Dalhousie faculty members
- processing requests for research funds
- representing Dalhousie University in negotiations between research sponsors and University Faculty
- arranging acceptance of funds for sponsored research on behalf of the University.

<u>support</u> Dalhousie researchers and administration by:

- acting as a liaison between researchers and University administrative departments
- advising on Senate and Presidential policies and regulations which pertain to research
- maintaining records and statistics on research done at Dalhousie University
- participating in University committees and task forces on research issues

promote research carried out at Dalhousie by:

- assisting in the organization, preparation and presentation of collaborative research   ventures
- representing the University on industry, government and community bodies concerned   with research policies and research administration
- acting as a liaison with industry, government and the general public on issues of research

Detailed job descriptions will be made available if required

Appendix 6.4 Participation in Academic Policies and Standards

Introduction

Dalhousie University has a transparent system of oversight for curriculum development, academic policies and academic standards. The principal body whose mandate relates to quality control of all aspects of graduate programs is the Faculty of Graduate Studies (FGS), through its Academic Planning and Curriculum Committee (www.dalgrad.dal.ca/committees/apcc/). FGS is governed by policies and procedures as presented in its governance manual (http://www.dalgrad.dal.ca/governance/governance.pdf).

The principal body with a mandate to oversee general academic policies and standards is the Senate Committee on Academic Administration. This committee meets monthly and makes recommendations to Senate about new or modified programs, academic policies and standards.

Decision-making and approval processes for new programs

The following list provides, in order, those individuals and bodies responsible for development and review of new or modified programs. Programs must be approved by the Senate of Dalhousie before being forwarded to the Board of Governors and, ultimately, the Maritime Provinces Higher Education Commission. Detailed guidelines from Senate are provided at

http://senate.dal.ca/Files/forms/Procedures_for_Senate_Review_of_Program_Proposals.pdf

Committees with student representation are marked with an *. Students are usually elected, first by the relevant student associations and then by the relevant Council. Terms range from one to two years. All committees are comprised mainly of faculty members, with representation also of senior administrative staff who support the various graduate programs.

1. MIM Program Committee (whose membership includes the Director of the

School of Information Management, and whose mandate is appended below)

2. School of Information Management Council (chaired by a senior SIM professor and including the Director of SIM). This Council is the principal decision- making body of the School

3. *Faculty of Management Council (chaired by the Dean and including representatives of all schools in the Faculty and which meets monthly). This Council is the principal decision-making body of the Faculty

4. Faculty of Graduate Studies (www.dalgrad.dal.ca). FGS is lead by a Dean and two Associate Deans, one of whom has responsibility for curricular development. Faculty members who are qualified to teach graduate programs are all members of FGS.

   a. FGS Associate Dean for Curriculum and Programs

   b. *FGS Academic Planning and Curriculum Committee

      i. Internal review committee (usually three faculty members from other graduate programs at Dalhousie)

      ii. External reviewers (selected by FGS in consultation with the administrative head of the program under review). The terms of reference for external reviewers are provided at: http://senate.dal.ca/Files/forms/Terms_of_Reference_for_External _Reviewers%2C_Graduate_Programs.pdf

   c. *FGS Council (meets monthly and reports to Senate). This Council is chaired by the Dean of Graduate Studies.

5. *Senate of the University of Dalhousie (meets bi-weekly)

   a. *Committee on Academic Administration

6. Board of Governors of Dalhousie University

7. Maritime Provinces Higher Education Commission *Policy on Quality Assurance* (May 2005)

Governance of academic policies and standards

The Senate, through the Senate Committee on Academic Administration, oversees all

matters relating to academic policies and standards. These include academic integrity, admissions standards, academic appeals, grading standards, academic dates, degree requirements, etc. This committee, Chaired by the Associate Vice-President Academic, is comprised of elected faculty members from across the university and supported by the secretariat of Senate.

1 MIM Curriculum Committee_Terms of Reference_2012-04-02

Faculty of Management

School of Information Management
Master of Information Management Curriculum Committee

Terms of Reference

Mandate
To develop and evaluate the Master of Information Management (MIM) Program curriculum, and to ensure that the curriculum meets the Program's goals and objectives.

Membership
The Committee is comprised of:
i.   two full-time SIM faculty members who teach in the MIM program
ii.   two MIM students
iii.   two MIM alumni
iv.   MIM Academic Director
v.   School of Information Management (SIM) Director
vi.   Director or Associate Director of the Centre for Advanced Management Education (CFAME)
vii.   Marketing manager of the MIM program.
viii. A member of the information management profession

All members serve two-year terms (September 1 to August 31).

Committee membership will be managed to provide continuity. This is the responsibility of the SIM Director.

The MIM Academic Director will serve as permanent Chair. The secretary will be elected by the Committee.

2 MIM Curriculum Committee_Terms of Reference_2012-04-02

Operation
▪ The Committee meets monthly as needed throughout the year.
▪ The records of the Committee are filed in SIM or CFAME files, as deemed

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appropriate.

▪ The Committee may conduct business electronically. Confidential documents may be accessible via a secured site owned by Dalhousie University.

Actions and Activities of the Committee

The Committee fulfills its mandate by performing functions in two areas:
Program Evaluation

1. Examines and monitors the contents of courses to identify duplication,
2. redundancies, discrepancies and omissions among the courses.
3. Recommends modification of current course objectives and content to faculty.
4. Evaluates new course proposals.
5. Systematically evaluates current course offerings.
6. Evaluates the content of the program.
7. *Curriculum Development*
8. Invites submissions by students, alumni and faculty, and/or other individuals,
9. groups or organizations regarding the program, and acts as a sounding board for
10. all curriculum issues and concerns.
11. Monitors developments within the profession and the economy that relate to the
12. goals and objectives of the program.
13. Liaises with relevant curriculum committees in the Faculty of Management, as
14. necessary.

Appendix 6.5.1 Learning and Information Resources

The Dalhousie University Libraries serves the needs of students, faculty, and staff by strengthening the university's learning and research communities with our expertise, spaces, and collections. With five libraries, archival collections, a Geographical Information Sciences (GIS) Centre, and a Copyright Office, we provide context-sensitive, just-in-time service to our users, whether they are at one of our physical locations or using our online resources. We employ a user-focused philosophy of anticipating, listening to, and responding to the needs of those we serve.

We belong to Novanet, a consortium of Nova Scotian university and community college libraries. Through Novanet, our users can tap into the library resources of the other post-secondary institutions in the province, as well as Live Help, an instant-messaging service that puts users in touch with librarians for a live chat version of the traditional reference interview. Beyond the holdings in our extensive research collection and the resources at other Novanet libraries, through document delivery, we can bring to you the resources from library collections around the world.

The Dalhousie Libraries manage an electronic reserve system for faculty to submit reading lists to ensure copyright clearance for materials and then provide easy access to library e-resources in BBLearn. Our librarians go into classrooms and teach information literacy skills linked to your upcoming assignments. We encourage serendipitous discovery by offering a little of the unexpected, most recently, access to 3D printing and makerspace workshops.

Our mission

Dalhousie Libraries support and advance learning and research endeavours by providing collections, facilities and services that enable expedient access to the world's information and knowledge.

Our vision

Dalhousie University Libraries provide superior facilities and staff that promote excellence and innovation in the workplace allowing us to fully engage students, enhance the learning and teaching experience, and support researchers in a sustainable manner.

We are committed to understanding our students' learning behaviour and the needs of the Dalhousie community so as to provide collections, services and facilities that expedite the access and use of all scholarly information.

We provide innovative, friendly, and responsive services both on and off-site. We provide   opportunities and facilities for collaborative learning. We promote outreach and community-based   initiatives. We take a leadership role in the university and professional communities through the teaching of information literacy and knowledge management skills and by facilitating access to   the best information resources.

Appendix 6.5.2 Learning Resources on/off-site access

http://www.library.dal.ca/Services/

SERVICES FOR STUDENTS

Distance Services are offered to the following Dalhousie affiliates

Dalhousie Distance Students, registered in a Dalhousie Distance course or program. Dalhousie

Faculty teaching at a distance.

Dalhousie students assigned to remote work placements.

Dalhousie Graduate students completing theses or dissertations at a distance.

Distance Services
Distance services for students, faculty or staff working remotely

Distance library services are available to Dalhousie students, faculty and staff working off-campus for extended periods of time.

Eligibility
Dalhousie Libraries offer distance services to:

- Distance Students, registered in a Dalhousie Distance course or program
- Faculty teaching at a distance
- Students assigned to remote work placements
- Graduate students completing theses or dissertations at a distance.

Using library resources outside the library
Proxy service

Dalhousie students, faculty and staff can access all library electronic resources remotely (at home, in your office, anywhere off-campus) via its proxy server.

Eligibility
A valid Dalhousie University Net ID provides you with full access to library electronic resources at home or anywhere off campus.

- Only current faculty, staff or students with a **valid Dalhousie NetID** are entitled to use our remote access service.

Connecting
No setup or configuration is needed to access library resources off campus. You login to each library resource as if you were logging on to your Dalhousie mail or My.Dal

- Click on the E-journal or database you want to use.
- A login box pops up.
- Enter your Dalhousie Net ID and password.
- Secure off-campus access to licensed library resources over the Internet.

Proxy policy

The Dalhousie Libraries Proxy policy [PDF, 70 kB] outlines in detail your eligibility to use the proxy service.

Technical assistance

- Help request form

Online Resources

The Dalhousie University Libraries provide access to a large number of electronic materials that you can use from anywhere. Get help with researching a term paper using library resources.

Find Books

Novanet lists print and electronic books, journals, newspapers, government documents, and multi-media held by Dalhousie and other Novanet Libraries.

Find Articles

Prowler quickly searches multiple databases journal articles, full-text of articles, statistical information, etc. Use the Browse by Subject option to find databases covering specific subjects. Most databases are available from a distance.

Electronic Journals

Search for over 25,000 full-text electronic journals by title, keyword, subject, etc.

Reference Sources

List of specially selected encyclopedias, research guides and much more

Library Instruction/Web Tutorials

Learn how to use the library, write a bibliography, avoid plagiarism, etc.

Tables of Contents Services

- CISTISource - Provides table of contents of 14,000+ journals primarily in the fields of   science, technology and health sciences. http://www.dal.ca/~techlib/help5.html

- Ingenta Reveal - Provides table of contents of 18,000+ journals.

Dalhousie University Distance Education web site

Lists courses and programmes with contact information

LIBGUIDES SUBJECTS:

A Subject Specialist Librarian –is available to all Management students including those enrolled in the MIM program.

Contact Info:

Research Consultation:

Lindsay McNiff
Contact Info
Killam Memorial Library (Mondays, Tuesdays, sometimes Fridays)
(902) 494-4460

Kellogg Health Sciences Library (Wednesdays, Thursdays, sometimes Fridays)
(902) 494-4322

Full Inforamtion Management study guide available at:
http://dal.ca.libguides.com/InformationManagement

SERVICES FOR FACULTY

Subject Specialists

Each discipline is assigned a subject specialist who manages the book and journal fund for that discipline. They will be happy to arrange an appointment with you.

- Names and contact information
- Services they offer

- Recommendation for Purchase Form
- Subject web pages

Document Delivery

The Libraries operate a full document delivery (interlibrary loan) service.

- Information on the service
- Electronic forms
- Canadian University Reciprocal Borrowing Agreement
- Atlantic Scholarly Information Network (ASIN)
- OCLC Reciprocal Faculty Borrowing Program

Reserve

Faculty can put assigned reading materials on Reserve for their courses.

- Information on the service
- Reserve guidelines
- Electronic forms

Copyright

It is essential that faculty are aware of copyright regulations when preparing reading materials for their courses.

- Information on the service

Information Literacy

The libraries operate a full instructional program including course-related sessions, drop-in workshops, guides (printed and web) and web tutorials.

- Instruction Request Form
- Information on the service
- Information Literacy program
- Complete list of guides and tutorials
- Online information literacy tutorials

Alert Services

There are several tools for keeping up to date on what is being published.

- CISTISource - brochure
- Ingenta Reveal

Resources for Teaching Online

There are a number of resources relevant to teaching on the web.

- Incorporating Research Tools in Blackboard Courses

- Online journals and documents devoted to teaching on the web

- Incorporate links to articles in electronic journals

- Lectora authoring software for creating interactive content

Remote Access

All of the services and resources available on our web site can be accessed both on-campus and off-campus.

- Remote access instructions

- Novanet - our online catalogue

- Databases

- Electronic Journals

- Data / Statistics

- Plagiarism - how to detect and how to avoid

- Critical evaluation of web resources

- Assignment Calculator

- RefWorks - personal bibliographic management software

Studies, GreenFILE, Historical Abstracts, International Bibliography of Theatre & Dance, International Political Science Abstracts, International Security & Counter Terrorism Reference Center, Library, Information Science & Technology Abstracts, PsycARTICLES, PsycINFO, RILM Abstracts of Music Literature, SocINDEX and SPORTDiscus

- [View all PUAD Databases](#)

Key Online Journals

- [Canadian Public Administration-Administration Publique Du Canada](#)
- [American Review Of Public Administration](#)
- [Australian Journal of Public Administration](#)
- [Governance](#)
- [International Review of Administrative Sciences](#)
- [Journal of Public Administration Research and Theory](#)
- [Journal of Policy Analysis and Management](#)

COMPUTER LABS ON CAMPUS

ITS supports over two dozen Student Computer Labs located in various locations and departments around campus. Laser printing is available in most labs at $0.05 per page.

Physics
Psychology
Risley Hall Residence
Science (LSC 200)
Science (LSC 2087)
Shirreff Hall
Residencehttp://its.dal.ca/services/computer_services/labs/labposter.pdf

You will need a Dalhousie NetID to use the computers in the labs.

Lab Bookings
Lab Guidelines
Lab Software
Lab Software Installation

Lab Support
Lab Usernames
Printing in Labs
Campus Map with Lab Locations

Labs

Architecture
Arts & Social Sciences
Biology/Earth Sciences
Black Student Advising Centre
Carleton Campus
Chemistry
Computer Science

Howe Hall Residence
Law
Management
Mathematics & Statistics
Music
Nursing
Pharmacy

Dalplex
Earth Sciences - GIS
Economics
Engineering - Dunn Building
Engineering - Sexton Campus
Fenwick
Placehttp://its.dal.ca/services/computer_services/labs/labsoftware.html

Other student computing facilities open to all students include the Dalhousie Student Union's Campus Copy lab and the Killam Library's Learning Commons. Some departments also have their own computing facilities.

Architecture - Sexton Campus (H Building)

Room HA30: 4 Macintosh and 1 Windows computer
Room HB1: 4 Macintosh and 4 Windows computers
East Studio: 2 Macintosh and 4 Windows computers
West Studio: 5 Macintosh and 1 Windows computer
Room HE-1: 10 Macintosh and 1 Windows computer
Login: NetID Login
Printing: 4 Laser printers (pay with print credits @ $0.10/page)
Staffing: part time
Lab Manager: Ed Jones (Windows) 494-6057, Patrick Kelly (Macintosh) 494-3294

Arts & Social Sciences - Marion McCain Building

Room 2018: 32 Windows computers plus instructor's station
Room 2019: 52 Windows computers plus instructor's station
Room 2020: 15 Windows computers
Room 2022: 32 Windows computers plus instructor's station
Room 2104: 32 Windows computers plus instructor's station

Computer Study Rooms (3113, 3125, 3137, 3175 and 3187)
30 Windows computers

Login: NetID Login
Printing: Laser printer (pay with print credits)
Staffing: part time (room 2019 only)

Lab Manager: Scott McKenzie, 494-6587

Rooms 2018, 2019, 2020, 2022 and 2104 all have projectors and may be reserved for classes

Fall & Winter Hours (rooms 2019 and 2020)

Monday-Friday 8:00 AM - 10:00 PM (Staffed 9:00 AM - 9:00 PM)

Weekend 8:00 AM - 6:00 PM (Staffed 12:00 PM - 6:00 PM)

Fall & Winter Hours (rooms 2018, 2022 and 2104)

Monday-Friday 8:00 AM - 5:30 PM

Weekend - Closed

Summer Hours

Monday-Friday 9:00 AM - 6:00 PM (Staffed 12:00 PM - 6:00 PM)

Weekend Closed

Biology/Earth Science - Life Sciences Centre

Room 2084: 12 Windows computers

Login: NetID Login

Printing: Laser printer (pay with print credits)

Staffing: none

Lab Manager: Chris Rozee, 494-6358

Fall & Winter Hours

Monday-Friday 8:30 AM - 4:30 PM

Weekends CLOSED

Summer Hours

Monday-Friday 8:30 AM - 4:30 PM

Weekends CLOSED

Black Student Advising Centre - Student Union Building

3 Windows computers

Login: NetID Login

Printing: Laser printer

Staffing: none

Lab Manager: Housing, Conference and Ancillary Services, 494-3834

Carleton Campus - Dentistry Building

Room 2603: 22 Macintosh and 10 Windows computers

Training Annex, 2603B: 12 Macintosh computers plus instructor's station, projector

Login: NetID Login

Printing: Laser printer & colour laser printer (pay with print credits)

Scanning: 24-bit colour scanner

Staffing: full time, 494-6560

Lab Manager: Craig Sheppard, 494-7148

The training annex may be reserved for classes.

Fall & Winter Hours

Monday-Thursday 9:00 AM - 8:00 PM (Staffed)

Friday 9:00 AM - 5:00 PM (Staffed)

Saturday 10:00 AM - 5:00 PM (Staffed)

Sunday 1:00 PM - 8:00 PM (Staffed)

Summer Hours

Monday-Friday 10:00 AM - 5:00 PM (Staffed)

Weekends CLOSED

Training Annex (Room 2603B)

Open during building hours

Open unattended when main lab is closed

A key code may be required for access at some times.

Chemistry Resource Centre

Room 122: 32 Windows computers

Login: NetID Login

Printing: Laser printer (pay with print credits)

Staffing: full time

Lab Manager: Scott McKenzie, 494-6746

Fall & Winter Hours

Monday-Thursday 10:00 AM - 6:00 PM

Friday 10:00 AM - 4:00 PM

Weekends CLOSED

Summer Hours
Summer school classes only

Computer Science - Computer Science Building

Windows, Macintosh and Unix computers
Login: lab specific username required, available from Computer Science
Printing: Laser printers, pay using CS Print Credits (purchase at CS Help Desk)
Staffing: full time (but not 24 hours)
Lab Manager: contact department

Dalplex - Basement, Dalplex

10 Windows computers
Login: NetID Login
Printing: Laser printer (pay with print credits)
Staffing: none
Lab Manager: contact department

Earth Sciences GIS - Life Sciences Centre

Room 2012 LSC (Biology Wing)
Restricted to Earth Sciences students and students in GIS courses
15 Windows computers, digitizing tablets & departmental equipment.
Staffing: none
Lab Managers: Charles Walls, 494-3705 and Thomas Duffett, 494-3777

Economics - 6220/6214/6206 University Ave.

10 Windows computers
Login: NetID Login
Printing: Laser printer (pay with print credits)
Staffing: none
Lab Manager: Marc Serroul, 494-1779

Engineering (Studley Campus) - Sir James Dunn Building

Room 301B: 70 Windows computers

Login: NetID Login

Staffing: part time

Printing: Laser printer (pay with print credits)

Lab Manager: Reg Peters (Engineering department), 494-2209

Engineering - Sexton Campus

B316: 60 Windows computers (projector)

C300: 25 Windows computers (projector)

C318: 22 Windows computers (projector)

Alcove: 23 Windows computers

I221: 32 Windows computers (projector)

F203: 14 Windows computers

G210: 8 Windows computers

MET Lounge: 5 Windows computers

Login: NetID Login

Printing: Laser printers in B316, C300, Alcove, I221 and F203 (pay with print credits)

Staffing: part time 494-3139

Lab Manager: Rosemary.MacLellan@Dal.CA, 494-3272

Rooms B316, C300, C318 and I221 may be reserved for classes (contact Sexton Help Desk).

Fenwick Place

1st floor: 6 Windows computers, laser printer

Login: NetID Login

Printing: Laser printer (pay using cash)

Staffing: none

Lab Manager: Housing, Conference and Ancillary Services, 494-3834

Howe Hall Residence

Basement: 2 Windows computers

Login: NetID Login

Printing: none

Staffing: none

Lab Manager: Housing, Conference and Ancillary Services, 494-3834

Law - 1st floor, Sir James Dunn Law Library (Weldon Law Building)

40 Windows computers

Login: NetID Login

Printing: Laser printer (pay with print credits)

Staffing: part time, 494-6415

Lab Manager: Edward White, 494-1230

Fall & Winter Hours

Monday-Thursday 8:00 AM - 11:00 PM (Staffed 8:00 AM - 10:30 PM)

Friday 8:00 AM - 9:00 PM (Staffed 8:00 AM - 6:00 PM)

Saturday 9:00 AM - 6:00 PM (Staffed 12:00 PM - 6:00 PM)

Sunday 11:00 AM - 11:00 PM (Staffed 1:00 PM - 10:30 PM)

Summer Hours

Monday-Friday 8:00 AM - 4:30 PM (Staffed 9:00 AM - 4:00 PM)

Weekends CLOSED

Faculty of Management - K.C. Rowe Management Building

Room 3080: 30 Windows computers, instructor's podium and projector

Room 4001: 23 Windows computers, instructor's podium and projector

Room 4055: 45 Windows computers

Login: NetID Login

Printing: Laser printer & colour laser printer (In room 4055, pay with print credits)

Staffing: full time, 494-2289

Lab Manager: Marc Serroul, 494-1779

Rooms 3080 and 4001 may be reserved for classes

Fall & Winter Hours

Monday - Thursday 8:00 AM - 10:00 PM (Staffed)

Friday 8:00 AM - 7:00 PM (Staffed)

Saturday 11:00 AM - 5:00 PM (Staffed)

Sunday 11:00 AM - 10:00 PM (Staffed)

Summer Hours

Monday - Friday 8:30 AM - 4:00 PM (Staffed)

Saturday Closed
Sunday 12:00 PM - 5:00 PM (Staffed)

Mathematics & Statistics - Chase Building

Chase 007: 15 Windows computers
Login: NetID Login
Printing: Laser printer (pay with print credits)
Staffing: none
Lab Manager: Scott McKenzie, 494-6746

Music - Basement, Arts Centre

10 Macintosh computers with Midi-keyboards
Login: NetID Login
Printing: Laser printer (pay with print credits)
Staffing: part time
Lab Manager: Craig Sheppard, 494-7148

Nursing - Forrest Bulding

Room G11: 11 Windows computers
Login: NetID Login
Printing: Laser printer (pay with print credits)
Staffing: none
Lab Manager: Edward White, 494-1230
Access for Nursing students only

Pharmacy - 5968 College St, Burbidge Bulding

Room 101: 5 Windows computers
Login: NetID Login
Printing: Laser printer, pay using DalCard @ $0.10/page
Staffing: none
Lab Manager: Edward White, 494-1230

Fall & Winter Hours
Monday - Sunday 8:00 AM - 4:30 PM (Unstaffed)

Physics - Dunn Building

2nd floor: 28 Macintosh computers, 35 Windows computers
Printing: Laser printer
Staffing: none
Lab Manager: Forest Fyfe (Physics department), 3505
Facilities are used by Physics for courses

Psychology - Life Sciences Centre

Room 4207: 22 Macintosh computers
Login: NetID Login
Printing: Laser printer (pay with print credits)
Lab Manager: Craig Sheppard, 494-7148
Facilities are used by Psychology for courses

Risley Hall Residence

Main Floor: 2 Windows computers
Login: NetID Login
Printing: none
Staffing: none
Lab Manager: Housing, Conference and Ancillary Services, 494-3834

Faculty of Science (Room 200) - Life Sciences Centre

Room 200: 21 Windows computers, projector
Login: NetID Login
Printing: Laser printer (pay with print credits)
Staffing: part time, 494-6322
Lab Manager: Chris Rozee, 494-6358
This lab may be reserved for classes.

Fall & Winter Hours
Monday-Friday 9:00 AM - 5:30 PM (Staffed)

Summer
Closed

Faculty of Science (Room 2087) - Life Sciences Centre

Room 2087: 30 Windows computers , scanner

Login: NetID Login

Printing: Laser printer (pay with print credits)

Staffing: part time

Lab Manager: Chris Rozee, 494-6358

This lab may be reserved for classes.

Fall & Winter Hours

Monday-Friday: 9:00 AM - 5:30 PM (staffed)

Weekends: Closed

Summer Hours

Closed

Shirreff Hall Residence

Rooms 167 & 267: 4 Windows computers

Login: NetID Login

Printing: Laser printer (pay using DalCard)

Staffing: none

Lab Manager: Housing, Conference and Ancillary Services, 494-3834

Computer Labs Offsite

Dalhousie University uses a platform called the Blackboard Learning System (BLS) and users access it via the Internet using their computer's browser (e.g. Internet Explorer). Each student must have access to a computer (PC of Mac) with a high speed Internet connection.
The Centre for Advanced Management Education makes arrangements for a computer and internet access to be available during the intensive sessions for all off campus intensive sessions.

Appendix 6.5.3 Classroom Space

Year	Number of Students (cumulative)	Number of Classrooms (include seating capacity)	Location of Classrooms	
			On site Dalhousie University √ **Example of room space available on Dalhousie University campus shown below**	**Other (specify) Off – Site (various sites across Canada)**
2015	200 (Max 45 students/course) Average =20 -25 student /course	Dalhousie University has 100+ classrooms available for on-campus to accommodate the MIM intensive sessions.		
2015	200 (Max 45 students/course Average = 20 - 25 student /course	Sites chosen for off campus intensive sessions have 10 - 100+ classrooms to accommodate MIM(M) Intensive sessions.		Examples of off Site locations – **Hotels/universities/training facilities**

University Avenue
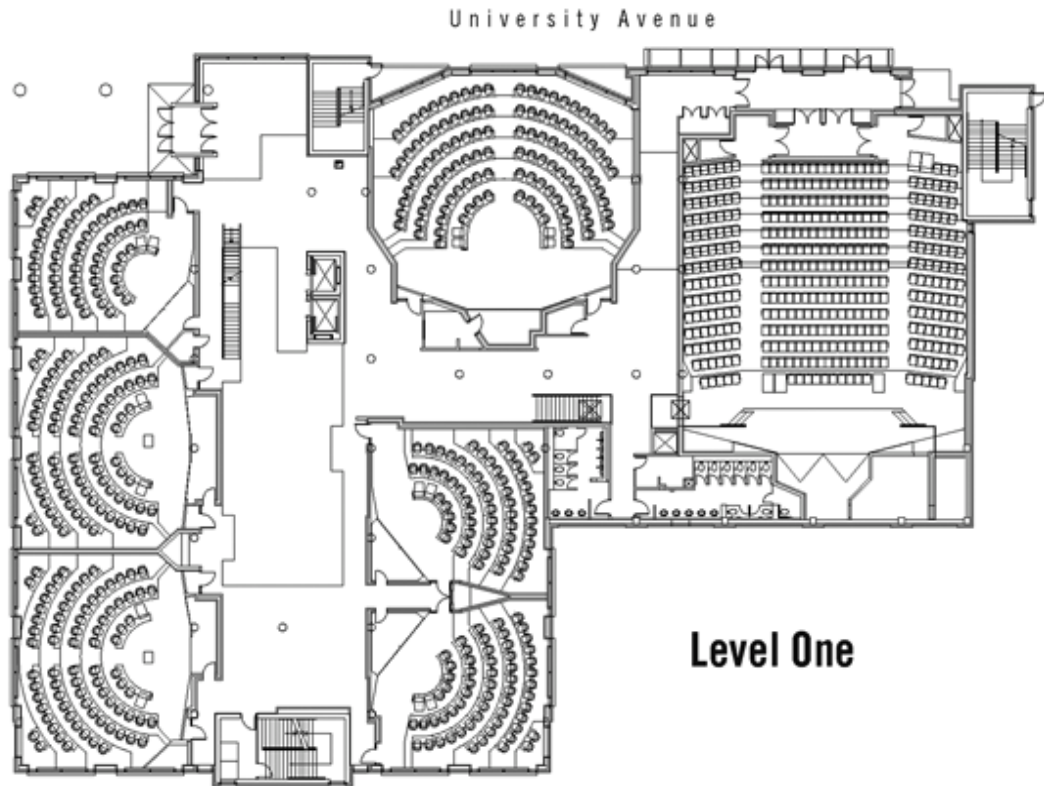
Level One

Dalhousie University - Faculty of Management Building

Potter Auditorium – 400 seats

6 state-of-the-art classrooms with 60 to 120 seats

5-storey atrium with lounge and study area

University Avenue

Level Three
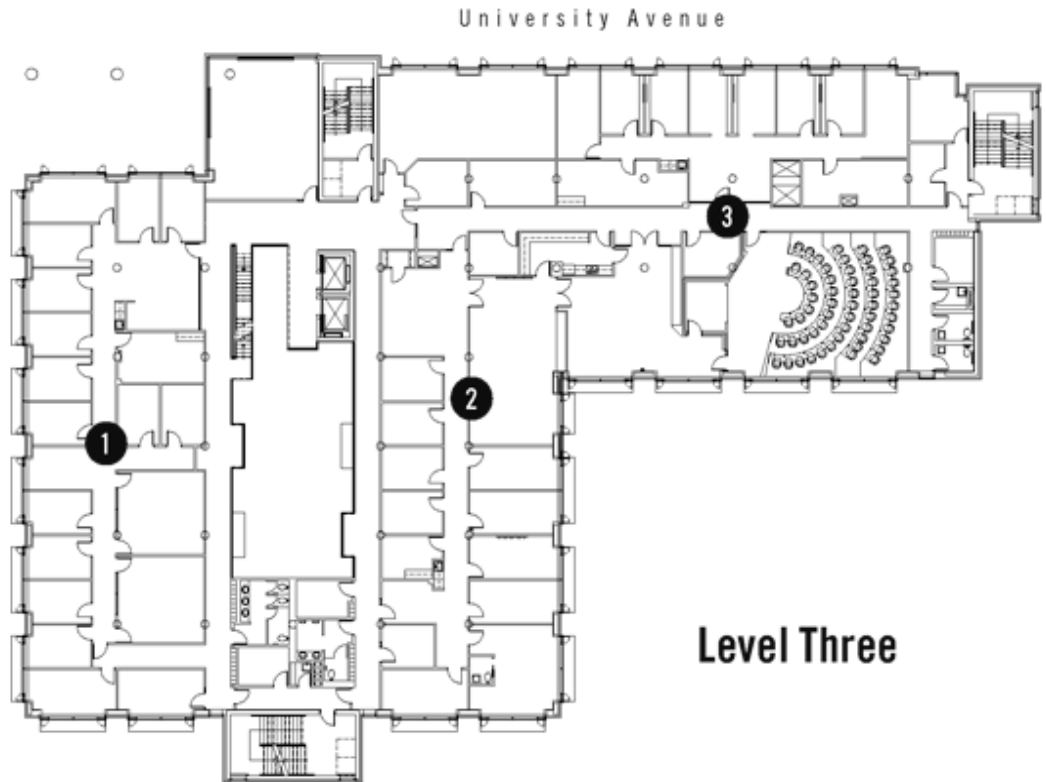
1. School of Information Management
2. Office of the Dean
3. Centre for Advanced Management Education (CFAME)
Teaching Lab (Main room booked from on site intensive sessions).

Appendix 6.5.4 Laboratories/Equipment

Not applicable to the MIM program

Appendix 6.6 Resource Renewal

The resource renewal plans are based on the mandate of the university to maintain and upgrade resources and facilities.

This information was provided to the Classroom   Planning Committee of the Vice-President Academic and Provost and helped direct   classroom renewal expenditures 2015-2016.

The University has continued to increase the Facilities Renewal line of the annual budget and has made significant progress toward a calculated industry standard spending level of 2% of the replacement value of facilities ($30 million p.a.). The budget for Facilities Renewal in 2014-15 is $16.4 million. When new buildings are commissioned, base funding is also added to the Renewal budget for the long term renewal of the new building. The increase in revenue generated from the student fee for facilities renewal will also increase this budget line.
http://www.dal.ca/content/dam/dalhousie/pdf/financial-services/Reports/BAC%20Reports/DRAFT%20BAC%20LII%20Report%20-%20dated%20March%205%202015.pdf

Appendix 6.7 Support Services

Students in the MIM program have access to all services that are available to on-campus students.

Student Services

The Office of the Vice-President, Student Services, provides a point of referral for any student concern. The Vice-President, Student Services, is the chief student services officer, coordinating the activities of student services: Student Academic Success Services (which encompasses Academic Advising; the Black Student Advising Centre; the First-Year Advising Centre; Learning Connections; the Multifaith Centre; Student Accessibility Services; Studying for Success Program; Tutoring Service; the Writing Centre); Athletics and Recreational Services; Bookstores; Career Services Centre and Volunteering; Conference and Ancillary Services; Counseling Services; Health Services; International Student and Exchange Services; Office of the Ombudsperson; Registrar's Office; Sexton Student Service Centre; Student Community Services; Student Wellness Services; Trademarks; University Food Services; UPass Program.

Students who experience difficulties with their academic programs or who are uncertain about educational goals, major selection, honours or advanced major information, degree regulations, changing faculties, inadequate study skills, or conflicts with faculty and regulations, can seek the assistance of the Academic Advisors in the Vice-President's Office.

Services for Students:

- Academic Advising
- Allies for Gay and Lesbian Students
- Black Student Advising Centre
- Career Connections
  - Career Services Centre
  - Career Counselling & Information Centre
  - Co-op Education
- Classes: Select/Register
- Counselling and Psychological Services
- First Year Advising
- Food Services
- Health Services Clinic
- International Student & Exchange Services
- Libraries

-

Can't find what you're looking for? Check out the A-Z index.

Student Services Offices:

Studley Campus Room G28, Main Level, Killam Library

Phone: 494-2404

Sexton Campus B Building, Main Entrance, 1360 Barrington Street

Phone: 494-6047

Support Service	*Brief Description of Service*
Academic Advising	All students in the MIM program have access to the Academic Director, Associate Director, Program Academic Advisor, Faculty members, the Faculty of Graduate Studies and Academic Advisors in the Vice-President's Office.
Career Counselling	**Career Services Centre** The Career Services Centre assists you in: -exploring a full range of career and work possibilities that match your career goals; -preparing job-search documents to present yourself effectively as a candidate for employment; - obtaining information on employment opportunities and prospective employers; - connecting with career opportunities through campus interviews, job and volunteer listings, referrals, direct application, networking, job-search events, publications, and/or information technology; and - developing and maintaining relationships with organizations that provide career development and employment opportunities for you. Please refer to Career Services Centre website at http://www.dal.ca/csc for more information on programs and services. **Management Career Services** offers specialized career development services to the

	students and alumni of programs offered by the Faculty of Management.
Personal Counselling	The Counselling Services Centre offers programs for personal, career and learning disability concerns. Counselling is provided by professionally-trained counsellors and psychologists. Strict confidentiality is ensured. Counselling is available both individually and on a group basis. Topics covered by regularly offered group programs, or individual counselling, include Career Decision Making, What to do with a Degree in . . . , Exam Anxiety Reduction, Public Speaking Anxiety Reduction, Grief and Loss, Sleep and Relaxation, Overcoming Procrastination, Stress Management and Overcoming Depression. Information on a wide variety of careers and academic programs is available in The Frank G. Lawson Career Information Centre. The Internet, CD-ROMS, reference files and books, magazines and newsletters, as well as a variety of takeaway tip sheets, all form part of the Centre's large and growing resource collection.
Placement	N/A
Services for Students with Disabilities	Dalhousie University is committed to providing an accessible environment that supports our academically-qualified students with disabilities to fully participate in University life. Staff at **Student Accessibility Services** (SAS) work with faculty and staff to provide access to all educational programs, learning environments and campus offerings. An Advisor facilitates an intake process to assess a student's individual needs and, when needed, to recommend classroom supports and exam accommodations to faculty. Staff at Student Accessibility Services, along with other student services at University, support our students through a variety of academic and non-academic programs. SAS also fosters a welcoming environment for students with disabilities through ongoing informational and educational opportunities for faculty and staff. Ongoing efforts consistent with a reasonable and practical allocation of resources are being made to continuously improve accessibility around campus, in the classroom and during exams. Early consultation is advised to ensure appropriate accommodation of your needs. We can be contacted by phone: voice (902) 494-2836, or by email (access@dal.ca). Please refer to our website for further information: http://www.studentaccessibility.dal.ca.
Tutoring	Students can access a range of academic support services through the Studying for Success Program, including study skills and tutoring services. For information, consult the website at http://www.dal.ca/tutoring As part of Student Academic Success Services, **Studying for Success** offers programs to help you reach your academic potential during your time at Dalhousie. Workshops are offered to students to develop or enhance personal learning strategies and, when applicable, are customized to focus on particular disciplines or fields of study ensuring that the workshop content is relevant to your needs. Topics regularly covered include time management, getting the most from lectures, critical reading, problem-solving, preparing for and writing exams. Study Skills coaches offer personal coaching either by appointment or on a drop in basis during regularly scheduled hours, and will refer students to other academic resources when appropriate. Website: http://sfs.studentservices.dal.ca/ The **Writing Centre's** programs recognize that students in all disciplines are required to write clearly to inform, persuade, or instruct an audience in term papers, laboratory reports, essay examinations, critical reviews and other academic

	assignments. Students benefit from discussing their work with supportive instructors and peer tutors. The Centre currently offers a number of services. The main office in the Learning Commons allows students to obtain advice on writing issues. Tutors also work part of the week at the Sexton Library and the Kellogg Library. Finally, seminars are held throughout the university year on topics such as essay writing, science writing, mechanics of writing, English as a second language issues, admission applications, etc.
Other(s) (please specify)	The **Student Advocacy Service** was established by the Dalhousie Student Union and is composed of qualified students from the University. The main purpose of the Service is to ensure that the student receives the proper information when dealing with the various administrative boards and faculties at Dalhousie. An Advocate may also be assigned to assist students with academic appeals or in a disciplinary hearing for an academic offence. Our goal is to make the often unpleasant experience of challenging or being challenged by University Administration less intimidating. The Dalhousie **Office of the Ombudsperson** offers assistance and advice to anyone experiencing problems with the Dalhousie community, including difficulties associated with finances, academics, or accommodations. This student-run office can help resolve particular grievances and attempts to ensure that existing policies are fair and equitable. Jointly funded by the University and the Dalhousie Student Union, the Ombudsperson can provide information and direction on any University-related complaint. Clients retain full control over any action taken on their behalf by the Office of the Ombudsperson, and all inquiries are strictly confidential Office of **Human Rights, Equity & Harassment Prevention** The overall mandate of the Office of Human Rights, Equity & Harassment Prevention is to foster and support an inclusive working and learning environment where all members of the University community share responsibility for establishing and maintaining a climate of respect. The Office is responsible for administering a number of University policies including: the Accommodation Policy; the Employment Equity Through Affirmative Action Policy; complaints based on the Statement of Prohibited Discrimination; the Personal Harassment Policy; and the Sexual Harassment Policy. The Human Rights & Equity Advisor and the Harassment Prevention Advisor also liaise with the Office of the Vice-President, Student Services, regarding the Code of Student Conduct. **Information Technology Services (ITS)** provides computing and communication services for students, faculty and staff. Students have access to campus computing facilities individually and in conjunction with their classes. ITS supports university instructional, research, and administrative needs. The department is responsible for all centrally managed computing, networking, and telecommunications facilities.

Appendix 6.8 Policies on Faculty

The Faculty of Graduate Studies governs the credentials required for all faculty members teaching in post-graduate programs. The procedures are as follows:

IV.1. PROCEDURES RELATING TO MEMBERSHIP IN THE FACULTY OF GRADUATE STUDIES

IV.1.1 Appointment of Regular Members
IV.1.1.1 1 Criteria
Each unit (department or school) offering graduate programs at Dalhousie has criteria for membership in FGS and procedures for recommending membership to the Dean.
IV.1.1.2 2 Membership Application
New faculty members appointed to Dalhousie and faculty members in Dalhousie units initiating graduate programs for the first time may apply for membership in FGS. The Chair, Head or Director of a department, unit or program submits to the Dean the following information:

a) A letter of support from the Chair/Head/Director of the unit, which includes a statement of initial graduate responsibilities and, for inexperienced faculty members, a plan for phasing in their involvement in the graduate programs of the unit

b) A recent C.V. of the member, including sections on research and scholarly achievement and experience, as well as any previous graduate teaching and supervision. Members of the faculty who wish to supervise students in units other than that of their major appointment may be recommended for membership in the faculty for each unit in which they are active; this is classified as a cross-appointment within the Faculty of Graduate Studies. Membership applications are considered by the FGS Academic Planning and Curriculum Committee (APCC).
IV.1.2 Appointment of Adjunct Members
In order to include non-Dalhousie scholars/researchers as members of Dalhousie units, units must develop and maintain a policy governing such appointments, including a process for evaluating research achievement and teaching performance and a statement of the rights and responsibilities of honorary appointees within the unit. Adjunct members are appointed by the Board of Governors upon recommendation from the Dean of Graduate Studies and the Vice-President Academic. Units can recommend adjunct members to the Dean in any of the categories below including the same supporting materials as set out under section IV.1.1.2, as well as the address of the candidate's employer (if applicable).

The School of Information Management, within the Faculty of Management, has policies and procedures in place for the recruitment, retention and promotion of faculty that conform to the standards articulated in the international accreditation process. The teaching function is critical to the School's mission. As such, the School strives to hire doctorally-qualified faculty members who are good instructors. When a faculty vacancy exists, the Dean instructs the School's and the appropriate area group's head to initiate the search process within University established guidelines. All vacancies must be

advertised in accordance with Dalhousie's employment equity policy and "Academic Recruitment and Selection Guidelines".

Once the Dean receives budgetary approval to begin the search from the Vice-President (Academic), a search committee is convened in consultation with the School's Director. The core of the search committee generally comprises members of the appropriate area group(s). The University encourages diversity in the makeup of search committees under its Employment Equity Policy. The Dean's Office staff meets with all search committees to review University policy regarding appropriate hiring practices.

A faculty vacancy can be advertised in various ways:

1.   in "University Affairs" Magazine (published by the Association of Universities and Colleges of Canada),
2.   in a CAUT Bulletin,
3.   in regional newspapers,
4.   in discipline-specific publications,
5.   via the Canadian Federation of Business School Deans' electronic distribution list,
6.   through listings at regional and national conferences; and
7.   in Employment Equity Offices throughout Canadian Universities

Applicants submit a file containing a letter of application, vita, transcripts and letters of recommendation. All applicants receive an acknowledgement letter and a "Self-Identification Questionnaire," requesting a statement of Canadian status. An optional section in the questionnaire allows self-identification regarding racial origin and disabilities. The search committee reviews the applications and contacts references of the most qualified candidates before recommending a list of finalists to the Dean and Vice-President. Prior to inviting these finalists for on-campus visits, the selection process is again reviewed to ensure its full compliance with the University's Employment Equity policy.

On-campus visits generally include:
•   meeting(s) with the search committee,
•   meetings with individual faculty members,
•   a formal research presentation,
•   a presentation in a class and meeting with students; and
•   a meeting with the Dean and the School's Director.

After on-campus visits, the search committee consults with faculty and makes recommendations to the Director of the School. The Director reviews the recommendation and, if there is agreement, forwards it to the School's Rank, Appointment, Tenure and Salary Committee for evaluation. The recommendation is next forwarded to the Dean and, later, the Vice-President for approval. The Dean must then obtain approval to make a conditional offer from the Vice-President (Academic). Final

appointments are made only by the President, subject to the University's Association and Board Committee approval.

The University provides a campus-wide orientation program during the Fall of each year, with presentations by several areas of the University. Faculty members are introduced to key University Leaders including, the President, Vice-President (Academic), Dean of Graduate Studies and University Librarian. The Office of Instructional Development and Technology (OIDT) assumes a lead role in the orientation process and organizes a variety of workshops and seminars. In 1999, the OIDT established the Dalhousie Faculty Mentoring Program, to provide support and guidance to new faculty members.
The orientation process begins during the recruiting meetings. Teaching, research and service expectations, advisory responsibilities and tenure/promotion processes are discussed with prospective faculty. Once hired, new faculty are guided and advised by their area group co-ordinator, by fellow area group members, and by the School's Director and the Dean. All newly appointed full- and part-time faculty receive a School handbook, which provides information regarding staff roles, procedures available resources. This handbook is reviewed annually updated as need be.

Retention and Development
Tenure and promotion represent the ultimate recognition of the faculty member's sustained contribution and commitment to teaching, research and to service to the profession and community. The process underlying tenure and promotion decisions is considered seriously at Dalhousie University, at the Faculty of Management and within the School of Information Management.
The review process for faculty retention, tenure and promotions is set forth in the constitutions of the Faculty of Management and School of Information Management and is governed by the Faculty Association/University collective bargaining agreement. Faculty members are also given copies of "Faculty of Management Guidelines for Tenure and Promotion" and the University Senate's "Report on Tenure", to assist in their preparation   and application.
Conduct of the review process begins with the School's Rank, Appointment, Tenure and Salary Committee. Its terms of reference are as follows:
•   The members of the Committee shall be elected by, and with the approval of, the majority of the full time members of the School. Their appointment, promotion and tenure fall principally within the jurisdiction of the School for three (3) years. They may be reappointed; provided, however, that at the first appointment of the Committee, the term of two (2) members shall expire at the end of two (2) years, and the term of two (2) other members shall expire at the end of one (1) year.
•   It shall review and make recommendations to the Director on all cases involving the appointment, renewal of contract, promotion, tenure and salary of existing faculty members of the School, and the terms of appointment of prospective faculty members, in the light of the Senate and Faculty of Management regulations on these matters, and of collective agreements.

Following initial assessment by the School's Rank, Appointment, Tenure and Salary Committee, recommendations for retention, tenure and promotion are forwarded for

review by the School's Director, the Faculty of Management Tenure and Promotion Committee and, finally, the Dean. At each stage the dossier is considered carefully, with special emphasis being placed the School's desire for excellence in the classroom, its emphasis on research and its focus on service to the profession, community and university. The complete dossier, including the Dean's final recommendation, is then forwarded to the President and Vice-President (Academic) for their approval.

The Dean and the Director of the School are responsible for supporting the continued intellectual development and renewal of the faculty. Each year, faculty are responsible to submit a report addressing both past achievements and future objectives. The School's Director holds individual interviews with all faculty to review this annual report and discuss plans for the coming year. Annual reports, along with any relevant comments from the Director, are forwarded to the Dean for further review and feedback where required.

Dalhousie University has a long-standing policy and record of providing faculty members with sabbatical leave as a means to promote intellectual development and renewal. In general, faculty members are permitted a full year's leave on a seven (7) year cycle. Faculty members also receive an annual travel allowance to attend scholarly conferences or workshops, and have access to funding for the purchase of computer equipment, software and on-site technical support to assist in both their teaching and research activities.

To further the aim of scholarly productivity, the Faculty of Management provides guidance to individual faculty. This can include provision of assistance with funding sources, facilitation of linkage opportunities and identification of potential projects. Internal sources of research funding are made available to faculty through:
•   Dean, Faculty of Management,
•   Dean, Faculty of Graduate Studies,
•   Director of the School of Information Management,
•   Centre for International Trade and Transportation

The School of Information Management is committed to provide all students with a quality education which is rigorous and relevant. The School's hiring practices emphasize recruiting doctorally and professionally qualified individuals.

Faculty members are considered academically qualified if:
They have obtained a doctoral degree in an appropriate discipline, or they are successfully progressing toward one, and they have made at least two (2) scholarly contributions within the last five (5) years to a discipline in a related field of study.

Faculty members are considered professionally qualified if:
They have an MIM with a professional designation or have at least five (5) years of relevant managerial experience. Faculty with professional qualifications are hired not only to address the general research and teaching needs of the unit, but they are also hired

to enhance students' learning and educational experience by bringing real-world experience into the classrooms. Professional qualifications are broadly defined to include a master's degree in a business field or an MIM or having at least five (5) years of relevant managerial experience. The School of Information Management is committed to provide all students with a quality education which is rigorous and relevant. The School's hiring practices emphasize recruiting doctorally and professionally qualified individuals.

Faculty members are considered academically qualified if:
> They have obtained a doctoral degree in an appropriate discipline, or they are successfully progressing toward one, and they have made at least two (2) scholarly contributions within the last five (5) years to a discipline in business administration.

Faculty members are considered professionally qualified if:
> They have an master's degree with a professional designation or have at least five (5) years of relevant managerial experience. Faculty with professional qualifications are hired not only to address the general research and teaching needs of the unit, but they are also hired to enhance students' learning and educational experience by bringing real-world experience into the classrooms. Professional qualifications are broadly defined to include a master's degree in a information management or related professional designation or having at least five (5) years of relevant managerial experience.

Appendix 6.9.1 Curriculum Vitae Release

All instructors teaching in the MIM program must be members of the Faculty of Graduate Studies

The university has on file and available for inspection, for all faculty and staff whoses CV's are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in the CV and agreeing to the inclusion of their CV in any documents/websites associated with the submission, review, and final status of the program

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Appendix 6.9.2 Curriculum Vitae of Current Faculty Assigned to Degree Program

<mark>CV's have been provided in the official application; however, have been removed from the public version for confidentiality.</mark>

Appendix 6.9.3 Curriculum Vitae for On-line Learning Professional and Technical Staff

CV not available at this time; please refer to the Learning Coordinate position description for details of requirements and duties.

JOB CLASSIFICATION: Learning Coordinator, ADM-05 (Provisional*)

DEPARTMENT: Centre for Advanced Management Education, Faculty of Management

JOB SUMMARY: The Centre for Advanced Management Education (CFAME) is a cost-recovery unit within Dalhousie's Faculty of Management which manages graduate programs delivered in a distance format. CFAME currently manages two graduate programs, Master of Business Administration (Financial Services) and Master of Public Administration (Management). The office provides education and services to approximately 300 students, who live and work from Halifax to Vancouver and into the USA. The Learning Coordinator is responsible for the design, development and implementation of online courses for CFAME, and will work with faculty members and course designers in order to plan and manage instructional design, structure, development and delivery of the entire life cycle of online courses. S/he will provide advice and guidance on instructional design methodology; offer individual or group training regarding tools and resources for online course delivery; provide ongoing support to professors regarding the use of technology and tools; monitor course sites for problems, and problem-solve with faculty or students in order to maintain a high quality educational experience; identify, recommend, and implement policies and procedures relating to online course issues. In addition to CFAME, the Learning Coordinator also serves as a resource person to the Faculty of Management in matters relating to online course delivery, and provides advice and guidance to other faculty members to apply web technology in the development of courses. The Learning Coordinator will also manage the hard copy materials for the program (involves overseeing design, layout, collation and dissemination of materials to instructors and students). This position reports to the Associate Director, CFAME.

NOTE: Some travel is required.

QUALIFICATIONS/EXPERIENCE: Undergraduate degree in a field such as computer science or educational media, plus approximately 3 – 5 years related experience in the design and development of multimedia instructional materials (or equivalent combination of training and experience). Training and/or experience in instructional design and adult education principles and distance education modalities required. Good knowledge of computer applications (such as HTML, BLS, internet, and desktop applications). Good communication (written and verbal) skills and organizational skills required.

Appendix 6.10 Enrolment Projections and Staffing Implications

The MIM program expects to maintain a steady cumulativ enrolment of 60-80 students

YEAR	Cumulative Enrolment	Staffing Requirements – Projected				Class Size
		Full time Faculty Equivalents	Part Time Faculty Equivalents	Technical, support and TA's	Ratio Student/Faculty	
					Avg	Avg
2015	60-80	N/A	12	2	6:1	17-20
2016	60-80	N/A	12	2	6:1	17-20
2017	60-80	N/A	12	2	6:1	17-20
2018	60-80	N/A	12	2	6:1	17-20

7. Credential Recognition

Dalhousie University is one of 18 post-secondary institutions falling within the jurisdiction of the Maritime Provinces Higher Education Commission (MPHEC). The Maritime Provinces Higher Education Commission (MPHEC) was established in 1974. The MPHEC is an "agency of the Council of Maritime Premiers." In June 1997, the Ministers of Education in New Brunswick, Nova Scotia and Prince Edward Island agreed, after extensive review, to renew and refocus the Commission's mandate through an "Agreement Respecting the Renewal of Arrangements for Regional Cooperation Concerning Post-Secondary Education. This renewed mandate was ratified by the Council of Maritime Premiers. In January 2005, the new Maritime Provinces Higher Education Commission Act was proclaimed, giving full force to the Commission's renewed mandate.

The new legislation defines the Commission's mandate as follows:

The Commission shall, in carrying out its duties, give first consideration to improving and maintaining the best possible service to students as life-long learners by:

   * Taking measures intended to ensure that programs of study are of optimum length and best quality;
   * Stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which has been successfully accomplished;
   * Promoting smooth transitions between learning and work;
   * Promoting equitable and adequate access to learning opportunities, including making those opportunities available at times and places convenient to the student; and
   * Taking measures intended to ensure teaching quality.

The Commission aims to assist institutions and governments in enhancing the post-secondary learning environment through the following nine objectives:

1. Provide assurances that programs developed by institutions within the MPHEC's scope meet agreed-upon quality criteria.
2. Confirm that institutions within the MPHEC's scope have appropriate policies and practices to ensure the ongoing quality of their programs.
3. Facilitate and promote cost-effectiveness of, and accessibility to, the broadest range possible of programs.
4. Collect, store and maintain quality, comprehensive and relevant information across all mandated functions.
5. Devise data and information products providing stakeholders with value, across all mandated functions, especially related to key post-secondary education issues.
6. Increase awareness of, and dialogue on, Maritime Post-Secondary Education (PSE) issues and opportunities, both in the Maritimes and nationally.
7. Promote and facilitate cooperation within the Maritimes and with other provinces and external partners to, among other things, facilitate, among institutions and among governments for example, the development of cost-effective and collaborative approaches to PSE administration, programs and policies.
8. Provide advice and services to the provinces, as requested.
9. Ensure the effective and efficient management of Commission resources (corporate objective).

All of the Commission's activities and initiatives fall under one of these objectives. In carrying out its main functions (quality assurance, data and information, cooperative action, regional programs, and providing specific services to one or more provinces or institutions as agreed to by the Ministers), the Commission focuses primarily on university education.

There are currently eighteen post-secondary institutions within the scope of the MPHEC, sixteen of which are publicly-funded universities. Of these sixteen, two (Cape Breton University and Nova Scotia Agricultural College) also offer college-level or technology-based certificate and diploma programs in addition to degree programs. The remaining two institutions (Holland College in Prince Edward Island and the Maritime College of Forest Technology in New Brunswick) offer primarily non-degree programs (Holland College can, and does, grant applied degrees).

As an agency of the Council of Maritime Premiers the Commission serves a number of stakeholders from across the region, including 16 publicly funded institutions offering university degree programs, two specialized applied arts and technology post-secondary institutions, the Ministers responsible for Post-Secondary Education in the Maritimes, and the public-at-large (includes students). Stakeholders:

Government:

Council of Atlantic Premiers

Government of New Brunswick
New Brunswick Department of Post Secondary Education, Training and Labour
Government of Nova Scotia
Nova Scotia Department of Education
Government of Prince Edward Island
Prince Edward Island Department of Innovation and Advanced Learning

Institutions:

Collège de Technologie forestière des Maritimes
Université de Moncton (Campus de Shippagan)
Université de Moncton (Campus d'Edmundston)
Université de Moncton (Campus de Moncton)
Mount Allison University
Maritime College of Forest Technology
St. Thomas University
University of New Brunswick (Fredericton)
University of New Brunswick (Saint John)
Université Sainte-Anne
Atlantic School of Theology
Dalhousie University
Mount Saint Vincent University
Nova Scotia College of Art and Design
Saint Mary's University
University of King's College
Nova Scotia Agricultural College
St. Francis Xavier University
Cape Breton University
Holland College
University of Prince Edward Island

Additionally, Dalhousie University's public administration programs, including the MIM, are recognized by CAPPA.

www.mphec.ca

http://www.cappa.ca/index.php/en/

8. Regulation and Accreditation Standard

Not applicable to the MIM program

9. Nomenclature

The selection of the name, Master of Information Management is based on the following principal program objectives:

- To educate mid-career professionals in the public and private sectors in the principal theories and practices relating to "information management" as defined here.

  Definition of Information Management

  Information Management encompasses the entire process of strategically creating, defining, finding, analyzing, protecting, classifying and distributing information within an organization to facilitate situational understanding and decision-making. Information Management includes the acquisition, control and disposal of information products, the application of theories and techniques of information science to create, modify or improve information handling systems and the provision of services to internal and external clients.

- The MIM program will complement the students' prior education and experience and support the crucial nature of their professional roles in managing the information and knowledge resource for legal, ethical and organizational reasons.

10. Program Evaluation Standard

Appendix 10.1 Program Evaluation Policies and Procedures

Periodic Review Policy and Schedule

MPHEC Assessment of Quality Assurance Policies and Procedures (Publicly-funded universities)
The objective of the monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing programs, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms.
The Quality Assurance Monitoring Committee, a joint committee of the Association of Atlantic Universities (AAU) and the Commission, carries out the monitoring function on behalf of the Commission. Its main objective is to answer the following two questions:

- Is the institution following its own quality assurance policy?
- Could the institution's quality assurance policy be modified to better ensure the quality of the academic programs and services or is it satisfactory as is?

The Policy on Monitoring Institutional Quality Assurance Policies and Procedures, including a description of the process, assessment criteria, and guidelines for the preparation of the institutional report are described in the Policy on Quality Assurance. For those universities that have completed the monitoring process, a copy of the Assessment report can be downloaded below. Note: These reports are available in the working language of the institution only.

* Acadia University (June 2007)
* Cape Breton University (June 2009)
* Dalhousie University (September 2003)
* Mount Allison University (August 2006)
* Mount Saint Vincent University (March 2009)
* Nova Scotia College of Art and Design (July 2008)
* Saint Mary's University (October 2008)
* St. Thomas University (September 2003)
* Université de Moncton (August 2006)
* Université Sainte-Anne (June 2007)
* University of New Brunswick (November 2006)
* University of Prince Edward Island (April 2009)

The remaining universities are expected to have completed the process by June 2009.

11. Academic Freedom and Integrity Standard

Appendix 11.1.1 Academic Freedom Policy

DFA - Board of Governors Collective Agreement (2007-2011)

Article 3: Academic Freedom
Dalhousie Faculty Association - Board of Governors Collective Agreement (2007-2011)
3.1   The Parties recognize and affirm that academic freedom is essential to the fulfillment of the purpose of Dalhousie University in the search for knowledge and the communication of knowledge to students, colleagues and society at large. The Parties agree that academic freedom carries with it a corresponding responsibility on the part of Members to use their freedom responsibly, with due concern for the rights of others, for the duties appropriate to the Member's university appointment, and for the welfare of society. Academic freedom does not confer legal immunity either inside or outside Dalhousie University, nor does it prevent collective self-governance and peer evaluation as conducted or approved by the Senate or by other academic, research or professional bodies whether within or outside Dalhousie University. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible.
3.2   The Parties agree that they will not infringe or abridge the academic freedom of any member of the academic community. Members of the bargaining unit are entitled to freedom, as appropriate to the Member's university appointment, in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticize, including criticism of the Board and the Association, and freedom from institutional censorship.
3.3   Academic freedom, as appropriate to the Member's university appointment, implies protection of Members by the Board and the Association from pressure intended to hinder or prevent them pursuing their scholarly and research interests and communicating the results thereof to students, colleagues and the community at large. The Parties acknowledge this responsibility, whether such pressure emanates from inside or outside the University.

Appendix 11.1.2 Academic Honesty Policy

Intellectual Honesty

A university should be a model of intellectual honesty. Failure to meet the University's standards in this regard can result in an academic offence. The length of time a student has attended university, the presence of a dishonest intent and other circumstances may all be relevant to the seriousness with which the matter is viewed.

Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.

Instructors are responsible for setting examinations and assignments as part of the learning process and for evaluating those examinations and assignments, including ensuring that any rules stated for the procedures used in an examination or assignment are followed. Any violation of such stated rules which could result in a student gaining advantage may be considered to be an academic offence.

Examples of Academic Offences

There are many possible forms of academic dishonesty. Since it is not possible to list all instances of academic dishonesty, the following list of examples should be considered only as a guide. The omission of a dishonest action from this list does not prevent the University from prosecuting an alleged instance of that action.

A. Plagiarism

Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own.

Plagiarism is considered a serious academic offence which may lead to the assignment of a failing grade, suspension or expulsion from the University. If a penalty results in a student no longer meeting the requirements of a degree that has been awarded, the University may rescind that degree.

Some examples of plagiarism are:

- failure to attribute authorship when using a broad spectrum of sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images;

- downloading all or part of the work of another from the Internet and submitting as one's own; and

- the use of a paper prepared by any person other than the individual claiming to be the author.

The University attaches great importance to the contribution of original thought to learning and scholarship. It attaches equal importance to the appropriate acknowledgement of sources from which facts and opinions have been obtained.

The proper use of footnotes and other methods of acknowledgement vary from one field of study to another. Failure to cite sources as required in the particular field of study in the preparation of essays, term papers and dissertations or theses may, in some cases, be considered to be plagiarism.

Students who are in any doubt about how to acknowledge sources should discuss the matter in advance with the faculty members for whom they are preparing assignments. In many academic departments, written statements on matters of this kind are made available as a matter of routine or can be obtained on request. Students may also take advantage of resources available through the Writing Centre at writingcentre.dal.ca or the Dalhousie Libraries at infolit.library.dal.ca/tutorials/Plagiarism/.

B. Irregularities in the Presentation of Data from Experiments, Field Studies, etc.

Academic research is based on the presentation of accurate information and data that are obtained honestly. The falsification of data in reports, theses, dissertations and other presentations is a serious academic offence, equivalent in degree to plagiarism, for which the penalties may include the assignment of a failing grade, suspension or expulsion from the University or the withdrawal of a degree previously awarded.

C. Other Irregularities

A member of the University who attempts, or who assists any other person in an attempt, to fulfill, by irregular procedures, any requirements for a class, commits an academic offence and is subject to a penalty.

In the absence of specific approval from the instructor of a class, all students should assume that all assignments are to be completed independently, without any form of collaboration.

Students should take reasonable precautions to prevent other students from having access, without permission, to their tests, assignments, essays or term papers.

The following are some examples of irregular procedures. The list should be used only as a guide since it is not possible to cover all situations that may be considered by the Senate Discipline Committee to be irregular.

- writing an examination or test for someone else;
- attempting to obtain or accepting assistance from any other person during an examination or test;

- during the time one is writing an examination or test, using or having in one's possession, material that is not specifically approved by the instructor;
- without authorization, obtaining a copy of an examination or test, topic for an essay or paper, or other work;
- without authorization from the faculty member in charge of that class, submitting any work for academic credit when one is not the sole author or creator;
- without authorization submitting any work that has been previously accepted for academic credit in any other class in any degree, diploma or certificate program, or has been completed as part of employment within the University, for example, as research activity. A repeated class is considered to be a separate class.

D. Aiding in the Commission of an Academic Offence

No student may encourage or aid another student in the commission of an academic offence, for example,

- by lending another student an assignment knowing that he or she may copy it for submission;
- by allowing another student to copy answers during an examination.

E. Misrepresentation
Any person who provides false or misleading information during an investigation of a suspected academic offence is guilty of an offence.

Discipline

1. Members of the University, both students and staff, are expected to comply with the general laws of the community, within the University as well as outside it.

2. Alleged breaches of discipline relating to student activities under the supervision of the Dalhousie Student Union are dealt with by the Student Union. Alleged breaches of discipline relating to life in the residences are dealt with by the residence discipline policy unless the President determines that some non-residence University interests are involved. Senate is charged with the authority to deal with cases of alleged academic offenses, see examples above, as well as with certain other offenses that are incompatible with constructive participation in an academic community.

3. On report of a serious breach of the law, or a serious academic offence deemed by the President, or in his or her absence by a Vice-President or the Dean of a Faculty, to affect vital University interests, a student involved may be temporarily suspended and denied admission to classes or to the University by the President, Vice-President or Dean, but

any suspension shall be reported to the Senate, together with the reasons for it, without delay.

4. No refund of fees will be made to any student required to lose credit for any class taken, required to withdraw or who is suspended or dismissed from any class or any Faculty of the University.

Academic Dishonesty

I. Preamble

These procedures deal with academic dishonesty and do not deal with violations of the student code of conduct. The purpose of these procedures is to delegate assessment of certain allegations of academic dishonesty to the Faculty level.

II. Academic Integrity Officers

1. Academic Integrity Officers are associated with the Faculties of Dalhousie University.

2. The Academic Integrity Officer shall act between the student and instructor, and may appear at Hearing Panels of the Discipline Committee or the Discipline Appeals Board to present the case against the student.

3. The Academic Integrity Officer is the Dean of the Faculty. The Dean may further delegate this role to one or more members of his/her academic staff except those who are Senate Officers, who are otherwise involved in the student discipline process, or who otherwise are in a potential conflict of interest relative to this role. Annually the name of the delegate(s) shall be communicated in writing to the Secretary of Senate who shall report to Senate.

4. The Academic Integrity Officers shall meet as a group with the Senate Discipline Committee (SDC) at least once a year to discuss relevant policy issues and training requirements with a view to maximizing consistency and predictability in the administration of academic offences across the University. Such meetings will be convened and chaired by the Secretary of Senate.

III. Faculty Procedures

1. When an academic offence is suspected, the instructor shall submit a signed statement outlining the basis for the allegation, together with all relevant supporting evidence, to the Academic Integrity Officer of the Faculty which is responsible for the delivery of the course at issue, or in the case of an allegation in relation to a graduate thesis or other non course graduate materials, to the Academic Integrity Officer of the Faculty of Graduate Studies.

2. Upon receipt of the material from the instructor, the Academic Integrity Officer shall determine whether or not the material supports a prima facie case that the student has committed an academic offence. If no prima facie case is made out, no further steps are taken in relation to the allegation, and the instructor and student will be so advised in writing.

3. If a prima facie case is established, then the Academic Integrity Officer will take the following further steps:
   a) Check the academic discipline database maintained by the Senate Office to determine if the student(s) has a record of prior academic offence(s);

b) If the student(s) has a record of prior academic offence(s), forward the allegation to the Senate Discipline Committee;

c) If the allegation appears to be a first offense, inform the student(s) in writing of the nature of the allegation, the instructor's statement, the evidence, the procedures to be followed, the possible penalties, and possible sources of advice and support (will be a standard document);

d) Convene a meeting with the student(s), the student(s)'s advisor, if any, and the instructor within 5 working days upon receipt of the allegation by the student, which time may be extended at the request of the student or instructor in appropriate circumstances.;

e) If the meeting does not take place within the time set out above, refer the allegation to the Senate Discipline Committee.

4. Following the meeting convened in accordance with paragraph 8, the Academic Integrity Officer shall make a preliminary assessment of whether there is sufficient evidence to support a finding that the student has committed an academic offence, and if there is sufficient evidence, make a preliminary assessment of what penalty would be appropriate in the circumstances. In making the latter assessment, the Academic Integrity Officer shall exercise broad discretion in considering possible mitigating circumstances including but not limited to extraordinary personal circumstances and lack of educational experience.

5. If the Academic Integrity Officer's assessment is that there is insufficient evidence to support a finding that the student has committed an academic offence, s/he shall inform the student in writing with a copy to the Instructor within 5 working days of the meeting. This does not preclude an Academic Integrity Officer from proceeding with the allegation at a later date, should new evidence become available.

6. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, AND that the appropriate penalty for the student's conduct is any of the penalties described in section IV page 25, except those listed in subparagraphs 5 to 9 the Academic Integrity Officer shall provide the student with the option of accepting the finding and the proposed penalty, or of proceeding to the Senate Discipline Committee for a full hearing. The option shall be presented to the student within 5 working days of the meeting, and the student shall have 2 working days to respond. In the event that the student elects to accept the finding and proposed penalty, the Academic Integrity Officer shall so advise the Secretary of Senate.

7. Upon being advised of the finding and agreed penalty, the Secretary of Senate shall bring the matter before Senate for ratification at the next sitting of Senate following the procedures set out for ratification of academic appeals, with necessary changes in point of detail. Following Senate's ratification, the Secretary of Senate shall ensure that the offence is recorded on the Senate Discipline database and that the Registrar and any others are notified of the finding and penalty for immediate implementation.

8. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, but that the appropriate penalty for the student's conduct is one of those listed in subparagraphs 5 to 9 of section IV of these Procedures, the Academic Integrity Officer shall, within 5 working days of the meeting, notify the student in writing, with a copy to the instructor, that the matter will be forwarded to the Senate Discipline Committee for a full hearing.

Senate Discipline Committee

l. Composition

The Committee comprises thirteen representatives of the faculty elected by Senate for staggered three-year terms, one of whom shall be the Chair (chosen annually by the Committee), five representatives of the Dalhousie University student body, and two representatives of the University of King's College student body. A student who is a member of the Judicial Board of the DSU may not at the same time be a member of the Senate Discipline Committee.

The Senate Nominating Committee shall arrange for nominations to fill casual vacancies for the remainder of the second term.

II. Functions

The Senate Discipline Committee shall:

1. consider all complaints or allegations respecting offenses or irregularities of an cademic nature, a including those relating to admissions procedures and evaluation rocedures, and may impose p penalties in cases where the Committee finds an offence r irregularity has occurred; o

2. have the power to discipline a student who, before or during the course of the disciplinary process involving him or her but prior to adjudication, has:

   a) been compelled to withdraw academically;

   b) chosen to withdraw from the class, program or University prior to being disciplined;

   c) chosen not to register at the University;

3. assume jurisdiction when a complaint or allegation respecting offenses or irregularities of an academic nature are brought to its attention by the Secretary of Senate; complaints or allegations may be made by faculty or other evaluators of academic work done by students; a panel of Discipline Advisors is available to assist and advise evaluators, and guidelines for evaluators are set out in the document entitled Guidelines for Academic Evaluators Regarding Violations of Academic Regulations by students;

4. conduct hearings according to the rules of natural justice and such other procedures as the Committee may decide in advance, with due notice to all interested parties. A panel of three faculty and two students shall hear each complaint, including complaints made under the Code of Student Conduct. The Committee Chair or alternate chosen by and from the Committee shall chair each hearing;

5. evaluate the evidence of innocence or guilt of an accused student. This evaluation shall include the premise that the more senior the student in terms of chronological age, year of university registration, extent of other exposure to university rules and regulations at Dalhousie University or elsewhere, the less credible are assertions of ignorance or innocence and the stronger is the case for a more severe penalty than would be imposed on a less senior student;

6. report its findings, and any penalty imposed to the Secretary of Senate who shall forward a copy of the report to the student; if the alleged offender is not a student, a copy shall also be sent to the Vice-President (Academic and Provost).

III. Appeals

Appeals from decisions of the Senate Discipline Committee may be made to a Senate Discipline Appeal Board, but only on the limited grounds: (a) denial of natural justice; (b) disputed jurisdiction of the Senate Discipline Committee. Decisions of a Senate Discipline Appeal Board

are final and binding on all parties. At the time of filing the appeal a student must specifically indicate the facts and allegations that will form the basis of the appeal. An appeal will be limited to matters so alleged.

Where the rules of a faculty, such as Health Professions, expressly provide that suitability, fitness, or aptitude for the practice of the profession is a requirement for advancement or graduation, or both, and a Faculty determines that a student should be suspended or dismissed or otherwise should not advance or graduate because of unsuitability for the relevant profession, an appeal from the Faculty decision may be made to an ad-hoc appeal committee established by the Senate Steering Committee. The Ad-hoc Appeal Committee shall:(1) hear an appeal by a student from the decision of a Faculty regarding suitability, fitness or aptitude for the practice of the relevant profession when: a) the student has exhausted the approved appeal regulations and procedures of the relevant Faculty; and b) the student alleges that there were irregularities or unfairness in the application of the regulations in question. The Ad-hoc Appeal Committee shall not hear appeals: a) by students on a matter involving a requested exemption from the application of Faculty or University regulations or procedures; b) on substantive aspects of a finding of unsuitability.

IV. Penalties

The range of penalties which may be imposed by the Senate Discipline Committee be circumscribed only by the requirement that such penalty or penalties be of an academic nature and, without restricting the generality of the foregoing, may include any one or more of:

1. notation of the fact of discipline on the offender's transcript for a period of one (1) or more years, but not exceed five (5) years;
2. repeat of the assignment that triggered the discipline;
3. a failing grade or mark or assessment in the piece of work triggering the discipline;
4. failure of the class or seminar or program;
5. failure of the academic year;
6. suspension for an academic term or year (to a maximum suspension of three (3) academic years);
7. expulsion from the University;
8. loss of a current or continuing scholarship, or both, or loss of eligibility to receive or to maintain scholarships or prizes or bursaries; and
9. removal from the Dean's List.

PLEASE NOTE: If transcripts are issued for a student while a Senate Discipline case is pending, and the Committee subsequently makes a decision that affects the student's transcript, revised transcripts will be sent to recipients of transcripts issued while the case was pending

Appendix 11.1.3 Academic honesty Procedure

Academic Integrity
POLICY

Mission

The Faculty of Management aims to become the internationally acknowledged centre of 'values-based management' whose graduates become private sector, public sector and civil society leaders who manage with integrity, focus on sustainability and make things happen.

Statement of Purpose and Values

As an integral part of Dalhousie University, the Faculty of Management represents a broad community of students, staff, faculty and alumni. We are actively connected to our local communities, employers, the academy and the world at large. We draw on the strengths of all management disciplines and we maximise synergies between all groups and individuals in our community. We seek to understand the nature of global change and offer solutions through interdisciplinary research and teaching.

The Faculty of Management is committed to preparing students for career and life challenges and opportunities. We focus on student engagement and we have a shared commitment to lifelong learning with our students and alumni. Our students aspire to make an impact.

Our programs are high quality, innovative, adaptable and accessible to diverse learners wherever they are. In these programs we balance real-world, experiential and theoretical elements of management education. We are committed to a values-based approach to management.

The Faculty of Management at Dalhousie University stands for collaboration and collegiality, transparency and accountability, professionalism and integrity. Every individual matters.

The strategic direction of the Faculty of Management is grounded in a deep understanding of global trends and inspired by active research of future possibilities. We are entrepreneurial and we embrace risk.

PROCESS

Dialogue and Education

At the start of each academic year the Dean of the Faculty of Management will personally lead an educational process at undergraduate and graduate levels for incoming students. This will form part of welcomes and introduction week activities in each school (for graduate students) and first year classes (for undergraduate students).

In addition, each School Director and Academic Program Director will ensure that teaching staff and administrators fully understand the standards of behaviour expected of both students and professors. This includes ensuring that all instructors, both full time and part time, are aware of this policy and the procedures to be followed in cases of suspected lapses of academic integrity. This policy requires that all instructors include standard wording in their course syllabi advising students of general guidelines and take the time at the commencement of each course to ensure that students are familiar with both general and specific integrity requirements associated with the class and the way it is taught (including on-line classes).

Process for Suspected Lapses in Academic Integrity

When things go wrong, we follow a system designed to handle cases of lapses in academic integrity consistent with Senate guidelines, but which also follow principles of natural justice and promote learning and continuous improvement within our Faculty's culture of integrity.

- Academic Integrity

  - Form: Suspected Lapse of AI
  - FoM Exam Invigilation policy
  - Standard Wording for Syllabi & Course Material
  - Policy
  - Process
  - Professor-Student Contract
  - Accountabilities
  - Checklist for Students
  - Library Subject Specialists

http://www.dal.ca/faculty/management/current-students/academic_integrity/academic_integrity_processes.html

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Academic Integrity in the Faculty of Management: *(to be included in every syllabi)*

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie now subscribes to SafeAssign.com, a computer based service that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University

may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the SafeAssign anti-plagiarism software.   As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.   Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

Faculty Discipline Procedures Concerning Allegations of Academic Offences

Preamble

These procedures deal with allegations of academic offences and do not deal with violations of the student code of conduct. The purpose of these procedures is to delegate assessment of certain allegations of academic offences to the Faculty level.

Academic Integrity Officers

1. Academic Integrity Officers are associated with the Faculties of Dalhousie University.
2. The Academic Integrity Officer shall act between the student and instructor, and may appear at Hearing Panels of the Discipline Committee or the Discipline Appeals Board to present the case against the student.
3. The Academic Integrity Officer is the Dean of the Faculty. The Dean may further delegate this role to one or more members of his/her academic staff except those who are Senate Officers, who are otherwise involved in the student discipline process, or who otherwise are in a potential conflict of interest relative to this role. Annually the name of the delegate(s) shall be communicated in writing to the Vice-Chair (Academic Administration) who shall report to Senate.
4. The Academic Integrity Officers shall meet as a group with the Senate Discipline Committee (SDC) at least once a year to discuss relevant policy issues and training requirements with a view to maximizing consistency and predictability in the administration of academic offences across the University. Such meetings will be convened and chaired by the Vice-Chair (Academic Administration).

Penalties

5. Penalties shall follow the guidelines contained within the University's Academic Regulations and the Senate Discipline Committee terms of reference set out in Section 10 of the Senate Constitution, which are reproduced below for convenience.

"The range of penalties which may be imposed by the Senate Discipline Committee be circumscribed only by the requirement that such penalty or penalties be of an academic nature and, without restricting the generality of the foregoing, may include any one or more of:

1. notation of the fact of discipline on the offender's transcript for a period of one (1) or more years, but not exceed five (5) years;
2. repeat of the assignment that triggered the discipline;
3. a failing grade or mark or assessment in the piece of work triggering the discipline;
4. failure of the class or seminar or program;
5. failure of the academic year;
6. suspension for an academic term or year (to a maximum suspension of three (3) academic years);

7. expulsion from the University;
8. loss of a current or continuing scholarship, or both, or loss of eligibility to receive or to maintain scholarships or prizes or bursaries; and
9. removal from the Dean's List."

Faculty Procedures
6. When an academic offence is suspected, the instructor shall submit a signed statement outlining the basis for the allegation, together with all relevant supporting evidence, to the Academic Integrity Officer of the Faculty which is responsible for the delivery of the course at issue, or in the case of an allegation in relation to a graduate thesis or other non course graduate materials, to the Academic Integrity Officer of the Faculty of Graduate Studies, *within 10 working days of becoming aware of the alleged offence, but in any event no later than the deadline for submission of final grades to the Registrar, except in extraordinary circumstances, as determined by the Academic Integrity Officer.*
7. Upon receipt of the material from the instructor, the Academic Integrity Officer shall determine whether or not the material supports a *prima facie* case that the student has committed an academic offence. If no *prima facie* case is made out, no further steps are taken in relation to the allegation, and the instructor and student will be so advised in writing.
8. If a *prima facie* case is established, then the Academic Integrity Officer will take the following further steps:
a. Check the academic discipline database maintained by the Senate Office to determine if the student(s) has a record of prior academic offence(s);
b. *With the exception of cases involving 2 or more students facing allegations arising from the same fact situation ("common allegation") which shall proceed in accordance with paragraph 9*, if the student(s) has a record of prior academic offence(s), forward the allegation to the Senate Discipline Committee;
c. If the allegation appears to be a first offense, *and in all cases of 2 or more students facing a common allegation*, inform the student(s) in writing of the nature of the allegation, the instructor's statement, the evidence, the procedures to be followed, the possible penalties, and possible sources of advice and support (will be a standard document);
d. Convene a meeting with the student(s), the student(s)'s advisor, if any, and the instructor within 5 working days upon receipt of the allegation by the student, which time may be extended at the request of the student, instructor, *or Academic Integrity Officer*, in appropriate circumstances.;
e. If the meeting does not take place within the time set out above, *the Academic Integrity Officer has the discretion to convene another meeting with the student(s), the student(s)'s advisor, if any, and the instructor. The Academic Integrity Officer also has the discretion to convene additional meetings as may be reasonably required. In the event an initial meeting does not occur within a reasonable time after a prima facie case is established, the Academic Integrity Officer shall* refer the allegation to the Senate Discipline Committee.

9. *Notwithstanding paragraph 8b, in the case of 2 or more students facing allegations arising from the same fact situation ("common allegation"), the Academic Integrity Officer has the authority to convene a meeting with all such students in accordance with paragraphs 8d and 8e and to make findings for all such students under these Procedures, regardless of the fact that one or more of such students may have a record of prior academic offence(s). If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that a student facing a common allegation has committed an academic offence, for any such student who has no record of prior academic offence(s), subject to paragraph 14, the Academic Integrity Officer shall assess an appropriate penalty for the student in accordance with these Procedures; and for any such student who has a record of prior academic offence(s), the Academic Integrity Officer shall forward the matter to the Senate Discipline Committee for assessment of an appropriate penalty.

10. Following the meeting convened in accordance with paragraph 8, the Academic Integrity Officer shall make a preliminary assessment of whether there is sufficient evidence to support a finding that the student has committed an academic offence, and if there is sufficient evidence, make a preliminary assessment of what penalty would be appropriate in the circumstances. In making the latter assessment, the Academic Integrity Officer shall exercise broad discretion in considering possible mitigating circumstances including but not limited to extraordinary personal circumstances and lack of educational experience.

11. If the Academic Integrity Officer's assessment is that there is insufficient evidence to support a finding that the student has committed an academic offence, s/he shall inform the student in writing with a copy to the Instructor within 5 working days of the meeting. This does not preclude an Academic Integrity Officer from proceeding with the allegation at a later date, should new evidence become available.

12. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, AND that the appropriate penalty for the student's conduct is any of the penalties described in paragraph 5, above, except those listed in subparagraphs 5 to 9 the Academic Integrity Officer shall provide the student with the option of accepting the finding and the proposed penalty, or of proceeding to the Senate Discipline Committee for a full hearing. The option shall be presented to the student within 5 working days of the meeting, and the student shall have 2 working days to respond. In the event that the student elects to accept the finding and proposed penalty, the Academic Integrity
Officer shall so advise the Vice-Chair (Academic Administration).

13. Within 14 calendar days of the Vice-Chair (Academic Administration) being advised of the finding and agreed penalty under paragraph *12*, the Vice-Chair (Academic Administration), or in his or her absence, the Chair or Vice-Chair (Academic Programs), and a student Senator appointed by the Dalhousie Student Union shall jointly review the finding and agreed penalty to determine whether the process is consistent with the Faculty Discipline Procedures Concerning Allegations of Academic Offences. If so, they shall ratify the matter on behalf of Senate and the Vice-Chair shall notify the student and the Academic Integrity Officer of such ratification.

For ratification to occur, the decision must be unanimous. The finding and agreed penalty shall stand, despite possible insubstantial procedural errors. The Vice-Chair (Academic Administration) shall ensure that the offence is recorded on the Senate Discipline database and that the Registrar and any others are notified of the finding and penalty for immediate implementation. If the Vice-Chair (Academic Administration) and/or the student Senator have any material concerns about the process, the Vice-Chair (Academic Administration) shall consult with the Academic Integrity Officer to determine whether the concerns can be resolved.

If the Vice-Chair (Academic Administration) and the Academic Integrity Officer are unable to resolve any concerns, the matter shall be referred back to the Academic Integrity Officer for further consideration under these Procedures, after which the Vice-Chair (Academic Administration) and a student Senator shall jointly re-consider ratification. Should ratification still not occur, the matter shall be referred to the Senate Discipline Committee for a hearing

14. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, but that the appropriate penalty for the student's conduct is one of those listed in subparagraphs 5 to 9 of paragraph 5 of these Procedures, the Academic Integrity Officer shall, within 5 working days of the meeting, notify the student in writing, with a copy to the instructor, that the matter will be forwarded to the Senate Discipline Committee for a full hearing.

15. *Should a student request that an allegation be referred back to the Academic Integrity Officer after it has been forwarded to the Senate Discipline Committee, the Academic Integrity Officer has the discretion to grant such a request. A student's request shall be in writing, and delivered to the Vice-Chair (Academic Administration) within 5 working days of the date the allegation letter is sent to the student by the Vice-Chair (Academic Administration).

16. *Prior to a hearing by the Senate Discipline Committee of an allegation against a student, the Academic Integrity Officer shall provide a written allegation to the Senate office identifying the evidence initially presented by the instructor pursuant to paragraph 6 and any additional evidence obtained by the instructor in the course of the assessment of the matter. The written allegation shall not include reference to whether or not any meeting(s) did occur pursuant to paragraph 8d or 8e, any statements that may have been made by the student at such meeting(s), or any alternate versions of the facts and circumstances that may have been presented by one or more students at such meeting(s). The student shall have the opportunity to provide a written submission in response prior to the hearing by the Senate Discipline Committee.

Notwithstanding the foregoing, in the event of a statement made by a student at a hearing of the Senate Discipline Committee that is inconsistent with a statement previously made by that student in the meeting(s) with the Academic Integrity Officer, then the Academic Integrity Officer may refer to statements that may have been made by the student at such meeting(s).

17. *Confidentiality must be maintained by those involved in each case when an academic offence is suspected and the instructor submits an allegation to the Academic Integrity Officer, except as is reasonably necessary to implement the finding and agreed penalty or as required in subsequent disciplinary proceedings related to the same matter.

Appendix 11.2 Policy on Intellectual Policies

Article 23: Copyrights, Patents and Author's Rights
Dalhousie Faculty Association - Board of Governors Collective Agreement (2007-2011)
23.1   Except as dealt with in Clauses 23.05 and 23.06, the Board makes no claim to the copyrights in books, articles and similar material in the print media written or prepared by any Member. The Board makes no claim to the copyright of any work of art, such as painting, sculpture, music or the like, created by any Member. The Board, therefore, undertakes to transfer to those Members who are the authors, and hereby transfers to those Members who are the authors, the copyrights of all material they have created in the print media and in works of art.

23.2   The Board undertakes to transfer, and hereby transfers, to those Members who are the authors, any and all rights in regard to computer programs. The Board shall have free use of any program developed in the course of the administrative duties of Members, and of any program developed to process Dalhousie University data and records, and of any program developed for use in the degree programmes of Dalhousie University. Such free use shall cease one year after the termination of the employment of the Member who holds the copyright. The Board may acquire continued use of such computer programs on payment of an appropriate fee.
23.3   Members are sole copyright holders in their own lectures. The Board shall give every reasonable assistance to Members to prevent publication, recording or broadcasting of lectures not authorized by the Members concerned.
23.4   The copyright of any recorded work, such as film, videotape, audio recording and the like, belongs to the Member who is the creator of its content.
23.05
(a) A Member whose workload includes editing a journal or magazine published by Dalhousie University shall not own any copyrights therein save and except for articles, reviews or literary pieces written by the Member.
(b) Continuing Education Members shall have the same rights under Article 23 as all Members except that Continuing Education Members shall not own any copyright in materials which are produced for use in the College of Continuing Education programs or produced under the terms of a contract or externally funded project arranged on behalf of the College of Continuing Education or the University or except as may otherwise be agreed in writing by the Board and the Member.
23.06
(a) Members agree to waive any claim for monetary compensation arising out of copyright claims in relation to teaching manuals produced internally within the University as part of their workload, provided that such manuals are sold only within the University at a price set to recover direct costs (i.e., paper, bindings, salaries of support staff, and duplicating costs, but not honoraria or similar payments) or less. If the Board sells at a price higher than direct costs or sells to the general public, then the Board shall pay to the Member(s) who holds the copyright in the teaching manual a ten percent (10%) royalty on all such sales.
(b) If the Member agrees in writing that his or her workload as specified in Article 20 shall include the production, without any direct funding other than salary, of a recorded

work, textbook, printed lectures, laboratory notes or other teaching materials, except for teaching manuals as provided in Clause 23.06(a), the Board may use such materials in its educational programmes. This right shall cease five years after the termination of employment by the Member. However, the Board may arrange for continued use of the material upon payment of an appropriate royalty or fee.

23.7 The Board will do its utmost to make available to Members, without cost, production facilities and funds necessary to produce recorded works for use in Dalhousie University's educational Programmes. Priority for the amount of funds and the kinds of facilities shall be determined by the Senate.

23.8 Where a Member has copyright in a recorded work produced with the assistance of direct funding by the Board or with the use of Dalhousie University production facilities, free of charge or substantially less than the local commercial rates, the Member shall grant to the Board a license to use the recorded work in its educational Programmes, including the right to grant others permission to use the work for that same purpose in Dalhousie University. Such license shall cease one year after the termination of the employment of the Member who holds the copyright. The Board may acquire continued use of such work for the above purpose on payment of an appropriate fee.

23.9 The Member directly, or through the agency of the Association, shall establish a fee to be charged to third parties wishing to use work recorded under the conditions given in Clause 23.08. If agreement on such a fee cannot be reached within thirty days of a request by the Member, an appropriate fee shall be set by the Committee on Patents and Copyrights, set up in accordance with Clause 23.13.

23.10 Any fees or royalties or other income received by the Board as a consequence of the exploitation of work recorded under the conditions given in Clause 23.08 shall be distributed fifty percent to the Member and fifty percent to the Board.

23.11 Members who believe their work recorded under the conditions given in Clause 23.08 is unsatisfactory for a proposed use due to dating or other good reason, shall have the right to require the said work to be amended on the same terms as the original production or to require its use to cease.

23.12 Where more than one copyright holder has an interest in a work recorded under the conditions given in Clause 23.08, each copyright holder shall exercise his or her rights with respect to his or her contribution, providing that contribution may be erased without destroying the value of other contributions to the same recording or series. Disagreements between the holders of shared copyrights in such recorded material shall be referred to the Committee on Patents and Copyrights set up in accordance with Clause 23.13.

23.13 The Board and the Association shall continue the Committee on Patents and Copyrights composed of two members appointed by the Board and two Members appointed by the Association. The chairperson of this committee shall be, at alternate meetings, one of its members appointed by the Board then one of the Members appointed by the Association.

23.14 The Committee on Patents and Copyrights shall meet within fifteen (15) days of a case having been referred to it. It shall consider copyright and patent cases referred to it by Members as well as those referred by the Board, including disputes over fees. The committee shall render a decision within two months of receipt of a request.

23.15 The Board makes no claim to any invention, improvement, design or development made by a Member without the use of the Board's funds or support or technical personnel. The payment of a regular salary to a Member and the provision of an academic environment in which to work shall not be construed as the use of the Board's funds or support or technical personnel in interpreting this Clause 23.15 or others in Article 23. Any claim that the Board may wish to make on any invention, improvement, design or development made by a Member shall be stated in writing at the time monies other than regular salary or support or technical personnel are provided.

23.16 Members have no obligation to seek patent protection for the results of their work or to modify their research to enhance patentability. Members also have the unqualified right to publish their inventions, improvements, designs and developments.

23.17 Members shall have the right to process applications for patents and the right to process such patents either on their own or through Nova Universities Technology Inc., or other similar agency with which the Board may have an agreement. The Board agrees not to modify, change, alter or abandon its agreement with Nova Universities Technology Inc., or other similar agency without consulting the Association through the Association Board Committee.

23.18 Members who process applications for patents through the Board's agreement with Nova Universities Technology Inc., or other similar agency may be required to sign an agreement governing proceeds and other terms.

23.19 Where Members make their own arrangements to patent an invention which has involved the use of the Board's funds or support or technical personnel, such Members shall grant fifty percent of the net proceeds to the Board.

23.20 Disputes about patents may be referred to the Committee on Patents and Copyrights.

Appendix 11.3 Policy on Ethical Research Practices

A research grant or contract is issued to the University. As an employee of the University, you are listed as the Principal Investigator. A University signature is required on all grants and contracts because it removes any direct liability from you and places it with the University. While the University accepts liability responsibilities, researchers need to be aware of the administrative responsibility they undertake as Principal Investigator for a research project. While many of the administrative services of the University are available to assist you, ultimately it is the researcher who is responsible for the administration of his/her contract or grant. This includes supervision of personnel, compliance with University and agency policies, financial decisions, and responsibility for meeting the terms and conditions of the grant or contract.

Here are some highlights of our research policies:

PUBLICATION

> The University will not engage in a research project or agreement that denies the University and/or the researcher the right to publish. The limitations on publication varies between a grant and a contract. The Office of Research Services will review any publication clause with the researcher prior to signature if it is deemed to conflict with University policy.

INTELLECTUAL PROPERTY

> All intellectual property developed during the course of a research project vest with the researcher(s). Often agencies and companies will negotiate rights to this IP and sometimes even demand ownership of all IP developed as a result of a grant or contract. The Office of Research Services will consult with a researcher when an intellectual property clause is included as a part of a research agreement. Additionally, the Office of Industry Liaison & Innovation can assist researchers with appropriate IP information and protection. The University will negotiate IP clauses if it is the will of the researcher and will not refuse to sign a grant or contract because of an IP clause unless instructed to do so by the researcher. Researchers should be aware of the potential outcome of any research they wish to undertake and carefully review any clauses that deal with their intellectual property.

CONFIDENTIALITY AGREEMENTS

> Many companies/agencies insist that a confidentiality agreement be signed. This happens not only with research contracts but also with grants. The confidentially of proprietary information must be assured. However, often times these agreements also includes the confidentiality new information that may be developed as a result of the proposed research. Researchers are encouraged to send these agreements to Research Services for review before signing them.

GRANTS	CONTRACTS
Financial support for an individual, or group of individuals, conducting research in a particular subject area or field without any formal detailed stipulations as to the direction of such research.	Contract research includes any research project or program entered into by the University and the contracting agency through a contract, memorandum of understanding, or other agreement enforceable by law under specific stipulations and conditions.
	Contract research includes any research project or program entered into by the University and the contracting agency through a contract, memorandum of understanding, or other agreement enforceable by law.
	The Office of Research Services should conduct contract negotiations for all University-based research contracts.
In general, there is: • no direct or indirect reimbursement to the principal investigator, • no stipulations as to deliverables • no limitations on publication • no specific transfer of results to the sponsor	Contracts often: • outline the scope and nature of the research • set the time periods for the activity • define the deliverables • establish ownership of the intellectual property, and patent rights and licensing agreements • provide for confidentiality of information supplied and created • establish considerations for acceptance and/or termination • limit liability of the participants
Payment is generally made to the university in advance of expenditures.	Payment is often made to the University on a reimbursement for expenditures basis.

Dalhousie University has two University Research Ethics Boards which review all faculty and graduate thesis research that involves human participants, human tissue or human data:

- The Health Sciences Research Ethics Board
- The Social Sciences and Humanities Research Ethics Board

In addition, Departmental Committees are responsible for the ethics review of human subject research when it is conducted as part of undergraduate or graduate course-work, or as undergraduate thesis work **when it poses less than minimal risk to participants**. Where such research poses greater than minimal risk, it must be referred to a University Board for review.

Faculty and students submitting their research projects for human ethics review must prepare their submissions using the appropriate forms and guidance documents which are specific to each Board. The selection of the correct forms is governed by the nature of the research and research participant population, not the home Department or discipline of the Researcher. If researchers are uncertain which guidelines are suitable, they should consult the Office of Research Ethics Administration for advice.

Forms and guidance documents are listed in the left-hand column.

Faculty / staff should use:

- Ethics submission deadlines (PDF file)
- Application for submission to the Dalhousie Health Sciences REB (MSW file)
       or
  Application for submission to the Social Sciences and Humanities REB (MSW file)
- Guidance for Submitting an Application for Ethics review (for the corresponding Board - HSREB or SSHREB) (PDF file)

Students should use:

- Ethics submission deadlines (PDF file)
- Application for submission to the Dalhousie Health Sciences REB (MSW file)
       or
  Application for submission to the Social Sciences and Humanities REB (MSW file)
- Guidance for Submitting an Application for Ethics review (for the corresponding Board - HSREB or SSHREB) (PDF file)
- Confirmation of Supervisor's Review (PDF file)

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NEW UNIVERSITY POLICY ON HUMAN RESEARCH ETHICS

As of July 2008, a new "Dalhousie University Policy on the Ethical Conduct of Research Involving Humans" came into effect.

The policy describes what responsibilities lie with the central administration, the two University Research Ethics Boards, individual academic units, faculty, students and staff related to the conduct and review of human subject research.

All those conducting research with human participants, data, or tissue must be familiar with and follow this policy. Also, Departments where students conduct such research must ensure that the appropriate ethics review and reporting activities are carried out according to the requirements of this policy.

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RESEARCH INVOLVING ANIMALS

General

WEBSITE for information and forms   www.animalethics.dal.ca
UCLA secretary   leslie.lord@dal.ca

All use of vertebrates and invertebrates in research, teaching or testing at Dalhousie University must be covered by an approved protocol. This also includes the use of tissues and cells obtained at necropsy or from a slaughterhouse and the use of eggs, protozoa or other single-celled organisms. This requirement also applies to collaborative work done with other investigators from another institution and research conducted in the field.

The University Committee on Laboratory Animals (UCLA) is the Dalhousie animal ethics committee responsible for the review and approval of protocols proposing the use of animals. This committee determines if the procedures being proposed are within established guidelines and are humane. The UCLA is a Presidential Committee reporting through the Office of the Vice-President (Research) whose functions and responsibilities are clearly defined by the Canadian Council on Animal Care (CCAC) guidelines. These guidelines are available from the CCAC website (www.ccac.ca).

UCLA Representatives: UCLA membership consists of University faculty members, IWK-Grace faculty members, external community members, university non-animal user (faculty) members, University veterinarian, Director of the Carleton Animal Care Facility, Aquatron manager, animal care technician, graduate student and ex-officio representative from Research Services,.

Meetings: The Committee meets on the third Thursday of each month. Deadline for submissions for inclusion in the agenda is the second Thursday.

Activities relating to protocol review should be addressed to the Secretary or the Chair of the UCLA. Requests for protocol forms, submission of new protocols or renewal of protocols and

general inquiries should be directed to the Secretary at 494-1270 or Leslie.Lord@Dal.Ca. Interpretation of university policies, Committee decisions and other inquiries should be directed to the Chair or veterinarians.

FORMS supporting information is available at www.animalethics.dal.ca

Consulation: All investigators are encouraged to consult with the University Veterinarians, UCLA representatives, animal facility supervisors and UCLA Secretary or UCLA Chair before submitting a protocol for review. This consultation will aid in the design of a project regarding the selection of species, number of animals required, caging or housing requirements, special technical assistance and costs etc. and will serve to avoid delays in the approval process

Procedures

Investigators are encouraged to submit a completed protocol (FORM A) at least three months ahead of the anticipated date of beginning research, even if funding has not yet been received. This allows time for any questions to be addressed or information to be obtained. There are often issues that need clarification and a delay of several days to weeks in the start of a project can be avoided by planning.

Researchers will be required to indicate whether they have submitted a protocol for animal use when they submit a research grant or contract proposal to the Office of Research Services.

There are detailed instructions for protocol submission in the READ ME section from the web page.

The Committee requires a detailed description of all proposed animal use. Copies of grants or contracts are not acceptable for submission. It is essential that all committee members understand the procedures that they are reviewing. Use lay language when describing your work. Anything that enhances the comprehension of the proposed work such as flow charts is appreciated and will facilitate the approval process.

Approval periods: Protocols are given a one year approval period. At the end of the one year period an extension (FORM B) may be applied for, for a further one year extension if there have been no changes to the work approved in the original FORM A application. At the end of this two year period, the protocol must be re-submitted for full review. The extension form (FORM B) for renewal also includes an amendment section that may be used to make minor amendments/adjustments to the approved protocol.

Investigators proposing the use of invertebrates, tissues obtained at necropsy or from a slaughterhouse, must submit a one page protocol (FORM C) for approval. The FORM C protocols are given a two year approval period and are required for fund release.

Scientific peer review of all proposed studies is required and there is information on this process on the website or contact the UCLA secretary.

http://animalethics.dal.ca/index.php

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Research Involving Biohazardous Materials or Techniques

- If the proposed research involves any material or procedure which might pose a risk of infection, the proposal should be submitted to the Chair of the Faculty of Medicine Biohazards Safety Committee for approval. This committee has University-wide responsibility for reviewing such proposals. Research accounts cannot be opened until such approvals are verified. Further information can be obtained through Medical Research Services.

- If the proposed research involves the use of nuclear substances/radioactive materials contact the Environmental Health and Safety Office @ mailto:Safety.Office@Dal.Ca.

12. Student Protection Standard

Appendix 12.1 Academic Calendar Information

(Academic Calendar Provided)
All students are shipped an Graduate Studies Academic Calendar

Current Academic Calendar Page Number	Information 2015-2016 Graduate Studies Calendar
On Website	The organization's mission and goals Dalhousie University: http://senioradmin.dal.ca/president/mission.php
Page 6 & 7	A history of the organization and its governance and academic structure For additional information on the History: http://www.dal.ca/About%20Dalhousie/History/ For additional information with regards to the governance and academic structure, please see:
Listed under each Faculty/Degree program: see Faculty listing in Table of Contents Page I of the Faculty of Graduate Studies Calendar. MIM – 315	If the organization currently offers degree programs, a general description (e.g. purpose, outcomes, length) of each degree program
Senior Administrators Page 6 & 7 Information Management Page 315	The academic credentials of faculty and senior administrators (Dean and above)
MIM Pages 315	Individual descriptions of all subjects in these programs, and their credit value

Appendix 12.2 Student Protection Policies

II. Sources of Information: Programs and Fees
A. Program information

As a graduate student, most of your academic experience will focus upon your department. You should know some basic things about being a graduate student:

1. Graduate Coordinators

Each graduate program at Dalhousie has a graduate coordinator who is your main first point of contact for information and advice on your program, your department, your faculty, and your university. Graduate coordinators are there to help and advise you. They do not know everything, but they can point you in the right direction. Make sure you find out who your graduate coordinator is and introduce yourself to him or her so you are known as well.

2. Supervisors

If you are in a thesis program, you will have a thesis supervisor(s). In many departments you will know who your supervisor is before you arrive. In other departments, supervisors are arranged sometime in your first year. Thesis supervisors are there primarily to provide direction in your research, but they are also very helpful for advice and information. Some non-thesis programs may also assign research supervisors.

3. Faculty of Graduate Studies

For certain aspects of your life as a graduate student you will need to contact FGS, which is located on the 3rd floor (Room 314) of the Henry Hicks Academic Administration Building (Studley Campus), tel: 902-494-2485, email: graduate.studies@dal.ca. Staff is available to address your inquires and concerns from 8:30 am to 4:30 pm, Monday through Friday.

B. Fee information

Inquires regarding payment of tuition and residence fees, balance owing, etc., and the international student health plan, are handled through Student

Accounts on the Studley/Carleton Campus, or the Student Services Centre at the Sexton Campus, Monday to Friday, 9:00 am to 4:00 pm.

Appendix 12.2.1 Dispute Resolution

School of Information Management
APPEALS

A student has the right to appeal decisions made by the SIM and/or by the University about the student's academic standing, performance, or progress. Admission and reinstatement decisions cannot be appealed as per FGS regulations. Appeals are different from grade reassessments, and are not related to course content. Appeals are related to matters of process. Appeals will not be heard, if they are based solely on the student's perception that the student deserves a higher grade than they received. This would be a matter of course content and might fall under the category of a grade reassessment.

Students should be reminded that the SIM operates within the regulations of the Faculty of Graduate Studies and the University, and is obligated to uphold such regulations. The SIM appeals process cannot be used to challenge higher level regulations. If a student would like to appeal an FGS regulation (e.g. the last day to withdraw from a course), they should inquire into the FGS appeals process.

On a similar note, students should keep in mind that individual instructors operate within the regulations set by the University and supplemented with SIM level regulations, as laid out in this handbook, the website, or other official documentation produced at the SIM. Individual instructors are obligated to uphold these regulations. Students cannot expect that instructors will act contrary to regulation.

H:\SIM\Committees\Petitions & Grievances\Word Versions\Petititions And Grievances_Terms Of Reference_2014_04_16.Docx

School of Information Management Petitions & Grievances Committee Procedures

1. Terms of Reference

a. Purpose

The purpose of these procedures is to assist in the fair, orderly, and expeditious resolution of academic student petitions and grievances within the School of Information Management. It is expected that an informal course of action will have been explored before the formal process of petition, commencing with a Committee hearing, is undertaken. The places of these procedures in the complete appeal process is shown in the Appendix (6).

b. Eligible Petitions and Petitioners

Student petitions and grievances may be heard on all procedural academic matters relating to academic standards, course requirements, examinations and other evaluative procedures, grades, pass requirements, advancement requirements, and all other requirements necessary for the obtaining of the MLIS or MIM degree. Appeals relating to other University or Faculty or academic work should be presented to the Director of the School.

The grounds for appeal are limited to the following:
I. procedural unfairness
II. bias; or
III. irregularity in procedure

2. Composition

a. The Panel

The panel functions as a pool of individuals available for service as Committee members. The Panel shall consist of 6 members:
I. four students, at least one from each program, recommended each year by the Student Association
II. two alumni, recommended by the School's Alumni Association

b. The Committee

The Committee is formulated as the need arises to hear individual petitions and carry out administrative and policy-making functions. The Committee shall consist of 5 members:

i. two faculty members, appointed by the Director to serve for one year as
Chair and Secretary
ii. a faculty member, where possible a part-time member of faculty, chosen
by the Chair
iii. two members, at least one of whom shall be a student, chosen by the
Chair from the Panel.
iv. All terms are for one year (September 1-August 31).

3. Quorum
a. A majority of voting members of the Committee shall constitute a quorum.

4. Frequency of Meeting
a. As needed.
5. Meeting Procedures

a. Submission and Decision to Hear a Petition

i. A student who feels that he or she has an eligible petition or grievance should first file a written notice with the Chair of the Committee. The student must provide the following documentation:

a) a description of the exact nature of the appeal including a summary of events and chronology;
b) specific details of the alleged unfairness, bias or irregularity; and any other relevant consideration or information;
c) the requested resolution of the appeal;
and d) in case of illness, a letter from a doctor indicating

• when the illness was diagnosed,
• what effect the illness has on the student's class performance,
• assessment of the student's ability to complete the class requirements in the future, and
• what special aids, if any, are required.

ii. If a hearing is found to be necessary, the Chair will constitute a Committee in accordance with item (2b). It is the responsibility of the Chair to select the panel members to serve on a Committee in the way which will best ensure a fair and impartial hearing (For instance, the Chair should select as Committee members only those with no direct interest in the petition at hand.) The hearing should be scheduled at the earliest possible time. The Secretary will inform the petitioner and other involved parties in writing of the time and place of the hearing, and the composition of the Committee.

iii. The Chair of the Committee will notify the student of denial of a hearing, or notification of a hearing, by the end of the working day following submission of the petition, or, in exceptional circumstances, at the earliest possible time.

iv. If a hearing is denied, the student has the option to resubmit the petition, in which case a new Committee will be constituted and chaired by the Secretary to consider the Chair's decision, and, if appropriate, the subsequent petition.

v. When a hearing is denied, under items (5-a-iii) or (5-a-iv), written suggestions indicating more appropriate avenues for resolution of the grievance will be provided to the student.

a. Challenges

i. Upon receipt of notification and before the hearing begins, the petitioner may object to any member of the Committee if the petition relates to the activities of that member, but may not object to all members of the Committee. The same right is granted to an individual named in the petition. Reasons for the objection should be made clear to the Chair.

ii. If the objection is to the Chair or Secretary of the Committee, the Director will be asked to appoint a replacement. In the case of an objection to any other member, the Chair will select a replacement. In either case, the replacement will be selected in consultation with the petitioner and other involved parties.

b. Hearing and Decision

i. In the hearing, the petitioner will be invited to state his or her grievance to the Committee in person or in writing. It is preferred that petitioners appear before the Committee to ensure that the Committee understands fully the nature of the petition.

ii. The Committee may call on other members of the School or community for additional information or documentation if this will ensure a complete discussion of the issues at hand. The material that is made available to the Committee will be made available to all parties alike in the appeal so as to avoid suggestion of unfairness due to a party not having full access to all information.

iii. In order to ensure a complete and open hearing, all hearings and deliberations of the Committee will be treated as confidential by all parties concerned. The Secretary of the Committee will be responsible for gathering all documentation generated by any hearing and deliberation. This documentation is to be filed under the appropriate Committee name in the SIM Committee files area.

iv. After all parties have been heard, the Committee will meet in executive session to consider the information placed before it. A decision will be rendered by simple majority vote with all possible dispatch. The decisions of the Committee must always be subject to the general regulations of the University and the Faculties of Management and Graduate Studies. Cases involving academic quality should be referred to the Director.

v. The normal courses of action open to the Committee shall be:

a) a decision in favour of the petitioner, with written recommendations for remedial action to all parties concerned;
b) denial of the petition; and
c) a denial of the petition, with recommendations for clarification or a statement of policy, sent to appropriate School committees, the Director, or the School Council.
c. Reporting of the Decision

i. The written decision of the Committee, with reasons, shall be sent by the Secretary to the parties to the petition, with a copy to the Director, by the end of the next working day after the decision is reached, or, in exceptional circumstances, at the earliest possible time.

d. Subsequent Action

i. If a decision is found to be unacceptable by any of the parties affected, an appeal may be directed to the Dean of Graduate Studies for direction to the appropriate committee.

6. Appendix

a. Hierarchy of appeal process

i. Informal procedures: discussions with faculty members, representations to committees, etc.
ii. Formal School of Information Management procedures: appeal to Petitions and Grievances Committee.
iii. Formal University procedures in the following order:

1. Dean of Graduate Studies

2. Senate Appeals Committee (rules available at:
http://www.dal.ca/dept/university_secretariat/university_senate/standing_committ
ees/sac.html)
3. Senate
iv. Legal procedures
NOTE: The Office of the Ombudsperson may be consulted at any stage in the appeals process.
http://www.dal.ca/faculty/management/school-of-information-management.html

Faculty of Graudate Studies – 2015/2016 Regulations
http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=3
99&topicgroupid=1437&loaduseredits=False

XII. Appeals

Appeals related to course examinations, qualifying and preliminary examinations, comprehensive examinations, thesis proposal defenses, and Master's thesis defenses are subject to the normal appeals procedures that begin with the unit (program, department, school, Faculty). If not resolved at the home Faculty level, the student may appeal to the Faculty of Graduate Studies on the grounds below. Appeals related to Doctoral defenses should be directed to Faculty of Graduate Studies in the first instance. There are no appeals on admission decisions, or decisions on scholarships, grants or bursaries.

The grounds for appeal are limited to the following:

1. procedural unfairness;
2. bias; or
3. irregularity in procedure.

Once an appellant has exhausted all available and appropriate appeal avenues within their home department and Faculty, s/he may appeal to the Faculty of Graduate Studies. A written appeal must be submitted to the Dean of the Faculty of Graduate Studies within 60 days following a) the event or circumstances appealed, or b) notification to the appellant of the outcome of the appeal at the unit level, whichever is later. The submission must include:

i) a description of the exact nature of the appeal including a summary of events and chronology
ii) specific details of the alleged unfairness, bias or irregularity; and any other relevant consideration or information
iii) the requested resolution of the appeal.

In an appeals process the student has the right to representation. The student is required to inform the Dean, in writing, if s/he will have a representative presenting the appeal.

Decisions of the Appeals Committee are forwarded to the Dean. Students may appeal the final Faculty of Graduate Studies decision to the Secretary of Senate within 30 working days of the receipt of the Faculty decision. See the Senate Office website at senate.dal.ca/Revised_Senate_const.php

Appendix 12.2.2 Fees and Charges

The 2015/2016 fee per course, including course materials, is $750.00 [er credit hour. For answers to questions concerning all financial charges consult the MIM Management Program Office.

- There are various ways to pay your tuition fees. Please see Section 2(e) of the How to Register Online   Guide for methods of payment. For those of you whose fees are being   paid by your employer a Third Party Billing form is needed to authorize the payment. For this form please contact the office or go to:

  https://as01.ucis.dal.ca/stdacct/whatsnew.cfm?article=Third+Party+Billing

What happens if a student decides not to take courses for a term?

Students who choose not to register for courses in the fall and winter term must submit a form by   the registration deadline to the Dalhousie Centre for Advanced Management Education   requesting a program continuance for which a $50 fee is charged.

Appendix 12.2.3 Student Dismissal and Withdrawal

Faculty of Graduate Studies Regulations:
http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=2&chapterid=399&topicgroupid=1430&loaduseredits=False

V. Registration Procedures and Regulations

It is the student's responsibility to register. Registration is the process by which students officially establish with the University (through the Office of the Registrar) their degree program (MA, MSc, PhD, etc.) and status (full-time, part-time, etc.) and pay the appropriate academic fees (Student Accounts). Both aspects of the process (program/status and fee payment) must be completed before a student can be considered registered. **Graduate students must maintain their registration status on a continuous basis and pay the required fees.**

5.1 Registration Status and Fees for Graduate Students
Program-Fee Programs

Graduate students in program-fee programs must maintain their registration on a continuing basis. Program-Fee students must register for REGN 9999 in all three terms and pay the appropriate program fee. REGN 9999 is listed in the Academic Timetable as "Registration Course - Graduate". In addition to REGN 9999, Program Fee students should be registered in a course, project or thesis every term. If graduate students allow their registration to lapse they will be considered to have withdrawn and will be required to apply for re-admission.

Per-Course Fee Programs

With approval of the student's department and the Faculty of Graduate Studies (*e.g.* for a summer term when no appropriate courses are offered), graduate students in programs where fees are paid on a per course basis can allow their registration to lapse for one term per academic year without penalty. Students who allow their registration to lapse for more than one term will be considered to have withdrawn.

5.2 Registration Procedures

5.2.1 Registration Deadline

All students must be registered by the deadline for each term. Students who do not register on or before the University's last day to register must submit a course add/drop form (approved by the department) to the Faculty of Graduate Studies for permission to register. A financial penalty will apply. Students who fail to register by the official deadlines will not receive any service from the University during that term.

5.2.3 Failure to Register (Program-Fee Students)

Students who fail to register within the approved deadlines will be considered to have lapsed registration. Such students will not be permitted to submit a thesis, nor will they receive any services from the University during that academic term. Students who allow their registration to lapse will be considered to have withdrawn and will be required to apply for readmission. (See section 5.3.1).

5.3 Voluntary Withdrawal

Students who withdraw from a degree program are to inform the Graduate Coordinator of their program immediately and the Faculty of Graduate Studies in writing. The immediacy of notification is important because the amount and speed of possible fee reimbursement is influenced by the date of withdrawal. Students must contact Student Accounts directly to make arrangements to receive their fee reimbursement. Please see "Academic Dates" for financial and academic implications of withdrawal. **A withdrawal is not official until it has been processed by the Faculty of Graduate Studies and received in the Registrar's Office. Under no circumstances will the Faculty of Graduate Studies back-date a withdrawal notice**.

5.4 Academic Dismissal

A student may be required to withdraw from a program for academic reasons (*e.g.,* failure to meet admission or program requirements or lack of academic progress), for academic offences such as plagiarism, irregularities in the presentation of data, *etc.,* (see Intellectual Honesty and Senate Discipline Committee), for non-academic reasons, (see Code of Student Conduct), or for failing to maintain registration status (see 5.1). The student will be notified by the appropriate body of the reason for the required withdrawal.

Academic work completed at another institution while on Academic Dismissal may not be used for credit at Dalhousie.

5.4.1 Reinstatement of Students

A student who is academically dismissed may apply in writing to their department/program for reinstatement (see 7.6.2 1 and 2, page 29). Reinstatement is not automatic. Following consideration of the student's request for reinstatement by the department/program, the Dean of the Faculty of Graduate Studies has to ratify the department/program recommendation, whether positive or negative. A student may be reinstated only once during the course of their program.

5.5 Readmission

A student who is withdrawn for academic reasons, voluntarily withdraws, or whose registration has lapsed may apply for readmission within 10 years of initial registration.

Readmission is not automatic, and requires the permission of the department and the Faculty of Graduate Studies.

5.5.1 Readmitted students (program-fee students)

Students who fail to register and pay tuition fees for any term before the degree program requirements have been fulfilled are considered to have withdrawn and will be required to apply for readmission. Readmitted program fee students (except those who were withdrawn for academic reasons) must pay make-up fees for the terms in which they were not registered to a maximum of three terms at the current continuing fee rate. Fees maybe waived in exceptional circumstances.

Readmitted students who were academically withdrawn will not be charged make-up fees for the three terms immediately following the official date of withdrawal. Make-up fees will be charged for any term thereafter, to a maximum of three terms, until the student is registered.

Students in thesis programs who have not maintained registration are normally required to have a satisfactory thesis in hand or a timetable for completion, approved by the department's Graduate Coordinator and signed by the student and thesis supervisor, before they can be readmitted. Students may be readmitted only once during the course of their program. Application for readmission must meet normal application deadlines, and all outstanding fees must be paid.

5.5.2 Readmitted students (per course fee students)

With approval of the department and the Faculty of Graduate Studies, per course fee students can allow their registration to lapse for one term per academic year without penalty (*e.g.* for a summer term when no appropriate courses are offered). Students who fail to register and pay tuition fees for more than one term per academic year before the degree program requirements have been fulfilled are considered to have withdrawn and will be required to apply for readmission. Readmitted students (except those who were withdrawn for academic reasons) must pay make up fees for the terms in which they were not registered, to a maximum of three terms at the current continuing fee rate. Make-up fees will be charged for any term thereafter to a maximum of three terms.

5.5.3 Readmission after 10 years from program start

Students may re-apply to a degree program after the 10 year limit. Readmission is not automatic, but follows the procedures for normal admission; in addition re-admission does not constitute an automatic acceptance of credit for past work or past examinations. Readmitted students may be required to complete new courses, qualifying/comprehensive/thesis proposal examinations, *etc.* Requests to have past course work and exams recognized and assigned credit requires an independent advanced-placement assessment, which must be submitted to the Faculty of Graduate Studies. Advanced-placement credits must be approved both by the academic unit and the Dean of the Faculty of Graduate Studies. Students re-admitted under this cause should be aware that

they will be assessed fees and tuition commensurate with a new incoming student, over the same period.

Appendix 12.3 Student Protection Information

Upon acceptance to the MIM Program all students are provided with the Graduate Studies University Calendar, Admission Information Package and Reference package.The above listed sources of information cover all topics/items outlined in section 13.3 Student Protection Information

a) method of course delivery;
b) academic honesty;
c) admissions;
d) credit transfer arrangements with and recognition by other institutions;
e) credit transfer arrangements for incoming students;
f) prior learning assessment;
g) entrance examinations;
h) dispute resolution;
i) grading;
j) intellectual property rights;
k) the ability of international students admitted to the program to meet program requirements for degree completion;
l) payment of fees and charges;
m) scholarships and other financial assistance;
n) student complaints and grievances;
o) student dismissal;
p) student support and services;
q) tuition;
r) withdrawals and refunds;
s) institutional closure;
t) where appropriate, supervision, preparation, and examination of theses/dissertations.

The students are asked to review the policies, procedures and regulations prior to registering in the program.

Freedom of Information and Protection of Privacy
(See page 9 of Graduate Calendar)

Dalhousie University is committed to making every reasonable effort to assist persons seeking information concerning the university, to help them with Freedom of Information and Protection of Privacy (FOIPOP) applications and to respond without delay in an open, accurate and complete manner. Internal procedures have been developed and are constantly reviewed and revised to ensure that we remain compliant with the requirements of the Act and make appropriate decisions about our records in the spirit of the Act.

This section outlines Dalhousie FOIPOP procedures and describes FOIPOP issues relevant to Dalhousie.

The purpose of the FOIPOP Act is twofold:

- To make public bodies more open and accountable to the public by providing access to information contained in records under the custody or control of the public body. (The Act provides that certain information is or may be exempted from disclosure).

- To protect the privacy of personal information in the records of the public body and to prevent their improper disclosure.

As of November 23, 2000 the provisions of the FOIPOP Act are extended to Universities in Nova Scotia and specific provisions are included in the Act and regulations which affect the rights of the public to access to university information.

What is covered under FOIPOP and what is not?

The FOIPOP Act allows individuals access to records containing their own personal information and gives them the right to request corrections to that personal information. In addition, it allows the public the right to access university records in the custody and control of the University subject to a limited number of specific exemptions from disclosure which are either mandatory or discretionary. Decisions taken by the University to claim an exemption from disclosure are subject to review by an independent body to ensure there has been compliance with the Act.

The Act contains certain specific situations when it does not apply. These include requests for material that is already available for purchase by the public or that is already on the public record. Insofar as the Act is in addition to and does not replace existing procedures for access to information of records within the University, attempts should be made obtain the information through internal informal procedures rather than by making a formal FOIPOP application. The FOIPOP Coordinator may be contacted to determine whether university records may be disclosed without the necessity of a FOIPOP application. The University will be endeavoring to make as much publically releasable information available as is possible in order to avoid the complexity of a FOIPOP application.

At Dalhousie University any written FOIPOP application received anywhere on campus will be directed to the Dalhousie FOIPOP Coordinator who will also be available to answer any inquiries regarding the application of the FOIPOP Act to Dalhousie University. All inquiries or FOIPOP Applications should be directed to:

Mr. John Hope

Dalhousie FOIPOP Coordinator

Room 225, Henry Hicks Academic Administration Building

Studley Campus, 6299 South Street

Halifax, N.S. B3H 4H6

Phone (902) 494-2184

John.Hope@Dal.ca

There are some aspects of the FOIPOP Act that might require the university or departments to reconsider the manner in which they create, handle, store or dispose of records and the use to which they are made. Units are encouraged to consider implementing a comprehensive records management policy which deals with the creation, access and retention or disposal of records in order to make better use of available space and to ensure that only necessary and/or appropriate records are retained. Contact the University FOIPOP Coordinator for further information.

Personal information

Because of the prohibition in the Act concerning the collection, use and disclosure of personal information except in specified circumstances, some practices such as the posting of grades in a manner which identifies a student will have to be changed. Additionally references for students may not be able to be made without the written consent of the student. University personnel are encouraged to become familiar with the Act and to direct their inquiries to or discuss any possible concerns regarding their practices with the FOIPOP Coordinator.

The FOIPOP Act contains section 24(4) which requires the University to retain for one year any personal information concerning an individual which has been used "to make a decision that directly affects the individual". This will affect the manner in which the university handles certain records that are used to make decisions and units will have to determine whether they have records which must be retained for this required one year period.

Since any record under the custody or control of the University is potentially accessible under the Act, university members should be aware that any record they create may be read or disclosed to others in accordance with the Act. Although some records are subject to exemption from disclosure, the fact that someone may be embarrassed by the disclosure is not grounds for a valid non-disclosure of the record. Thus it is important to have an appropriate records management policy in place to ensure that only permanent records are maintained. The Act does

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not require that any records actually be created but, where they are, they may be subject to the Act. Records of a purely transitory nature (such as voice mail messages) need not be maintained unless it is important that they form part of a permanent record.

Records which no longer are of any value or use to the institution and of no historical interest should be disposed of in accordance with the unit's records management policy. Older records that are of use or value or historical interest should be maintained in accordance with the policy or, if appropriate, transferred to the University Archives. If a record is requested under the FOIPOP Act, however, there must not be any intentional destruction or alteration of such a record in order to evade its disclosure under the Act since such an action would constitute an offence under the Act and may lead to personal fines and/or imprisonment.

Note: The information provided herein is intended to be of assistance in understanding the Freedom of Information and Protection of Privacy Act and Regulations as it applies to Dalhousie University. The information contained herein is subject to revision and review and is not to be considered as a replacement or substitute for University regulations or policy. The information contained herein should not be construed as legal advice.