

2018 Narrative Report
School of Information Studies
University of Ottawa

INTRODUCTION

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

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

This narrative report highlights the school's continuing compliance with the accreditation standards since the submission of its previous biennial narrative report in December 2015. In particular, the report focuses on the program planning, evaluation, and development activities undertaken during the intervening two years. The report concludes with a brief assessment of the challenges the school is currently facing.

CONTINUING COMPLIANCE WITH THE ACCREDITATION STANDARDS

Standard I: Systematic Planning

Planning and evaluation for the MIS program are carried out under the [ÉSIS Program Planning Framework](#) that was put in place formally in 2012. The second iteration of a four-year planning cycle was initiated in 2014-2015 with a review of the school's [mission, goals, and objectives](#). In the subsequent three years in the planning cycle, the respective focus has been on teaching and learning (2015-2016), research (2016-2017), and community engagement (2017-2018).

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

On an ongoing basis, the school uses a broad range of mechanisms (both direct and indirect) to assess the student learning outcomes that were established as the [program objectives](#) for the MIS program in 2012. Those assessment mechanisms include course assignments and exams; capstone projects; employer evaluations of students on CO-OP placements; student course evaluations; reports submitted by students completing CO-OP and experiential learning assignments; surveys of students on CO-OP placements, students completing their studies, and alumni; and post-degree employment statistics. The data collected by means of those mechanisms over the past five academic years (2012-2013 through 2016-2017) form the basis for the ongoing assessment of the degree to which the learning outcomes have been achieved. **Appendix A** provides details on the mapping of the assessment

mechanisms used in the program to specific student learning outcomes, the type of data that have been collected, and the results thus far of the data compilation.

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

Standard II: Curriculum

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

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

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

- improving the second-language skills of both faculty and students;
- increasing the market appeal of the Graduate Diploma in Information Studies (GDIS) program; and
- offering a greater range and diversity in elective courses (particularly in the areas of corporate information management, data management, and information technology management).

As part of the follow-up on those priorities, the school has undertaken a review of its core and elective courses with the aim of developing a “track” within the MIS curriculum for students looking toward a career in information management. The current content of relevant courses has been mapped to the ARMA core competencies for records and information management (see **Appendix E**). That mapping will be used by faculty advisors to suggest appropriate electives to students interested in pursuing an information management “track” within the program. It will also be used by faculty members teaching relevant courses to optimize the information management components within those courses.

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

Standard III: Faculty

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

The appointment of Dr. Stefanie Haustein as a tenure-track Assistant Professor, effective July 1, 2017, brings the school’s complement of full-time faculty back up to five, after several years of operating with only four full-time professors. Dr. Haustein’s impressive record of research on scholarly

communication, bibliometrics, altmetrics, open science, and analysis of the role of social media in academia complements and expands the collective strength of the ÉSIS faculty (see **Appendix F**).

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

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

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

In the spring of 2017, two proposals for interdisciplinary research and community engagement initiatives were developed by the school for consideration by the Faculty of Arts as part of the faculty-wide strategic planning process. The first was a proposal for a centre for research on knowledge transfer that would bring together faculty and graduate students in Communication, the School of Information Studies, the School of Translation and Interpretation, and other units within the Faculty conducting research in areas such as organizational communication, digital recordkeeping and information management in public administration, scholarly communication and the knowledge commons, the role of cultural heritage resource institutions, ICTs and knowledge networks, social information relationships, data mining, and translation technologies. The second was a proposal for an interdisciplinary institute to promote collaboration between the Faculty of Arts and Canada's "memory institutions" (libraries,

archives, museums, and galleries) in addressing the challenges of digital transformation and identifying opportunities for those institutions to maintain and increase their relevance in a digital society. Both proposals are currently being considered by the Faculty of Arts as areas for collaborative development over the longer term.

Standard IV: Students

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

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

few exceptions, student learning outcomes meet or exceed the school's target of 4.0 (when measured on a five-point scale), across both direct and indirect measures.

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

Standard V: Administration, Finances, and Resources

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

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

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

CHALLENGES

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

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

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

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

assume administrative responsibilities has a negative impact on their ability to pursue their research agenda.

List of Appendices

Appendix A	Assessment of Student Learning Outcomes
Appendix B	ÉSIS Curriculum Mapped to ALA Accreditation Standard II.2 (2015)
Appendix C	ÉSIS Curriculum Mapped to Student Learning Outcomes
Appendix D	ISI 6995 Case Problem (Winter 2018) Course Outline
Appendix E	ÉSIS Curriculum Mapped to ARMA Core Competences (2017)
Appendix F	Dr. Stefanie Haustein – Curriculum Vitae
Appendix G	ÉSIS Faculty Research, Publications, and Conference Presentations
Appendix H	Dr. Mary Cavanagh – Curriculum Vitae
Appendix I	Hélène Carrier – Curriculum Vitae

Appendix A



Assessment of Student Learning Outcomes

Ésis has undertaken a comprehensive assessment of student learning outcomes for the academic years 2012-2013 through 2016-2017. The assessment draws on both direct and indirect measures of learning outcomes as identified in Table 1. The mechanisms used for the assessment include the following:

Direct measures

Coursework

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

Employers' evaluations

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

iPortfolio

Examiners' evaluations of specific learning outcomes demonstrated in capstone iPortfolios

Case Problem

Examiners' evaluations of specific learning outcomes demonstrated in capstone case problems

Thesis

Examiners' evaluations of students' understanding of subject matter, research methodology, and organization, writing style, and presentation

Indirect measures

Course evaluations

Students' evaluations of how much they learned in courses (question 10)

Work placement reports

CO-OP work term report: Students' assessments of their work term experience relevant to the understanding and mastery of critical concepts in the areas of the social, cultural, economic, and political information environment; research and evaluation skills; and ethics, values, and professional practice

Experiential learning end-of-project report: Students' assessments of the applicability of classroom knowledge to practice in the workplace

Student surveys

CO-OP survey: Students' assessments of the application of knowledge and skills in their work placements with respect to knowledge of the theory of information studies, knowledge of practice in the field, knowledge of research design and data analysis, problem-solving skills, oral communication skills, written communication skills, knowledge of professional ethics, and teamwork (question 5 in the 2013 survey, and question 3 in the 2016 surveys); students' assessments of personal strengths relative to the requirements of the profession (question 3 in the 2013 survey, and question 4 in the 2016 surveys)

Exit survey: Students' assessments of foundational knowledge and skills gained in the program with respect to knowledge of research design and data analysis, problem-solving skills, oral communication skills, written communication skills, knowledge of professional ethics, and teamwork (questions 9 and 12 in the surveys from 2012-2013 through 2014-2015, and questions 9 and 14 in the 2015-2016 and 2016-2017 surveys); and students' assessments of personal strengths relative to the requirements of the profession (question 8)

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

Employment statistics

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

Results

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

Table 2: Course Assignments and Exams

Table 3: CO-OP Employer Evaluations

Table 4: Capstone Courses

Table 5: Student Course Evaluations

Table 6: Student Surveys

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

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

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

Capstone course evaluations are reported using the panel of evaluators' five-point scale (e.g., acceptable = 3).

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

The results of student surveys are reported using the average weighted score on a five-point scale calculated on student responses to statements such as "The MIS program provided a learning environment that enabled me to develop the following skills ..." (e.g., a response of "agree" is given a weighted value of 4 and "disagree" is given a weighted value of 2).

Employment statistics are based on the percentage of students in a graduating class reporting that they have obtained professional employment within six months of completing the program. Percentages are converted to the five-point scale (e.g., 80% = 4.0). Employment statistics for the graduating classes of 2012 through 2016 are as follows:

2011-2012	100%	= 5.0
2012-2013	70%	= 3.5
2013-2014	73%	= 3.7
2014-2015	58%	= 2.9
2015-2016	100%	= 5.0
2016-2017	95%	= 4.5

The assessments conducted using qualitative measures will be reviewed by faculty to identify strengths and weaknesses emerging from relevant reports (e.g., the examiners' critiques of theses submitted for defence, and the reports submitted by students completing their CO-OP work terms).

Table 1: Assessment Mechanisms Mapped to Student Learning Outcomes

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

Student Learning Outcomes	Direct Measures					Indirect Measures			
	Coursework	Employer evaluations	iPortfolio	Case Problem	Thesis	Course evaluations	Work term reports	Student surveys	Employment statistics
<i>On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:</i>									
Initiative, Teamwork, and Self-Assessment									
Exercise initiative, and work effectively as an individual, in teams, and in partnerships.	■	■	■	■				■	■
Assess their personal strengths relative to the requirements of the profession.			■				□	■	

■ = Quantitative measure □ = Qualitative measure

Table 2: Course Assignments and Exams
Average of grades in core and elective courses calculated on a 5-point scale

<i>On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:</i>	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Knowledge Base					
Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.	4.1	4.0	4.1	4.1	4.3
Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.	4.1	4.2	4.1	4.1	4.2
Research and Evaluation Skills					
Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.	4.0	4.0	4.1	4.1	4.2
Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.	4.0	4.1	4.1	4.1	4.1
Planning and Problem Solving					
Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.	4.2	4.1	4.1	4.2	4.1
Adapt existing and emerging information practices and technologies to meet evolving program and user needs.	4.1	4.1	4.1	4.1	4.1
Communication Skills					
Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.	4.1	4.0	4.1	4.2	4.2
Professional Values and Ethics					
Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.	4.0	4.2	4.3	4.2	4.1
Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.	4.4	4.2	4.2	4.0	4.1
Initiative, Teamwork, and Self-Assessment					
Exercise initiative, and work effectively as an individual, in teams, and in partnerships.	4.1	4.3	4.2	4.3	4.2
Assess their personal strengths relative to the requirements of the profession.			4.3		4.2

Table 3: CO-OP Employer Evaluations
Average of work-term evaluations calculated on a 5-point scale

On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Knowledge Base					
Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.					
Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.					
Research and Evaluation Skills					
Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.					
Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.					
Planning and Problem Solving					
Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.					
Adapt existing and emerging information practices and technologies to meet evolving program and user needs.	4.4	4.4	4.2	4.5	4.6
Communication Skills					
Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.	4.4	4.5	4.2	4.5	4.7
Professional Values and Ethics					
Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.	4.5	4.5	4.5	4.5	4.9
Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.					
Initiative, Teamwork, and Self-Assessment					
Exercise initiative, and work effectively as an individual, in teams, and in partnerships.	4.5	4.5	4.3	4.6	4.7
Assess their personal strengths relative to the requirements of the profession.					

Table 4: Assessment of Student Learning Outcomes - Capstone Course

Average of examiners' evaluations calculated on a 5-point scale

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:</i>					
Knowledge Base					
Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.	3.9	3.9	N/A	3.8	4.0
Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.					
Research and Evaluation Skills					
Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.	3.6	3.7	N/A	3.6	4.0
Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.					
Planning and Problem Solving					
Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.	3.8	4.0	N/A	3.2	4.0
Adapt existing and emerging information practices and technologies to meet evolving program and user needs.					
Communication Skills					
Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.	4.1	4.0	N/A	3.7	4.0
Professional Values and Ethics					
Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.	3.6	3.9	N/A	N/A	4.0
Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.					
Initiative, Teamwork, and Self-Assessment					
Exercise initiative, and work effectively as an individual, in teams, and in partnerships.	3.9	4.0	N/A	4.3	4.0
Assess their personal strengths relative to the requirements of the profession.	3.9	4.2	N/A		4.5

Table 5: Student Course Evaluations

Average of student evaluations of course content calculated on a 5-point scale

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:</i>					
Knowledge Base					
Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.	4.2	3.7	4.0	4.1	4.3
Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.	4.3	4.1	4.1	4.4	4.4
Research and Evaluation Skills					
Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.					
Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.					
Planning and Problem Solving					
Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.					
Adapt existing and emerging information practices and technologies to meet evolving program and user needs.					
Communication Skills					
Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.					
Professional Values and Ethics					
Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.	4.4	4.1	4.1	4.4	4.2
Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.					
Initiative, Teamwork, and Self-Assessment					
Exercise initiative, and work effectively as an individual, in teams, and in partnerships.					
Assess their personal strengths relative to the requirements of the profession.					

Table 6: Student Surveys*Average of student responses to survey questions calculated on a 5-point scale*

<i>On successful completion of the Master of Information Studies (MIS) program, students will have demonstrated, in both English and French, that they:</i>	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Knowledge Base					
Understand the interrelationships between information policies and services and the social, political, economic, cultural, and technological context within which they operate.	4.3	4.4	3.6	3.6	4.2
Understand the concepts, theories, principles, and practices that underpin information policies, programs, and services, and their management.					
Research and Evaluation Skills					
Assess the appropriateness of research methodologies to questions under investigation, and evaluate research findings and applications for their relevance to the field.					
Assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting a diversity of program and user needs.	3.6	3.9	4.2	3.7	4.0
Planning and Problem Solving					
Develop effective program and service plans, and devise solutions to problems encountered in the administration of information policies and in the management and delivery of information services.	4.3	4.4	3.8	3.3	4.4
Adapt existing and emerging information practices and technologies to meet evolving program and user needs.					
Communication Skills					
Communicate clearly and effectively in a professional environment using media, modes, and models appropriate to the content, audience, and objectives of the communications message.	4.3	4.5	3.9	4.2	4.6
Professional Values and Ethics					
Understand the role that personal and professional values and ethics play in the formulation of information policies, the design and delivery of information services, and the advancement of the profession.	4.3	4.2	3.7	4.5	4.4
Recognize the value of the contributions that are made to the field through education, research, leadership, service, and continuous professional development.					
Initiative, Teamwork, and Self-Assessment					
Exercise initiative, and work effectively as an individual, in teams, and in partnerships.	4.6	4.1	4.2	4.5	4.7
Assess their personal strengths relative to the requirements of the profession.	4.3	4.7	3.3	3.7	4.2

Appendix B: ESIS Curriculum Mapped to ALA Accreditation Standard II.2 (2015)

	II.2 The curriculum					
	II.2.1 fosters development of library and information professionals who will assume a leadership role ...	II.2.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research ...	II.2.3 integrates technology and the theories that underpin its design, application, and use	II.2.4 responds to the needs of a diverse and global society, including the needs of underserved groups	II.2.5 provides direction for future development of the field	II.2.6 promotes commitment to continuous professional development ...
Core Courses						
ISI5301 INFORMATION AND SOCIETY	<input type="checkbox"/>			■	<input type="checkbox"/>	
ISI5302 KNOWLEDGE ORGANIZATION		■	<input type="checkbox"/>			
ISI5303 INFORMATION RESOURCE MANAGEMENT		■	<input type="checkbox"/>			
ISI5304 INFORMATION RESOURCE DISCOVERY		■	<input type="checkbox"/>	<input type="checkbox"/>		
ISI5305 MANAGEMENT FOUNDATIONS FOR THE INFORMATION PROFESSIONAL	■	<input type="checkbox"/>				
ISI5306 INFORMATION PROFESSIONALS AS LEADERS	■				<input type="checkbox"/>	<input type="checkbox"/>
ISI5307 INTRODUCTION TO RESEARCH AND EVALUATION IN INFORMATION STUDIES		■	<input type="checkbox"/>			<input type="checkbox"/>
Capstone						
ISI6995 CAPSTONE EXPERIENCE	<input type="checkbox"/>					■
ISI6999 MASTER'S THESIS		<input type="checkbox"/>			■	
Elective Courses						
ISI6310 ETHICS, VALUES AND INFORMATION DILEMMAS	■			<input type="checkbox"/>		
ISI6311 INFORMATION AND THE LAW	■		<input type="checkbox"/>			
ISI6312 GLOBAL INFORMATION AND COMMUNICATIONS POLICY	■		<input type="checkbox"/>			
ISI6313 GOVERNMENT INFORMATION POLICY AND PRACTICE	■		<input type="checkbox"/>			
ISI6314 THE PUBLISHING BUSINESS: TRANSFORMATIONS AND OPPORTUNITIES	■		<input type="checkbox"/>			
ISI6381 KNOWLEDGE IN ORGANIZATIONS	■	<input type="checkbox"/>			<input type="checkbox"/>	
ISI6382 HUMAN RESOURCE MANAGEMENT	■	<input type="checkbox"/>				
ISI6321 RECORDS AND ARCHIVES MANAGEMENT		■	<input type="checkbox"/>			
ISI6322 DIGITAL PRESERVATION		■	<input type="checkbox"/>			
ISI6323 LIBRARY COLLECTIONS MANAGEMENT		■	<input type="checkbox"/>			
ISI6330 RESOURCE DESCRIPTION		■	<input type="checkbox"/>			
ISI6331 CONCEPT ANALYSIS AND REPRESENTATION		■	<input type="checkbox"/>			
ISI6332 METADATA AND TAXONOMIES		■	<input type="checkbox"/>			
ISI6361 ADVANCED RESEARCH METHODS IN INFORMATION STUDIES		■	<input type="checkbox"/>			<input type="checkbox"/>
ISI6341 INFORMATION REPRESENTATION AND RETRIEVAL TECHNOLOGIES			■			
ISI6342 WEB ARCHITECTURE AND TECHNOLOGIES			■			
ISI6343 DIGITAL ASSET MANAGEMENT TECHNOLOGIES			■			
ISI6351 INTRODUCTION TO SOCIAL MEDIA			■			
ISI6352 MARKETING AND ADVOCACY FOR INFORMATION ORGANIZATIONS	<input type="checkbox"/>			■		<input type="checkbox"/>
ISI6353 ACCESS AND SERVICES TO DIVERSE POPULATIONS	<input type="checkbox"/>			■		
ISI6354 CULTURAL HERITAGE RESOURCES	<input type="checkbox"/>			■		
ISI6371 LEARNING AND INSTRUCTION	<input type="checkbox"/>		<input type="checkbox"/>	■		
ISI6372 INFORMATION LITERACY	<input type="checkbox"/>		<input type="checkbox"/>	■		

■ = Primary focus □ = Secondary focus

Appendix C: ÉSIS Curriculum Mapped to Student Learning Outcomes

	KNOWLEDGE BASE	RESEARCH AND EVALUATION SKILLS	PLANNING AND PROBLEM SOLVING	COMMUNICATION SKILLS	PROFESSIONAL VALUES AND ETHICS	INITIATIVE, TEAMWORK, AND SELF-ASSESSMENT
Core Courses						
ISI5301 INFORMATION AND SOCIETY	<input type="checkbox"/>		<input type="checkbox"/>		■	
ISI5302 KNOWLEDGE ORGANIZATION	■	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
ISI5303 INFORMATION RESOURCE MANAGEMENT	■	<input type="checkbox"/>	<input type="checkbox"/>			
ISI5304 INFORMATION RESOURCE DISCOVERY	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ISI5305 MANAGEMENT FOUNDATIONS FOR THE INFORMATION PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	■	<input type="checkbox"/>		
ISI5306 INFORMATION PROFESSIONALS AS LEADERS	<input type="checkbox"/>			<input type="checkbox"/>	■	<input type="checkbox"/>
ISI5307 INTRODUCTION TO RESEARCH AND EVALUATION IN INFORMATION STUDIES	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Capstone						
ISI6995 CAPSTONE EXPERIENCE	<input type="checkbox"/>		■	<input type="checkbox"/>	<input type="checkbox"/>	■
ISI6997 MASTER'S THESIS	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>		
Elective Courses						
ISI6310 ETHICS, VALUES AND INFORMATION DILEMMAS	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	■	
ISI6311 INFORMATION AND THE LAW	<input type="checkbox"/>	■	<input type="checkbox"/>		<input type="checkbox"/>	
ISI6312 GLOBAL INFORMATION AND COMMUNICATIONS POLICY	<input type="checkbox"/>	■			<input type="checkbox"/>	
ISI6313 GOVERNMENT INFORMATION POLICY AND PRACTICE	<input type="checkbox"/>	■	<input type="checkbox"/>		<input type="checkbox"/>	
ISI6314 THE PUBLISHING BUSINESS: TRANSFORMATIONS AND OPPORTUNITIES	■		<input type="checkbox"/>			
ISI6321 ARCHIVES AND RECORDS MANAGEMENT	■	<input type="checkbox"/>	<input type="checkbox"/>			
ISI6322 DIGITAL PRESERVATION	■	<input type="checkbox"/>	<input type="checkbox"/>			
ISI6323 LIBRARY COLLECTIONS MANAGEMENT	■	<input type="checkbox"/>	<input type="checkbox"/>			
ISI6330 RESOURCE DESCRIPTION	■	<input type="checkbox"/>				
ISI6331 CONCEPT ANALYSIS AND REPRESENTATION	■	<input type="checkbox"/>				
ISI6332 METADATA AND TAXONOMIES	■	<input type="checkbox"/>	<input type="checkbox"/>			
ISI6341 INFORMATION REPRESENTATION AND RETRIEVAL TECHNOLOGIES	<input type="checkbox"/>	<input type="checkbox"/>	■			
ISI6342 WEB ARCHITECTURE AND TECHNOLOGIES	<input type="checkbox"/>	<input type="checkbox"/>	■			
ISI6343 DIGITAL ASSET MANAGEMENT TECHNOLOGIES	<input type="checkbox"/>	<input type="checkbox"/>	■			
ISI6351 INTRODUCTION TO SOCIAL MEDIA	<input type="checkbox"/>	<input type="checkbox"/>	■		<input type="checkbox"/>	
ISI6352 MARKETING AND ADVOCACY FOR INFORMATION ORGANIZATIONS	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>		
ISI6353 ACCESS AND SERVICES TO DIVERSE POPULATIONS	<input type="checkbox"/>	<input type="checkbox"/>	■		<input type="checkbox"/>	
ISI6354 CULTURAL HERITAGE RESOURCES	<input type="checkbox"/>	■	<input type="checkbox"/>		<input type="checkbox"/>	
ISI6361 ADVANCED RESEARCH METHODS IN INFORMATION STUDIES	<input type="checkbox"/>	■	<input type="checkbox"/>	<input type="checkbox"/>		
ISI 6371 LEARNING AND INSTRUCTION	■		<input type="checkbox"/>	<input type="checkbox"/>		
ISI6372 INFORMATION LITERACY	■	<input type="checkbox"/>	<input type="checkbox"/>			
ISI6381 KNOWLEDGE IN ORGANIZATIONS		<input type="checkbox"/>	■	<input type="checkbox"/>		<input type="checkbox"/>
ISI6382 HUMAN RESOURCE MANAGEMENT			■			<input type="checkbox"/>

■ = Primary focus □ = Secondary focus

Appendix D



École des sciences de l'information
School of Information Studies

ISI 6995: Case Problem

Winter 2018, Fridays, 8:30-11:30 am, FSS 4014

COURSE OUTLINE

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

Course Description

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

Course objectives and learning outcomes

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

- Knowledge Base: Understanding of the concepts, theories, principles, and practices that underpin information policies, programs, and services described in the Case Problem as well as their management;
- Research and Evaluation Skills: Ability to assess and evaluate information sources, technologies, policies, practices, and services for their effectiveness in meeting the program and user needs described in the Case Problem;
- Planning and Problem Solving: Ability to adapt existing and emerging information practices and technologies to meet the program and user needs described in the Case Problem. The ability to develop solutions to problems encountered in the policy, management and/or delivery of information services;

- Communication Skills: Capacity to communicate clearly and effectively using media, modes, and models appropriate to the content, audience, and objectives of the communications defined in the Case Problem;
- Professional Values and Ethics: Understanding of the role that personal and professional values and ethics play in the formulation of the design and delivery of information services described in the Case Problem;
- Initiative, Teamwork and Self Assessment: Ability to demonstrate initiative and work effectively in a team.

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

Language of instruction

English and / or French depending on the student's individual needs.

Students may submit their work in either English or French in accordance with the University of Ottawa's Regulation on Bilingualism: <http://web5.uottawa.ca/admingov/bilingualism.html>

Teaching methods

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

Evaluation methods and distribution of grades

There are four deliverables for this course:

- **team work-plan** (produced at the beginning of the project)
- **project analysis report;**
- **oral presentation,**
- **individual evaluation report**

All must be complete in order to receive a passing grade.

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

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

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

Academic Regulations

Please consult the University of Ottawa's regulations on:

- **Academic Fraud:** <http://web5.uottawa.ca/admingov/regulations.html#r72>
- **Plagiarism:** <http://www.arts.uottawa.ca/eng/students/fraud.html>
- **Examinations & Grading:** <http://www.grad.uottawa.ca/Default.aspx?tabid=1807&msId=6>

Case Problems: Introduction

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

Projects

1. Analysis of new social media platforms for showcasing of Library and Archives Canada (LAC) collections

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

2. Analysis of privacy implications of releasing historic datasets on Open Data government portal

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

3. Proposal to research the value of the Canadian National Bibliography

- a. The maintenance of a National Bibliography (NB) is a traditional responsibility of national libraries. In the past, the former National Library of Canada (now LAC) compiled and distributed the NB first in bound volumes then in CD-ROM format. Since

the CD-ROM format was abandoned, LAC has depended on tagging Canadian content in the catalogue by including a specific data element.

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

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

- a. In order to measure Legal Deposit compliance, LAC must determine the number of items published annually in Canada. While there are some sources of this information, including Statistics Canada, Industry Canada and BookNet, the information is scattered and there are other sources of data that are more difficult to locate and collect because they fall outside more traditional data streams.
- b. Students would
 - i. analyse the issues surrounding the aggregation of Canadian publication data; examine LAC's legislative jurisdiction, mandate and policies;
 - ii. look at best practices from around the world;
 - iii. examine technological solutions and then propose a consistent and repeatable method of determining total publishing output and reporting on aspects of this.
- c. Professional consulted: Karin Macleod (LAC)

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

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

programming within existing library spaces, in particular, the Morisset Arts and Sciences Library.

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

c. Student will

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

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

6. Proposal to develop a faculty engagement strategy for uOttawa Library

- a. While faculty are generally very supportive of university libraries, they tend to focus on collections and feel that the library's primary responsibility is facilitating access to scholarly materials. While libraries provide extensive services and expertise to support teaching and research, these are often not broadly known or understood. Recognizing that it can be challenging to capture the attention of faculty amid all the "noise" and competing demands for their time, recommend an ongoing strategy to increase faculty awareness of library services and expertise. Consider the role of individual librarians in engagement and outreach, targeted marketing and communications strategies and any other elements that you consider to be important.
- b. Students will conduct a literature review of faculty use and perceptions of academic libraries and trends in research and teaching support services. They will review best practices in Canadian academic libraries, and conduct an environmental scan of uOttawa library organizational context, including strategy, mandate and resources. They will study the issues and recommend a faculty engagement strategy to increase faculty awareness of library services and expertise. Students will include cost estimates for implementation of this approach (which will factor in personnel time and other factors) as well as a prioritized plan to achieve the objectives.
- c. Professionals consulted: Joan Cavanagh (uOttawa) and Patrick Labelle (uOttawa)

Deliverables

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

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

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

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

- An executive summary
- a profile of the organization including its purpose, social role, strategic goals, stakeholders, assets, etc.
- a survey of the relevant context within which the organization operates (legal and regulatory framework, relationships with other organizations, etc.)
- a description of the problem to be resolved
- a scope statement
- an environmental scan and/or literature review of relevant best practices/analysis related to their particular problem
- an articulation of the proposed problem resolution

- Specific proposal
 - A gap analysis (including opportunities and risks)
 - an assessment of potential technology platforms and applications
 - an evaluation framework (critical success factors for the proposal, performance measures, outcomes, etc.)
- An analysis of the relevant ethical issues/professional practices at stake
 - A list of resources consulted for developing and evaluating your project analysis report

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

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

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

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

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

All written assignments are to be submitted on Virtual Campus using the following format: (Double interline, equivalent Times 12 pts)

Calendar of Activities and Assessments

# WEEK	TITLE	NOTES	CLASS ACTIVITIES	ASSIGNMENTS DUE
#1 12-01-18	Introduction to the Case Problems		All group Teams Formation	
#2 19-01-18	Review of team work-plans		All group	Team work plans due
#3 26-01-18	Organizational profile		Teams meet individually with their faculty advisor	
#4 02-02-18	Contextual survey Environmental Scan and Literature Review of best practices		All group Catherine Lachaine (uOttawa) to be confirmed	

#5 09-02-18	Problem description – Scope Statement		Teams meet individually with their faculty advisor	
#6 16-02-18	Problem description – Scope Statement		Teams meet individually with their faculty advisor	
19-02-18	Reading Week. No course.			
#7 02-03-18	Specific Proposal Assessment of potential Technology platform		Teams meet individually with their faculty advisor	
#8 09-03-18	Gap and Cost-benefit analysis		All group	

#9 16-03-18	Specific project-based solutions		Teams meet individually with their faculty advisor	
#10 23-03-18	Specific project-based issues		Teams meet individually with their faculty advisor	Project analysis report due
30-03-18	Easter Break	No Class		
#11 06-04-18	Dry run of project proposal presentations		All group	Dry run of project proposal presentations Individual evaluation reports due
#12 13-04-18	Conclusion Presentations and discussions with examiners		Team's presentation scheduled individually	Presentations and discussions with examiners

Appendix E: ÉSIS Curriculum Mapped to ARMA Core Competences (2017)

	BUSINESS FUNCTIONS	RIM PRACTICES	RISK MANAGEMENT	COMMUNICATIONS AND MARKETING	INFORMATION TECHNOLOGY	LEADERSHIP
Core Courses						
ISI5301 INFORMATION AND SOCIETY						
ISI5302 KNOWLEDGE ORGANIZATION		<input type="checkbox"/>				
ISI5303 INFORMATION RESOURCE MANAGEMENT	<input type="checkbox"/>	<input type="checkbox"/>				
ISI5304 INFORMATION RESOURCE DISCOVERY						
ISI5305 MANAGEMENT FOUNDATIONS FOR THE INFORMATION PROFESSIONAL	<input type="checkbox"/>					
ISI5306 INFORMATION PROFESSIONALS AS LEADERS						<input type="checkbox"/>
ISI5307 INTRODUCTION TO RESEARCH AND EVALUATION IN INFORMATION STUDIES						
Capstone						
ISI6995 CAPSTONE EXPERIENCE	■	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
ISI6997 MASTER'S THESIS						
Elective Courses						
ISI6310 ETHICS, VALUES AND INFORMATION DILEMMAS						
ISI6311 INFORMATION AND THE LAW						
ISI6312 GLOBAL INFORMATION AND COMMUNICATIONS POLICY						
ISI6313 GOVERNMENT INFORMATION POLICY AND PRACTICE						
ISI6314 THE PUBLISHING BUSINESS: TRANSFORMATIONS AND OPPORTUNITIES						
ISI6321 RECORDS AND ARCHIVES MANAGEMENT	■	■	<input type="checkbox"/>	■	<input type="checkbox"/>	
ISI6322 DIGITAL PRESERVATION	■	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
ISI6323 LIBRARY COLLECTIONS MANAGEMENT						
ISI6330 RESOURCE DESCRIPTION						
ISI6331 CONCEPT ANALYSIS AND REPRESENTATION		■				
ISI6332 METADATA AND TAXONOMIES		■				
ISI6341 INFORMATION REPRESENTATION AND RETRIEVAL TECHNOLOGIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	■	
ISI6342 WEB ARCHITECTURE AND TECHNOLOGIES						
ISI6343 DIGITAL ASSET MANAGEMENT TECHNOLOGIES	■	<input type="checkbox"/>	■	<input type="checkbox"/>	■	
ISI6351 INTRODUCTION TO SOCIAL MEDIA						
ISI6352 MARKETING AND ADVOCACY FOR INFORMATION ORGANIZATIONS						
ISI6353 ACCESS AND SERVICES TO DIVERSE POPULATIONS						
ISI6354 CULTURAL HERITAGE RESOURCES						
ISI6361 ADVANCED RESEARCH METHODS IN INFORMATION STUDIES						
ISI 6371 LEARNING AND INSTRUCTION						
ISI6372 INFORMATION LITERACY						
ISI6381 KNOWLEDGE IN ORGANIZATIONS						
ISI6382 HUMAN RESOURCE MANAGEMENT						

■ = In depth □ = Basics

Stefanie Haustein

Postdoctoral Researcher

Canada Research Chair on the Transformations of Scholarly Communication

École de Bibliothéconomie et des Sciences de l'Information

Université de Montréal

CP 6128, Station Centre-Ville, Montréal, Québec, H3C 3J7 Canada

stefanie.haustein@umontreal.ca | stefaniehaustein.com | @stefhaustein | ORCID: 0000-0003-0157-1430

HIGHER EDUCATION

- 2008 – 2012 Ph.D., Information Science, *summa cum laude*
Heinrich Heine University Düsseldorf, Germany
- 2003 – 2008 Magistra Artium, History, American Linguistics and Literature, Information Science
Heinrich Heine University Düsseldorf, Germany

ADDITIONAL TRAINING

- 12/2016 Presenting data and information: A one-day course taught by Edward Tufte
San Francisco, USA
- 04/2015 The bilateral knowledge mobilization of material culture of science and HPS/STS
scholarship: A graduate student training workshop
Collection of Historical Scientific Instruments, Harvard University, Cambridge, USA
- 09/2011 European summer school for scientometrics
Vienna University, Austria
- 09/2009 3rd Trier summer school "Network Analysis in the Humanities and Social Sciences"
Trier University, Germany

PROFESSIONAL EXPERIENCE

- 2013 – present Postdoctoral researcher
School of Library and Information Science, University of Montreal, Canada
- 2013 – present Associated researcher
Centre interuniversitaire de recherche sur la science et la technologie,
Université du Québec à Montréal, Canada
- 11/2016 Visiting scholar
Simon Fraser University, Vancouver, Canada
- 2009 – 2015 Visiting lecturer
Department of Information Science, Heinrich Heine University Düsseldorf, Germany
- 03/2015 Visiting scholar
CWTS-Centre for Science and Technology Studies, Leiden University, the Netherlands
- 06/2014 Visiting scholar
Department of Information Studies, Åbo Akademi University, Turku, Finland
- 06/2013 Visiting scholar
Department of Information & Library Science, Indiana University Bloomington, USA
- 2013 – 2014 Research analyst
Science-Metrix Inc., Montreal, Canada
- 2011 – 2012 Bibliometric analyst
Forschungszentrum Jülich, Germany
- 2008 – 2011 Doctoral researcher
Forschungszentrum Jülich, Germany

11/2010	Visiting scholar CWTS-Centre for Science and Technology Studies, Leiden University, the Netherlands
2006 – 2008	Assistant for press reviews Maas.Marschel, Düsseldorf, Germany
2006 – 2008	Research assistant for scientometric studies Forschungszentrum Jülich, Germany
2005 – 2008	Teaching assistant Department of Information Science, Heinrich Heine University Düsseldorf, Germany
2004 – 2006	Assistant in Public Relations EmscherGenossenschaft and Lippeverband, Essen, Germany

ACADEMIC AWARDS

SIG of the Year 2016 as Chair of the Special Interest Group for the Measurement of Information Production and Use (SIG/MET)

Awarded by the Association for Information Science & Technology (ASIS&T)

Best paper award 2016, 2nd prize

Awarded at the 9th National Scientometrics and Scientific Evaluation Forum 2016, Wuhan, China

Best altmetrics paper 2015, 1st prize, US \$500

Awarded at the SIG/MET Metrics 2015 Workshop, ASIS&T Annual Meeting, St. Louis, USA by Altmetric.com and figshare

Eugene Garfield Doctoral Dissertation Scholarship 2011, US \$3,000

Awarded by the International Society for Scientometrics and Informetrics (ISSI) and the Eugene Garfield Foundation

Best poster award 2010, 1st prize

Awarded at the 11th International Conference on Science and Technology Indicators (STI), Leiden, the Netherlands

FUNDING AND GRANTS

<i>resubmitted</i> CA \$198,000	Social Sciences and Humanities Research Council of Canada SSHRC Insight Grant “Écrire la lecture : L’emploi des médias sociaux par les universitaires et le grand public” <u>Co-applicant</u> , with applicant Nadine Desrochers (Université de Montréal) and co-applicants Louise Spiteri (Dalhousie University) and Vincent Larivière (Université de Montréal)
2016 – 2019 CA \$217,401	Social Sciences and Humanities Research Council of Canada SSHRC Insight Grant “Understanding the Societal Impact of Research Through Social Media” <u>Co-investigator</u> , with principal investigator Juan Pablo Alperin (Simon Fraser University) and co-investigators Vincent Larivière (Université de Montréal), Florence Millerand (Université du Québec à Montréal) and Katherine Reilly (Simon Fraser University)
2015 – 2017 CA \$74,028	Social Sciences and Humanities Research Council of Canada SSHRC Insight Grant “Chercheurs 2.0? Étude des usages et des facteurs d’adoption des médias sociaux par les chercheurs canadiens en contexte de collaboration interinstitutionnelle” <u>Collaborator</u> , with principal investigator Audrey Laplante (Université de Montréal) and co-investigators Christine Dufour and Vincent Larivière (Université de Montréal)
2014 – 2017 CA \$409,914	Alfred P. Sloan Foundation Grant #G-2014-3-25 “to support greater understanding of social media in scholarly communication and the actual meaning of various altmetrics” <u>Co-investigator</u> , with principal investigator Vincent Larivière (Université de Montréal) and co-investigator Cassidy R. Sugimoto (Indiana University Bloomington)
2012 – 2014 CA \$102,500	Social Sciences and Humanities Research Council of Canada Digging into Data Challenge “Cascades, Islands, or Streams? Time, Topic, and Scholarly Activities in Humanities and Social Science Research” <u>Collaborator</u> , with principal investigators Mike Thelwall (University of Wolverhampton), Cassidy R. Sugimoto (Indiana University Bloomington) and Vincent Larivière (Université de Montréal) and co-investigators Staša Milojević and Ying Ding (Indiana University Bloomington)

07/2011	Frauenförderung der Heinrich-Heine-Universität Düsseldorf
€1,000	Travel grant
07/2009	Frauenförderung der Heinrich-Heine-Universität Düsseldorf
€500	Travel grant

ACADEMIC SERVICE

	<u>Chair of ASIS&T SIG/MET (2015–2018)</u>
	<u>Co-chair</u> (with Greg Tananbaum) of Working Group C (Data Quality) of the National Information Standards Organization (NISO) Altmetrics Initiative (2015–2016)
	<u>Advisory board member</u> of Open Knowledge Maps (2017–)
	<u>Committee member</u> for the creation of a new funding program on quantitative research evaluation of the German Federal Ministry of Research and Education (2017)
Professional Organizations	<u>Steering board member</u> of Metadata 2020, a Crossref advocacy campaign for sharing richer metadata (2016–)
	<u>Advisory board member</u> of Metric Toolkit (winner of the Force11 Innovation Challenge) (2016–)
	<u>Member</u> of the Metrics Working Group of the Ligue des Bibliothèques Européennes de Recherche (LIBER) (2016–)
	<u>Member</u> of the Centre interuniversitaire de recherche sur la science et la technologie (CIRST), ASIS&T and the Association francophone pour le savoir (Acfas)
	<u>Reviewer</u> for the Mitacs Accelerate Program (2014)
	<u>Doctoral student representative</u> of Forschungszentrum Jülich within “Helmholtz Juniors”, Helmholtz Association of German Research Centers (2009–2010)
	<u>Co-editor</u> for the Special Issue “Social Media in Scholarly Communication” of <i>Aslib Journal of Information Management</i>
	<u>Editorial board member</u> of <i>Journal of Informetrics</i> , <i>Scientometrics</i> and <i>Frontiers in Library and Information Science</i>
Scientific Journals	<u>Reviewer</u> for <i>American Behavioral Scientists</i> , <i>Aslib Journal of Information Management</i> , <i>British Journal of Management</i> , <i>Canadian Journal of Information and Library Science</i> , <i>Communications of the ACM</i> , <i>Digital Health</i> , <i>F1000Research</i> , <i>Information Research</i> , <i>Journal of the Association for Information Science and Technology</i> , <i>Journal of Informetrics</i> , <i>Learned Publishing</i> , <i>Library & Information Science Research</i> , <i>PeerJ</i> , <i>PLOS ONE</i> , <i>Research Evaluation</i> , <i>RT. A Journal on Research Policy and Evaluation</i> , <i>Sage OPEN</i> and <i>Scientometrics</i>
	<u>Member of the organizing committee</u> of the altmetrics workshop series <i>altmetrics14</i> in Bloomington (USA), <i>altmetrics15</i> in Amsterdam (the Netherlands), <i>altmetrics16</i> in Bucharest (Romania)
	<u>Member of the organizing committee</u> of the ASIS&T SIG/MET workshop series <i>Metrics 2015</i> in St. Louis (USA) and <i>Metrics 2016</i> in Copenhagen (Denmark)
Scientific Conferences	<u>Member of the scientific committee</u> of the <i>4th WWW Workshop on Big Scholarly Data</i> in Perth (Australia), <i>15th International Symposium of Information Science</i> in Berlin (Germany), <i>21st International Conference on Science and Technology Indicators (STI)</i> in Valencia (Spain), <i>3rd WWW Workshop on Big Scholarly Data</i> in Montreal (Canada), <i>15th International Conference on Scientometrics & Informetrics (ISSI)</i> in Istanbul (Turkey), <i>14th International Symposium of Information Science</i> in Zadar (Croatia), <i>19th STI Conference</i> in Leiden (the Netherlands), <i>3rd DGI Conference</i> in Frankfurt (Germany), <i>14th ISSI Conference</i> in Vienna (Austria), <i>17th STI Conference</i> in Montreal (Canada), <i>2nd DGI Conference</i> in Düsseldorf (Germany) and the <i>13th ISSI Conference</i> in Durban (South Africa)

TEACHING AND MENTORING

COURSES TAUGHT

- Aufbauseminar „Altmetrics: Social Media in der wissenschaftlichen Kommunikation und Evaluation“**
 Summer¹ 2015 [Advanced course “Altmetrics: Social Media in scholarly communication and evaluation”]
intensive course of 22.5h hours, 13 students, 2 or 6 credits²
 Department of Information Science, Heinrich Heine University Düsseldorf
- Aufbauseminar „Soziale Netzwerkanalyse“**
 Summer 2013 [Advanced course “Social network analysis”]
intensive course of 22.5h hours, 16 students, 2 or 6 credits
 Department of Information Science, Heinrich Heine University Düsseldorf
- Basisseminar „Empirische Informationswissenschaft“**
 Summer 2012 [Basic course “Empirical information science”]
intensive course of 22.5h hours, 24 students, 2 or 6 credits
 Department of Information Science, Heinrich Heine University Düsseldorf
A term paper was published and won the LIBRI Best Student Paper Award 2013:
 Fein, C. (2013). Multidimensional journal evaluation of PLOS ONE. *Libri*, 63(4), 259-271.
 doi : 10.1515/libri-2013-0021
- Basisseminar „Empirische Informationswissenschaft: Netzwerkanalyse“**
 Summer 2010 [Basic course “Empirical information science: social network analysis”]
15 weekly classes of 90 minutes, 6 students, 2 or 6 credits
 Department of Information Science, Heinrich Heine University Düsseldorf
- Basisseminar „Empirische Informationswissenschaft“, taught with Miloš Jovanović**
 Summer 2009 [Basisseminar “Empirische Informationswissenschaft”]
15 weekly classes of 90 minutes, 49 students, 2 or 6 credits
 Department of Information Science, Heinrich Heine University Düsseldorf
- Tutorium zur Vorlesung „Empirische Informationswissenschaft“**
 Winter³ 2010/2011 [Tutorial to the lecture “Empirical information science”]
 Winter 2007/2008 *15 weekly tutorials of 90 minutes, 35-60 students*
 Winter 2006/2007
 Winter 2005/2006 Department of Information Science, Heinrich Heine University Düsseldorf

GUEST LECTURES

- “Les medias sociaux dans la communication et l'évaluation scientifique : résultats de recherche et conseils pour les chercheurs”, Atelier-formation de CIRST**
 Spring 2016 [“Social media in scholarly communication and evaluation: research results and tips for researchers”, CIRST seminar]
90 minutes, 15 participants
 Centre interuniversitaire de recherche sur la science et la technologie, Université du Québec à Montréal, Canada
- “Analyse des réseaux sociaux avec VOSviewer”, SCI 6304 – Bibliométrie et communication savante, Prof. Vincent Larivière**
 Fall 2015 [“Social network analysis with VOSviewer”, SCI 6304 – Bibliometrics and scholarly communication, Prof. Vincent Larivière]
45 minutes, 22 students
 École de bibliothéconomie et des sciences de l'information, Université de Montréal

¹ In Germany, the summer semester lasts from October to March with lecture period taking place from October to February.

² The credit points are provided in accordance with the European Credit Transfer System (ECTS).

³ In Germany, the winter semester lasts from April to September with the lecture period taking place from April to July.

Fall 2014 **"Social media metrics"**, EDPE-668 – Digital and social media in higher education,
Prof. Nathan C. Hall
30 minutes, 16 students
Department of Educational and Counselling Psychology, McGill University

MENTORING AND STUDENT SUPERVISION

Doctoral level	<p>Rémi Toupin (2016): "Médias sociaux et science de l'environnement : les transformations de l'activité scientifique et du rôle social de chercheurs à l'ère numérique" [Social media and environmental science : transformations of scholarly activity and the social role of researchers in the digital era] Département de communication sociale et publique, Université de Québec à Montréal Comprehensive exam, <u>jury member</u></p>
Master's level	<p>Sabrina Reher (2011): "Repräsentativität wissenschaftlicher Disziplinen bei CiteULike, Connotea und Bibsonomy" ["Representation of scientific disciplines on CiteULike, Connotea and BibSonomy"] Department of Information Science, Heinrich Heine University Düsseldorf Master's thesis, <u>co-supervisor</u></p>
	<p>Natalie Friedrich (2015): "Applying sentiment analysis for tweets linking to scientific papers" Department of Information Science, Heinrich Heine University Düsseldorf Bachelor's thesis, <u>supervisor</u></p>
	<p>Christel Fein (2012): "Multidimensional Journal Evaluation of PLOS ONE" <i>LIBRI Best Student Paper Award 2013</i> Department of Information Science, Heinrich Heine University Düsseldorf Term paper, <u>supervisor</u></p>
Bachelor's level	<p>Mücahide Esen (2011): "Leistung und Wirkung der Wissenschaft und Technik in Süd-Korea im Bild bibliometrischer und patentinformatrischer Analysen" ["Output and impact of science and technology in South Korea based on bibliometric and patentometric analyses"] Department of Information Science, Heinrich Heine University Düsseldorf Bachelor's thesis, <u>supervisor</u></p>
	<p>Shushan Rana (2011): „Bibliometric and patentometric analysis of output and visibility of science and technology in Singapore“ Department of Information Science, Heinrich Heine University Düsseldorf Bachelor's thesis, <u>supervisor</u></p>
Research assistants	<p>Samantha Work (2014–2015), Ilya Razykov (2016–) Canada Research Chair on the Transformations of Scholarly Communication, Université de Montréal</p> <p>Cornelia Baldauf, Alexander Diez, Mücahide Esen, Gaetano Luca, Kathleen Luckanus, Agnes Mainka, Shushan Rana, Lena Ruppert, Jens Terliesner, Simon Unterhalt (2008–2012) Bibliometrics Team, Central Library, Forschungszentrum Jülich</p>

PUBLICATIONS

MONOGRAPHS AND EDITED VOLUMES

1. **Haustein, S.**, Sugimoto, C., & Larivière, V. (2015). Special Issue: Social Media Metrics in Scholarly Communication: exploring tweets, blogs, likes and other altmetrics. *Aslib Journal of Information Management*, 67(3).
2. **Haustein, S.** (2012). *Multidimensional Journal Evaluation. Analyzing Scientific Periodicals beyond the Impact Factor*. Berlin/Boston: De Gruyter Saur.

BOOK CHAPTERS

1. **Haustein, S.**, Bowman, T. D., & Costas, R. (2016). Interpreting “altmetrics”: Viewing acts on social media through the lens of citation and social theories. In C. R. Sugimoto (Ed.), *Theories of Informetrics and Scholarly Communication* (pp. 372–405). Berlin: De Gruyter Mouton. doi: 10.1515/9783110308464-022
2. **Haustein, S.**, & Larivière, V. (2015). The use of bibliometrics for assessing research: Possibilities, limitations and adverse effects. In I. M. Welp, J. Wollersheim, S. Ringelhahn, & M. Osterloh (Eds.), *Incentives and Performance. Governance of Research Organizations* (pp. 121–139). Springer. doi: 10.1007/978-3-319-09785-5_8
3. Holmberg, K., **Haustein, S.**, & Beucke, D. (2015). Social media metrics as indicators of repository impact. In B. B. Callicott, D. Scherer, & A. Wesolek (Eds.), *Making Institutional Repositories Work* (pp. 235–248). West Lafayette, IN: Purdue University Press.
4. **Haustein, S.** (2014). Readership metrics. In B. Cronin & C. R. Sugimoto (Eds.), *Beyond bibliometrics: harnessing multidimensional indicators of performance* (pp. 327–344). Cambridge, MA: MIT Press.
5. **Haustein, S.**, & Knauf, S. (2014). Die Emscher – einmal Kloake und wieder zurück [From waste water canal back to natural river: the river Emscher]. In B. Rusinek & A. Kühn (Eds.), *Das Nordrhein-Westfalen-Lesebuch* (pp. 149–168). Köln: Greven Verlag.
6. **Haustein, S.** & Tunger, D. (2013). Sziento- und bibliometrische Verfahren [Scientometric and bibliometric methods]. In R. Kühlen, W. Semar, & D. Strauch (Eds.), *Grundlagen der praktischen Information und Dokumentation*, 6th Edition (pp. 479–492). Berlin: De Gruyter Saur.

JOURNAL ARTICLES (PEER-REVIEWED)

1. Desrochers, N., Paul-Hus, A., **Haustein, S.**, Costas, R., Mongeon, P., Quan-Haase, A., Bowman, T., Pecoskie, J., Tsou, A., & Larivière, V. (submitted). Authorship, inventorship, citations, acknowledgments, and social media: Symbolic capital in the multifaceted reward system of science. *Social Science Information*.
2. Smith, E., **Haustein, S.**, Mongeon, P., Fei, S., Ridde, V., & Larivière, V. (accepted). Knowledge sharing in global health research; the impact, uptake and cost of open access to scholarly literature. *Health Research Policy and Systems*.
3. Sugimoto, C. R., Work, S., Larivière, V., & **Haustein, S.** (accepted). Scholarly use of social media and altmetrics: A review of the literature. *Journal of the Association for Information Science and Technology*. Retrieved from <https://arxiv.org/abs/1608.08112>
4. **Haustein, S.**, (2016). Grand challenges in altmetrics: heterogeneity, data quality and dependencies. *Scientometrics*, 108(1), 413–423. doi: 10.1007/s11192-016-1910-9
5. **Haustein, S.**, Bowman, T. D., Holmberg, K., Tsou, A., Sugimoto, C. R., & Larivière, V. (2016). Tweets as impact indicators: Examining the implications of automated bot accounts on Twitter. *Journal of the Association for Information Science and Technology*, 67(1), 232–238. doi: 10.1002/asi.23456
6. Larivière, V., **Haustein, S.**, & Mongeon, P. (2015). Big publishers, bigger profits: How the scholarly community lost the control of its journals. *MediaTropes*, 5(2).
7. Larivière, V., **Haustein, S.**, & Mongeon, P. (2015). The oligopoly of academic publishers in the digital era. *PLoS ONE*, 10(6), e0127502. doi: 10.1371/journal.pone.0127502
8. **Haustein, S.**, Costas, R., & Larivière, V. (2015). Characterizing social media metrics of scholarly papers: The effect of document properties and collaboration patterns. *PLoS ONE*, 10(3), e0120495. doi: 10.1371/journal.pone.0127502

9. Larivière, V., **Haustein, S.**, & Börner, K. (2015). Long-distance interdisciplinarity leads to higher scientific impact. *PLoS ONE*, 10(3), e0122565. doi: 10.1371/journal.pone.0122565
10. Mohammadi, E., Thelwall, M., **Haustein, S.**, & Larivière, V. (2015). Who reads research articles? An altmetrics analysis of Mendeley user categories. *Journal of the Association for Information Science and Technology*, 66(9), 1832–1846. doi: 10.1002/asi.23286
11. Eulerich, M., Lohman, C., **Haustein, S.**, & Tunger, D. (2014). Die Entwicklung der betriebswirtschaftlichen Corporate Governance-Forschung im deutschsprachigen Raum – Eine State of the Art-Analyse auf der Basis bibliometrischer Daten. *Zfbf*, 66(6), 567–600. doi: 10.1007/BF03372907
12. **Haustein, S.**, & Larivière, V. (2014). A multidimensional analysis of Aslib proceedings – using everything but the impact factor. *Aslib Journal of Information Management*, 66(4), 358–380. doi: 10.1108/AJIM-11-2013-0127
13. **Haustein, S.**, Bowman, T. D., Holmberg, K., Peters, I., & Larivière, V. (2014). Astrophysicists on Twitter: An in-depth analysis of tweeting and scientific publication behavior. *Aslib Journal of Information Management*, 66(3), 279–296. doi: 10.1108/AJIM-09-2013-0081
14. **Haustein, S.**, Larivière, V., Thelwall, M., Amyot, D., & Peters, I. (2014). Tweets vs. Mendeley readers: How do these two social media metrics differ. *Information Technology*, 56(5), 207–215. doi: 10.1515/itit-2014-1048
15. **Haustein, S.**, Peters, I., Bar-Ilan, J., Priem, J., Shema, H., & Terliesner, J. (2014). Coverage and adoption of altmetrics sources in the bibliometric community. *Scientometrics*, 101(2), 1145–1163. doi: 10.1007/s11192-013-1221-3
16. **Haustein, S.**, Peters, I., Sugimoto, C. R., Thelwall, M., & Larivière, V. (2014). Tweeting biomedicine: an analysis of tweets and citations in the biomedical literature. *Journal of the Association for Information Science and Technology*, 65(4), 656–669. doi: 10.1002/asi.23101
17. Holmberg, K., Bowman, T. D., **Haustein, S.**, & Peters, I. (2014). Astrophysicists' conversational connections on Twitter. *PLoS ONE*, 9(8), e106086. doi: 10.1371/journal.pone.0106086
18. Eulerich, M., **Haustein, S.**, Zipfel, S., & van Uum, C. (2013). The publication landscape of German corporate governance Research. *Corporate Ownership and Control*, 10(2), 661–673.
19. Thelwall, M., **Haustein, S.**, Larivière, V., & Sugimoto, C. R. (2013). Do altmetrics work? Twitter and ten other social web services. *PLoS ONE*, 8(5), e64841. doi: 10.1371/journal.pone.0064841
20. Thelwall, M., Tsou, A., Weingart, S., Holmberg, K., & **Haustein, S.** (2013). Tweeting links to academic articles. *Cybermetrics: International Journal of Scientometrics, Informetrics and Bibliometrics*, 17(1), 1–8.
21. **Haustein, S.**, & Peters, I. (2012). Using social bookmarks and tags as alternative indicators of journal content description. *First Monday*, 17(11). doi:10.5210/fm.v17i11.4110
22. **Haustein, S.**, & Siebenlist, T. (2011). Applying social bookmarking data to evaluate journal usage. *Journal of Informetrics*, 5(3), 446–457. doi: 10.1016/j.joi.2011.04.002
23. **Haustein, S.**, Tunger, D., Heinrichs, G., & Baelz, G. (2011). Reasons for and developments in international scientific collaboration: Does an Asia-Pacific research area exist from a bibliometric point of view? *Scientometrics*, 86(3), 727–746. doi: 10.1007/s11192-010-0295-4
24. Heinrichs, G., **Haustein, S.**, & Tunger, D. (2011). Entwicklung der Forschungsk Kooperationen Deutschlands mit dem Asiatisch-Pazifischen Raum – Chancen Und Herausforderungen. *ASIEN. The German Journal on Contemporary Asia*, 120, 48–72.
25. Reher, S., & **Haustein, S.** (2010). Social bookmarking in STM: Putting services to the acid test. *Online*, 34, 34–42.

PROCEEDINGS PAPERS

1. **Haustein, S.**, Smith, E., Mongeon, P., Shu, F., & Larivière, V. (2016). Access to global health research. Prevalence and cost of gold and hybrid open access. In *Proceedings of the 21st International Conference on Science and Technology Indicators* (pp. 410–418). València, Spain.
2. Desrochers, N., **Haustein, S.**, Alperin, J. P., Bowman, T. D., Díaz-Faes, A. A., Larivière, V., Mongeon, P., Paul-Hus, A., Quan-Haase, A., Smith, E., & Sugimoto, C. R. (2016). The reward (eco)system of science: More than the sum of its parts? In *Proceedings of the 21st International Conference on Science and Technology Indicators* (pp. 477–484). València, Spain.

3. Zahedi, Z., Costas, R., Larivière, V., & **Haustein, S.** (2016). What makes papers visible on social media? An analysis of various document characteristics. In *Proceedings of the 21st International Conference on Science and Technology Indicators* (pp. 1196–1206). València, Spain.
4. Desrochers, N., Bowman, T. D., **Haustein, S.**, Mongeon, P., Quan-Haase, A., Paul-Hus, A., Costas, R., Larivière, V., Pecoskie, J., & Tsou, A. (2015). Authorship, patents, citations, acknowledgments, tweets, reader counts and the multifaceted reward system of science. In *Proceedings of the Association for Information Science & Technology*, 52(1), 1–4. doi: 10.1002/pr2.2015.145052010013
5. Bar-Ilan, J., Bowman, T. D., **Haustein, S.**, Milojević, S., & Peters, I. (2015). Self-presentation in academia today: from peer-reviewed publications to social media. In *Proceedings of the Association for Information Science & Technology*, 52(1), 1–4. doi: 10.1002/pr2.2015.14505201001
6. Andersen, J. P., & **Haustein, S.** (2015). Bootstrapping to evaluate accuracy of citation-based journal indicators. In *Proceedings of the 15th International Society of Scientometrics and Informetrics Conference* (pp. 413–414). Istanbul, Turkey.
7. Andersen, J. P., & **Haustein, S.** (2015). Influence of study type on Twitter activity for medical research papers. In *Proceedings of the 15th International Society of Scientometrics and Informetrics Conference* (pp. 26–36). Istanbul, Turkey.
8. Friedrich, N., Bowman, T. D., Stock, W. G., & **Haustein, S.** (2015). Adapting sentiment analysis for tweets linking to scientific papers. In *Proceedings of the 15th International Society of Scientometrics and Informetrics Conference* (pp. 107–108). Istanbul, Turkey.
9. **Haustein, S.**, Bowman, T. D., & Costas, R. (2015). When is an article actually published? An analysis of online availability, publication, and indexation dates. In *Proceedings of the 15th International Society of Scientometrics and Informetrics Conference* (pp. 1170–1179). Istanbul, Turkey.
10. Paul-Hus, A., Sugimoto, C. R., **Haustein, S.**, & Larivière, V. (2015). Is there a gender gap in social media metrics? *Proceedings of the 15th International Society of Scientometrics and Informetrics Conference* (pp. 37–45). Istanbul, Turkey.
11. **Haustein, S.** (2015). Scientific interactions and research evaluation: From bibliometrics to altmetrics. In F. Pehar, C. Schlögl, & C. Wolff (Eds.), *Re:inventing Information Science in the Networked Society. Proceedings of the 14th International Symposium on Information Science (ISI 2015)*, Zadar, Croatia, 19th-21st May 2015 (pp. 36–42). Glückstadt: Verlag Werner Hülsbusch.
12. Lewandowski, D., & **Haustein, S.** (2015). What does the German-language information science community cite? An analysis of the German information science handbook “Grundlagen der praktischen Information und Dokumentation”. In F. Pehar, C. Schlögl, & C. Wolff (Eds.), *Re:inventing Information Science in the Networked Society. Proceedings of the 14th International Symposium on Information Science (ISI 2015)*, Zadar, Croatia, 19th-21st May 2015 (pp. 93–104). Glückstadt: Verlag Werner Hülsbusch.
13. Peters, I., Bar-Ilan, J., Halevi, G., **Haustein, S.**, Scharnhorst, A., & West, J. (2014). Informetrics, bibliometrics, altmetrics: What is it all about? In *Proceedings of the Association for Information Science & Technology*, 51(1), 1–4. doi: 10.1002/meet.2014.14505101015
14. **Haustein, S.**, & Larivière, V. (2014). Mendeley as the source of global readership by students and postdocs. In *Proceedings of the IATUL Conferences* (Paper 2). Espoo, Finland.
15. **Haustein, S.**, Larivière, V., & Börner, K. (2014). Long-distance interdisciplinary research leads to higher citation impact. In *Proceedings of the 19th International Conference on Science and Technology Indicators* (pp. 304–306). Leiden, the Netherlands.
16. Bar-Ilan, J., Sugimoto, C., Gunn, W., **Haustein, S.**, Konkiel, S., Larivière, V., & Lin, J. (2013). Altmetrics: Present and Future – Panel. In *Proceedings of the Association for Information Science & Technology*, 50(1), 1–4. doi: 10.1002/meet.14505001013
17. **Haustein, S.**, Thelwall, M., Larivière, V., & Sugimoto, C. R. (2013). On the relation between altmetrics and citations in medicine. In *Proceedings of the 18th International Conference on Science and Technology Indicators* (pp. 164–166). Berlin, Germany.
18. Barth, M., **Haustein, S.**, & Scheidt, B. (2013). Co-publication analysis of German and Chinese institutions in the life sciences. In *Proceedings of the 18th International Conference on Science and Technology Indicators* (pp. 500–503). Berlin, Germany.

19. **Haustein, S.**, Peters, I., Bar-Ilan, J., Priem, J., Shema, H., & Terliesner, J. (2013). Coverage and adoption of altmetrics sources in the bibliometric community. In *Proceedings of the 14th International Conference of the International Society for Scientometrics and Informetrics* (pp. 468–483). Vienna, Austria.
20. Bar-Ilan, J., **Haustein, S.**, Peters, I., Priem, J., Shema, H., & Terliesner, J. (2012). Beyond citations: Scholars' visibility on the Social Web. In *Proceedings of the 17th International Conference on Science and Technology Indicators* (pp. 98–109). Montréal, Canada.
21. **Haustein, S.** (2011). Taking a multidimensional approach toward journal evaluation. In *Proceedings of the 13th International Conference of the International Society for Scientometrics and Informetrics* (pp. 280–291). Durban, South Africa.
22. **Haustein, S.**, Peters, I., & Terliesner, J. (2011). Evaluation of reader perception by using tags from social bookmarking systems. In *Proceedings of the 13th International Conference of the International Society for Scientometrics and Informetrics* (pp. 999–1001). Durban, South Africa.
23. **Haustein, S.** (2011). Wissenschaftliche Zeitschriften im Web 2.0 – Die Analyse von Social Bookmarks zur Evaluation wissenschaftlicher Journale. In *Proceedings of the 12th International Symposium on Information Science* (pp. 148–159). Hildesheim, Germany.
24. Peters, I., **Haustein, S.**, & Terliesner, J. (2011). Crowdsourcing in article evaluation. In *Proceedings of the ACM WebSci 11 – 3rd International Conference on Web Science* (pp. 2–5). Koblenz, Germany.
25. **Haustein, S.** (2010). Multidimensionale Zeitschriftenevaluation. In *WissKom 2010. eLibrary – den Wandel gestalten 5. Konferenz der Zentralbibliothek* (pp. 109–122). Jülich, Germany.
26. **Haustein, S.** (2010). Multidimensional journal evaluation. In *Book of Abstracts of the 11th International Conference on Science and Technology Indicators* (pp. 120–122). Leiden, the Netherlands.
27. **Haustein, S.**, Golov, E., Luckanus, K., Reher, S., & Terliesner, J. (2010). Journal evaluation and science 2.0. Using social bookmarks to analyze reader perception. In *Book of Abstracts of the 11th International Conference on Science and Technology Indicators* (pp. 117–119). Leiden, the Netherlands.
28. Tunger, D., & **Haustein, S.** (2010). Does an Asia-Pacific research area exist from a bibliometric point of view? In *Book of Abstracts of the 11th International Conference on Science and Technology Indicators* (pp. 279–281).
29. Tunger, D., **Haustein, S.**, Ruppert, L., Luca, G., & Unterhalt, S. (2010). "The Delphic oracle" – An analysis of potential error sources in bibliographic databases. In *Book of Abstracts of the 11th International Conference on Science and Technology Indicators* (pp. 282–283).
30. Tunger, D., & **Haustein, S.** (2009). Bibliometric analysis of the Asia-Pacific research area: Issues and results. In *Proceedings of ISSI 2009 – 12th International Conference of the International Society for Scientometrics and Informetrics* (pp. 996–997). Rio de Janeiro, Brazil.

REPORTS AND OTHER PUBLICATIONS (NON-PEER REVIEWED)

1. **Haustein, S.** (2016). SIG/MET METRICS 2015: Workshop on Informetric and Scientometric Research. *Bulletin of the Association for Information Science and Technology*, 42(3), 24–27.
2. **Haustein, S.** (2016). Vier Tage für fünf Jahre Altmetrics. Bericht über die Konferenz 2:AM und den Workshop altmetrics15. *b.i.t. online*, 19(1), 110–112.
3. Work, S., **Haustein, S.**, Bowman, T. D., Larivière, V. (2015). Social Media in Scholarly Communication. A Review of the Literature and Empirical Analysis of Twitter Use by SSHRC Doctoral Award Recipients.
4. **Haustein, S.**, Sugimoto, C., & Larivière, V. (2015). Guest editorial: social media in scholarly communication. *Aslib Journal of Information Management*, 67(3). doi: 10.1108/AJIM-03-2015-0047
5. Larivière, V., **Haustein, S.**, & Mongeon, P. (2015, February). L'oligopole des grands éditeurs savants. *Découvrir, le magazine de l'Acfas*.
6. Beaudet, A., Campbell, D., Côté, G., **Haustein, S.**, Lefebvre, C., & Roberge, G. (2014). *Bibliometric Study in Support of Norway's Strategy for International Research Collaboration*. Study commissioned by the Research Council of Norway, Oslo (Norway). ISBN: 978-82-12-03311-5
7. Larivière, V., & **Haustein, S.** (2014, February). Science et médias sociaux : décoder le vrai du buzz. *Découvrir, Le Magazine de l'Acfas*.

8. Labrosse, I., Ventimiglia, A., Campbell, D., **Haustein, S.**, Côté, G., & Archambault, É. (2013). *Scientific output and collaboration of European Universities*. Study carried out by Science Metrix-Canada under the coordination and guidance of the European Commission, Directorate-General for Research and Innovation, Brussels (Belgium). doi: 10.2777/32991
9. Campbell, D., Roberge, G., Ventimiglia, A., Labrosse, I., Lefebvre, C., Picard-Aitken, M., **Haustein, S.**, Côté, G., & Archambault, É. (2015). *Analysis of bibliometric indicators for European policies 2000-2013*. Study carried out by Science Metrix-Canada under the coordination and guidance of the European Commission, Directorate-General for Research and Innovation, Brussels (Belgium). doi: 10.2777/194026
10. Campbell, D., Roberge, G., **Haustein, S.**, & Archambault, É. (2013). *Intra-European cooperation compared to international collaboration of the ERA countries*. Study carried out by Science Metrix-Canada under the coordination and guidance of the European Commission, Directorate-General for Research and Innovation, Brussels (Belgium). doi: 10.2777/33467
11. Roberge, G., Campbell, D., Beauchesne, Ventimiglia, A., Picard-Aitken, M., **Haustein, S.**, & Archambault, É. (2013). *Scientific output and collaboration of European Research Public Organisations*. Study carried out by Science Metrix-Canada under the coordination and guidance of the European Commission, Directorate-General for Research and Innovation, Brussels (Belgium). doi: 10.2777/45622
12. Scheidt, B., **Haustein, S.**, Holzke, C, & Tunger, D. (2011). Bibliometric Analysis Asia-Pacific Research Area 2010. Comissioned by the International Bureau of the BMBF. Jülich: Forschungszentrum Jülich. http://www.internationales-buero.de/_media/Bibliometric_Analysis_APRA_2010.pdf. Accessed 25 February 2013.
13. **Haustein, S.**, Mittermaier, B. & Tunger, D. (2009). Bibliometric analysis Asia-Pacific research area commissioned by the International Bureau of the German Federal Ministry of Education and Research (BMBF), in: <http://www.kooperation-international.de/china/themes/info/detail/data/45180/backpid/12/>.
14. **Haustein, S.** (2008). WissKom 2007. Wissenschaftskommunikation der Zukunft. 4. Konferenz der Zentralbibliothek des Forschungszentrums Jülich. *ProLibris*, 1, 42.
15. **Haustein, S.** (2007). Scientific Communication of the Future. Wisskom Conference at Research Center Jülich, 6-8 November, 2007. *ISSI Newsletter*, 3(4), 50–53.

CONFERENCES AND INVITED TALKS

KEYNOTES AND INVITED TALKS

1. **Haustein, S.** (2017, November). Open science, social media and the scientific reward system. 22nd *Nordic Workshop on Bibliometrics and Research Policy*, 9–10 November 2017, Helsinki (Finland). *keynote*
2. **Haustein, S.** (2017, March). Altmetrics: Möglichkeiten und Grenzen von Social Media und alternativen Indikatoren in der Impactmessung [Altmetrics: Opportunities and challenges of social media and alternative metrics in measuring impact]. *DGPuK Pre-Conferene Publikationsstrategien*, 30 March 2017, Düsseldorf (Germany). *invited talk*
3. **Haustein, S.** (2017, February). The evolution of scholarly communication and the reward system of science. *Fourth Annual KnoweScape Conference 2017*, 22–24 February 2017, Sofia (Bulgaria). *keynote*
4. **Haustein, S.** (2016, October). Impact of interdisciplinary research. *Concordia School of Graduate Studies*, 25 October 2016, Montreal (Canada). *invited talk*
5. **Haustein, S.** (2016, March). Les « altmetrics » et les médias sociaux dans la communication savante. Conférences-midi à l'EBSI, Université de Montréal, 24 March 2016, Montréal (Canada). *invited talk*
6. Larivière, V., & **Haustein, S.** (2016, March). From bibliometrics to altmetrics: Current challenges in the measurement of scholarly activity. *Dalhousie University*, 7 March 2016, Dalhousie (Canada). *invited talk*
7. **Haustein, S.** (2015, May). Scientific interactions and research evaluation: from bibliometrics to altmetrics. 14th *International Symposium of Information Science ISI 2015*, 21 May 2015, Zadar (Croatia). *keynote*
8. **Haustein, S.** (2015, April). Scholarly communication and evaluation: from bibliometrics to altmetrics. *COAR-SPARC Conference 2015*, 16 April 2015, Porto (Portugal). *invited talk*

9. **Haustein, S.** (2015, April). Scholarly communication and social media: an overview of current projects. *CWTS Research Seminar*, 10 April 2015, Leiden (the Netherlands). *invited talk*
10. **Haustein, S.** (2015, March). Scholarly communication and social media: should tweets be used to measure research impact? *MTEI Research Seminar, École Polytechnique Fédérale Lausanne*, 27 March 2014, Lausanne (Switzerland). *invited talk*
11. **Haustein, S.** (2014, October). Social media metrics. An introduction and recent findings. *NRC Research Press Annual Editors' Meeting*, 31 October 2014, Ottawa (Canada). *invited talk*
12. **Haustein, S.** (2014, May). What we know and what we need to know. *Canadian Association of Learned Journals meeting at CONGRESS 2014*, 24 May 2014, St. Catherines (Canada). *invited talk*
13. **Haustein, S.** (2014, February). Social media in scholarly communication: what is the meaning of Mendeley reader counts and tweets? *Centre interuniversitaire de recherche sur la science et technologie*, 10 February 2014, Montréal (Canada). *invited talk*
14. **Haustein, S., & Larivière, V.** (2014, February). Astrophysicists on Twitter and other social media metrics research. *Harvard-Smithsonian Center for Astrophysics, Harvard University*, 7 February 2014, Boston (USA). *invited talk*
15. **Haustein, S.** (2014, January). Tweets and Mendeley readers. Two different types of article level metrics. *APE 2014 Pre-Conference Day "Talking to the Elephant in the Room II. Changes in the Academic Publishing Process"*, 27 January 2014, Berlin (Germany). *invited talk*
16. **Haustein, S., & Larivière, V.** (2013, September). Empirical analysis of social media in scholarly communication Overview of current altmetrics research projects at University of Montreal. *GESIS, Leibniz-Institut für Sozialwissenschaften*, 2 September 2013, Cologne (Germany). *invited talk*
17. **Haustein, S.** (2011, May). Bibliometric indicators in research evaluation [Bibliometrische Indikatoren in der Wissenschaftsevaluation]. *Nachwuchsforschergruppe Wissenschaft und Internet, Heinrich-Heine-Universität Düsseldorf*, 9 May 2011, Düsseldorf (Germany). *invited talk*

CONFERENCE PRESENTATIONS

1. Smith, E.*, **Haustein, S.***, Mongeon, P., Shu, F., Ridde, V., & Larivière, V. (2016, November). A bibliometric analysis of open access and hybrid journal publications in global health research. Paper presented at the Fourth Global Symposium on Health Systems Research (HSR2016). 14-18 November 2016, Vancouver (Canada).
2. Sugimoto, C. R.*, **Haustein, S.**, Qing, K., Larivière, V. (2016, September). Investigating social media metrics as indicators of societal impact. Paper presented at the *OECD Blue Sky Forum on Science and Innovation Indicators III – Informing science and innovation policies: towards the next generation of data and indicators*, 10-21 September 2016, Ghent (Belgium).
3. **Haustein, S.**, Tsou, A., Minik, V., Brinson, D., Hayes, E., Costas, R.*, & Sugimoto, C. R. (2016, September). Identifying Twitter user communities in the context of altmetrics. Paper presented at the *3rd Altmetrics Conference 3:AM*, 28-29 September 2015, Bucharest (Romania).
4. Didegah, F.*, Sainte-Marie, M.*, & **Haustein, S.** (2016, September). Title semantics and the altmetric and citation impact of articles. Poster presented at the *3rd Altmetrics Conference 3:AM*, 28-29 September 2015, Bucharest (Romania).
5. **Haustein, S.***, Smith, E., Mongeon, P., Shu, F., & Larivière, V. (2016, September). Access to global health research. Prevalence and cost of gold and hybrid open access. Paper presented at the *21st International Conference on Science and Technology Indicators*, 14-16 September 2016, València (Spain).
6. Zahedi, Z.*, Costas, R., Larivière, V., & **Haustein, S.** (2016, September). What makes papers visible on social media? An analysis of various document characteristics. Paper presented at the *21st International Conference on Science and Technology Indicators*, 14-16 September 2016, València (Spain).
7. **Haustein, S.***, Paul-Hus, A., Sugimoto, C. R., & Larivière, V. (2016, July). Is the gender gap in science mirrored in altmetrics? Paper presented at the *Social Media & Society 2016 International Conference*, 11-13 July 2016, London (UK).
8. Laplante, A.*, **Haustein, S.***, & Dufour, C. (2016, July). Examining individual and collective factors affecting the adoption of social media by inter-institutional research teams. Paper presented at the *Social Media & Society 2016 International Conference*, 11-13 July 2016, London (UK).

9. Shu, F.*, & **Haustein, S.** (2016, June). 推文能增加中国国际科技论文的关注度吗? [Can Twitter increase the visibility of Chinese publications?]. Paper presented at the *9th National Forum on Scientometrics and Scientific Evaluation*, Wuhan (China).
10. **Haustein, S.*** (2016, March). Analyzing, measuring and visualizing the success of interdisciplinarity. Paper presented at the *Third International Postdoctoral Research Day*, Université de Montréal, 21 March 2016, Montréal (Canada).
11. **Haustein, S.***, & Costas, R., (2015, November). Identifying Twitter audiences: who is tweeting about scientific papers? Paper presented at the *SIG/MET Workshop, ASIS&T 2015 Annual Meeting*, 7 November 2015, St. Louis, MO (USA).
12. **Haustein, S.***, & Costas, R., (2015, October). Determining Twitter audiences: geolocation and number of followers. Paper presented at the *altmetrics15 workshop*, 9 October 2015, Amsterdam (the Netherlands).
13. Friedrich, N.*, Bowman, T. D., & **Haustein, S.** (2015, October). Do tweets to scientific articles contain positive or negative sentiments. Paper presented at the *altmetrics15 workshop*, 9 October 2015, Amsterdam (the Netherlands).
14. **Haustein, S.***, & Costas, R.* (2015, October). Citation theories and their application to altmetrics. Paper presented at the *2nd Altmetrics Conference 2:AM*, 7-8 October 2015, Amsterdam (the Netherlands).
15. Andersen, J. P.*, & **Haustein, S.*** (2015, July). Bootstrapping to evaluate accuracy of citation-based journal indicators. Poster presented at the *15th International Society of Scientometrics and Informetrics Conference*, 29 June – 4 July 2015, Istanbul (Turkey).
16. Andersen, J. P.*, & **Haustein, S.** (2015, July). Influence of study type on Twitter activity for medical research papers. Paper presented at the *15th International Society of Scientometrics and Informetrics Conference*, 29 June – 4 July 2015, Istanbul (Turkey).
17. Friedrich, N.*, Bowman, T. D., Stock, W. G., & **Haustein, S.** (2015, July). Adapting sentiment analysis for tweets linking to scientific papers. Paper presented at the *15th International Society of Scientometrics and Informetrics Conference*, 29 June – 4 July 2015, Istanbul (Turkey).
18. **Haustein, S.***, Bowman, T. D., & Costas, R. (2015, July). When is an article actually published? An analysis of online availability, publication, and indexation dates. Paper presented at the *15th International Society of Scientometrics and Informetrics Conference*, 29 June – 4 July 2015, Istanbul (Turkey).
19. Paul-Hus, A.*, Sugimoto, C. R., **Haustein, S.**, & Larivière, V. (2015, July). Is there a gender gap in social media metrics? Paper presented at the *15th International Society of Scientometrics and Informetrics Conference*, 29 June – 4 July 2015, Istanbul (Turkey).
20. **Haustein, S.***, Bowman, T. D., & Costas, R. (2015, July). 'Communities of attention' around journal papers: who is tweeting about scientific publications? Paper presented at the *Social Media & Society 2015 International Conference*, 27-29 July, 2015, Toronto (Canada).
21. **Haustein, S.*** (2015, May). Altmetrics: opportunités et défis associés à l'usage des médias sociaux dans la communication savante. Paper presented at the *83e du Congrès de l'Acfas, Colloque 427 – Une plateforme de recherche et d'expérimentation pour l'édition ouverte*, 25 May 2015, Rimouski (Canada).
22. Lewandowski, D.*, & **Haustein, S.** (2015, May). What does the German-language information science community cite? An analysis of the German information science handbook "Grundlagen der praktischen Information und Dokumentation". Paper presented at the *14th International Symposium on Information Science (ISI 2015)*, 19-21 May 2015, Zadar (Croatia).
23. Zahedi, Z., Bowman, T. D., & **Haustein, S.*** (2014, November). Exploring data quality and retrieval strategies for Mendeley reader counts. Paper presented at the *SIG/MET Workshop, ASIS&T 2014 Annual Meeting*, 5 November 2014, Seattle, WA (USA).
24. **Haustein, S.***, Holmberg, K., Bowman, T. D., & Larivière, V. (2014, September). Automated arXiv feeds on Twitter: On the role of bots in scholarly communication. Paper presented at *19th Nordic Workshop on Bibliometrics and Research Policy*, 25-26 September 2014, Reykjavik (Iceland).
25. Costas, R., **Haustein, S.***, & Larivière, V. (2014, September). The heterogeneity of social media metrics and its effects on statistics. Paper presented at *19th Nordic Workshop on Bibliometrics and Research Policy*, 25-26 September 2014, Reykjavik (Iceland).

26. **Haustein, S.***, Larivière, V., & Börner, K. (2014, September). Long-distance interdisciplinary research leads to higher citation impact. Paper presented at the *19th International Conference on Science and Technology Indicators*, 3-5 September 2014, Leiden (the Netherlands).
27. **Haustein, S.***, Bowman, T. D., Macaluso, B., Sugimoto, C. R., & Larivière, V. (2014, June). Measuring Twitter activity of arXiv e-prints and published papers. Paper presented at *Altmetrics14. An ACM Web Science Conference 2014 Workshop*, 24 June 2014, Bloomington (USA).
28. **Haustein, S.***, & Larivière, V. (2014, June). Mendeley as the source of global readership by students and postdocs. Paper presented at *35th IATUL Conference*, 2-5 June 2014, Espoo (Finland).
29. **Haustein, S.**, & Larivière, V.* (2013, October). Les nouveaux indicateurs de l'impact social de la recherche. Paper presented at the *World Social Science Forum*, 14 October 2013, Montréal (Canada).
30. **Haustein, S.***, Bowman, T.D., Holmberg, K., Larivière, V., Peters, I., Thelwall, M., Sugimoto, C.R. (2013, October) Empirical analyses of scientific papers and researchers on Twitter: Results of two studies. Paper presented at the *PLOS Article-Level-Metric workshop*, 10-11 Octobre 2013, San Francisco, CA (USA).
31. Mohammadi, E.*, Thelwall, M., Larivière, V., **Haustein, S.**, (2013, October). Mendeley Readership Altmetrics for Clinical Medicine and Engineering. Paper presented at the *PLOS Article-Level-Metric workshop*, 10-11 Octobre 2013, San Francisco, CA (USA).
32. Barth, M., **Haustein, S.***, & Scheidt, B.* (2013, September). Co-publication analysis of German and Chinese institutions in the life sciences. Poster presented at the *18th International Conference on Science and Technology Indicators*, 4-6 September 2013, Berlin (Germany).
33. **Haustein, S.***, Thelwall, M., Larivière, V., & Sugimoto, C. R. (2013, September). On the relation between altmetrics and citations in medicine. Paper presented at the *18th International Conference on Science and Technology Indicators*, 4-6 September 2013, Berlin (Germany).
34. **Haustein, S.***, Peters, I., Bar-Ilan, J., Priem, J., Shema, H., & Terliesner, J. (2013, July). Coverage and adoption of altmetrics sources in the bibliometric community. Paper presented at the *14th International Conference of the International Society for Scientometrics and Informetrics*, 15-19 July 2013, Vienna (Austria).
35. Bar-Ilan, J., **Haustein, S.***, Peters, I., Priem, J.*, Shema, H., & Terliesner, J. (2012, September). Beyond citations: Scholars' visibility on the social Web. Paper presented at the *17th International Conference on Science and Technology Indicators*, 5-8 September 2012, Montréal (Canada).
36. **Haustein, S.*** (2011, July). Taking a multidimensional approach toward journal evaluation. Paper presented at the *13th International Conference of the International Society for Scientometrics and Informetrics*, 4-8 July 2011, Durban (South Africa).
37. **Haustein, S.***, Peters, I., & Terliesner, J. (2011, July). Evaluation of reader perception by using tags from social bookmarking systems. Poster presented at the *13th International Conference of the International Society for Scientometrics and Informetrics*, 4-8 July 2011, Durban (South Africa).
38. **Haustein, S.*** (2011, March). Wissenschaftliche Zeitschriften im Web 2.0 - Die Analyse von Social Bookmarks zur Evaluation wissenschaftlicher Journale. Paper presented at the *12th International Symposium on Information Science*, 9-11 March 2011, Hildesheim (Germany).
39. Peters, I.*, **Haustein, S.**, & Terliesner, J. (2011, June). Crowdsourcing in article evaluation. Poster presented at the *ACM WebSci 11 – 3rd International Conference on Web Science*, 14-17 June 2011, Koblenz (Germany).
40. **Haustein, S.*** (2010, November). Multidimensionale Zeitschriftenevaluation. Paper presented at *WissKom 2010. eLibrary – den Wandel gestalten 5. Konferenz der Zentralbibliothek*, 9-10 November 2010, Jülich (Germany).
41. **Haustein, S.*** (2010, September). Multidimensional journal evaluation. Poster presented at the *11th International Conference on Science and Technology Indicators*, 9-11 September 2010, Leiden (the Netherlands).
42. **Haustein, S.***, Golov, E., Luckanus, K., Reher, S., & Terliesner, J. (2010, September). Journal evaluation and science 2.0. Using social bookmarks to analyze reader perception. Paper presented at the *11th International Conference on Science and Technology Indicators*, 9-11 September 2010, Leiden (the Netherlands).
43. Tunger, D.*, & **Haustein, S.**, (2010, September). Does an Asia-Pacific research area exist from a bibliometric point of view? Poster presented at the *11th International Conference on Science and Technology Indicators*, 9-11 September 2010, Leiden (the Netherlands).

44. Tunger, D.*, **Haustein, S.**, Ruppert, L., Luca, G., & Unterhalt, S. (2010, September). "The Delphic oracle" – An analysis of potential error sources in bibliographic databases. Paper presented at the *11th International Conference on Science and Technology Indicators*, 9-11 September 2010, Leiden (the Netherlands).
45. **Haustein, S.*** (2009, July). Dimensions of journal scientometrics. Creating a multidimensional journal indicator. Paper presented at the *Doctoral Forum of the 12th International Conference of the International Society for Scientometrics and Informetrics*, 14-17 July 2009, Rio de Janeiro (Brazil).
46. Tunger, D.*, & **Haustein, S.*** (2009, July). Bibliometric analysis of the Asia-Pacific research area: Issues and results. Poster presented at the *12th International Conference of the International Society for Scientometrics and Informetrics*, 14-17 July 2009, Rio de Janeiro (Brazil).

PANEL DISCUSSIONS, WEBINARS AND WORKSHOP ORGANIZATION

1. **Haustein, S.** (2017, February). Altmetrics. *Knowledge, Information and Technology Services, National Research Council Canada*, 1 February 2017. *webinar*
2. **Haustein, S.**, Bowman, T.D., & Peters, I. (2016, October). *Metrics 2016 Workshop. ASIS&T Workshop on Informetrics and Scientometric Research*. 14 October 2016, Copenhagen (Denmark). *workshop*
3. Bar-Ilan, J., Costas, R., **Haustein, S.**, Peters, I., & Taraborelli, D. (2016, September). *Moving beyond counts: integrating context. The 2016 Altmetrics Workshop*. 27 October 2015, Bucharest (Romania). *workshop*
4. Desrochers, N., **Haustein, S.**, Alperin, J. P., Bowman, T. D., Díaz-Faes, A. A., Larivière, V., Mongeon, P., Paul-Hus, A., Quan-Haase, A., Smith, E., & Sugimoto, C. R. (2016, September). The reward (eco)system of science: More than the sum of its parts? Paper presented at the *21st International Conference on Science and Technology Indicators*, 14-16 September 2016, València (Spain). *fishbowl session*
5. Konkiel, S., Champieux, R., Bik, H., Coates, H., & **Haustein, S.** (2016, April). Altmetrics and my career: Real barriers or limitations of our minds? Paper presented at *FORCE*, 18 April 2016, Portland, OR (USA). *panel discussion*
6. Desrochers, N., Paul-Hus, A., Bowman, T.D., Costas, R., **Haustein, S.**, Larivière, V., Mongeon, P., Pecoski, J., Quan-Haase, A., & Tsou, A. (2015, November). Authorship, Patents, Citations, Acknowledgments, Tweets, Reader Counts and the Multifaceted Reward System of Science. Paper presented at *ASIS&T Annual Meeting*, 10 November 2014, St. Louis (USA). *panel discussion*
7. Bar-Ilan, J., Bowman, T.D., **Haustein, S.**, Milojević, S., & Peters, I. (2015, November). Self-Presentation in Academia Today: From Peer-Reviewed Publications to Social Media. Paper presented at *ASIS&T Annual Meeting*, 9 November 2014, St. Louis (USA). *panel discussion*
8. Peters, I., **Haustein, S.**, Ni, C., Lu, K., & Bowman, T.D. (2015, November). *Metrics 2015 Workshop. ASIS&T Workshop on Informetrics and Scientometric Research*. 7 November 2015, Amsterdam (the Netherlands). *workshop*
9. Bar-Ilan, J., Costas, R., Groth, P., **Haustein, S.**, Peters, I., & Taraborelli, D. (2015, October). *altmetrics15: 5 years in, what do we know? The 2015 Altmetrics Workshop*. 9 October 2015, Amsterdam (the Netherlands). *workshop*
10. Daraio, C., Aguillo, I., Bonaccorsi, A., Glänzel, W., **Haustein, S.**, Hornborstel, S., Hinze, S., Luwel, M. & Moed, H.F. (2015, June). Grand challenges in data integration for research and innovation policy: handling big data, coping with quality issues and anticipating new policy needs. State of the art and future perspectives. Paper presented at the *15th International Society of Scientometrics and Informetrics Conference*, 29 June 2015, Istanbul (Turkey). *workshop*
11. Peters, I., Bar-Ilan, J., Halevi, G., **Haustein, S.**, Scharnhorst, A. & West, J. (2014, November). Informetrics, bibliometrics, scientometrics, altmetrics: What is it all about? Paper presented at *ASIS&T Annual Meeting*, 5 November 2014, Seattle (USA). *panel discussion*
12. Rafols, I., Wouters, P., de Rijcke, S., Adams, J., Curry, S., Colledge, L., **Haustein, S.**, & Hicks, D. (2014, September). Quality standards for evaluation indicators: Any chance for the dream to come true? Paper presented at *19th International Conference on Science and Technology Indicators*, 3-5 September 2014, Leiden (the Netherlands). *panel discussion*
13. Bar-Ilan, J., Costas, R., Groth, P., **Haustein, S.**, Peters, I., & Taraborelli, D. (2014, October). *altmetrics14: expanding impacts and metrics. An ACM Web Science Conference 2014 Workshop*. 23 June 2015, Bloomington (USA). *workshop*

14. **Haustein, S.** (2013, November). Disciplinary differences and other biases: Exploring social media metrics in scholarly context. *NISO Webinar: New Perspectives on Assessment. How Altmetrics Measure Scholarly Impact*, 13 November 2013. *webinar*
15. Bar-Ilan, J., Sugimoto, C.R., Gunn, W., **Haustein, S.**, Konkiel, S., Larivière, V., & Lin, J. (2013, November). Altmetrics – Present and future. Paper presented at *ASIS&T Annual Meeting*, 5 November 2013, Montréal (Canada). *panel discussion*

MEDIA COVERAGE AND REVIEWS

BOOK REVIEWS

1. Schubert, A. (2014). How to rank if you must: two useful guiding books. *Scientometrics*, 98(1), 763–765. doi: 10.1007/s11192-013-0998-4
2. Jacso, P. (2013). Multidimensional journal evaluation: analyzing scientific periodicals beyond the impact factor. *Online Information Review*, 37(4), 662–663. doi: 10.1108/OIR-05-2013-0117
3. Burrows, T. (2013). Multidimensional journal evaluation: analyzing scientific periodicals beyond the impact factor. *Australian Library Journal*, 62(3), 245–246. doi: 10.1080/00049670.2013.811772
4. Lewandowski, D. (2012). Haustein, Stefanie: Multidimensional Journal Evaluation: Analyzing Scientific Periodicals beyond the Impact Factor. Berlin, Boston: de Gruyter, 2012. *Information Wissenschaft und Praxis*, 63(6), 395–397.

PRESS COVERAGE

1. Morton, B. (2016). Do people really use results of academic research? SFU professor wants to know. *Vancouver Sun*, 29 July 2016. <http://vancouver.sun.com/news/local-news/do-people-really-use-results-of-academic-research-sfu-professor-wants-to-know>
2. Anonymous (2016). Research gets social: new SFU study examines the everyday impact of academic research. *SFU News*, 29 July 2016. <http://www.sfu.ca/sfunews/stories/2016/research-gets-social-new-sfu-study-examines-everyday-impact.html>
3. Hall, N. (2016). If science is going to save the world, we need to make it open. *World Economic Forum*, 16 June 2016. <https://www.weforum.org/agenda/2016/06/why-science-needs-to-open-up>
4. Gray, J., & Lawson, S. (2016). It's time to stand up to grey academic publishers. *The Guardian*, 18 April 2016. <https://www.theguardian.com/higher-education-network/2016/apr/18/why-academic-journals-expensive>
5. Dowbor, P. (2016) Dowbor: como as corporações cercam a democracia. *Outras Palavras*, 23 June 2016. <http://outraspalavras.net/posts/dowbor-como-as-corporacoes-cercam-a-democracia/>
6. Murphy, K. (2016). Should all research papers be free? *New York Times*, 13 March 2016. http://www.nytimes.com/2016/03/13/opinion/sunday/should-all-research-papers-be-free.html?_r=0
7. Kravets, D. (2016). A spiritual successor to Aaron Swartz is angering publishers all over again. *Ars Technica*, 4 March 2016. <http://arstechnica.com/tech-policy/2016/04/a-spiritual-successor-to-aaron-swartz-is-angering-publishers-all-over-again/>
8. Fischer, R. (2016). What if we let social media rate research? *Horizons. Swiss research magazine published by the Swiss National Science Foundation*, 108, 25–28. March 2016. [Also published in French and German] http://www.snf.ch/SiteCollectionDocuments/horizonte/Horizonte_gesamt/Horizons_108_E.pdf
9. Howells, L. (2016). MUN cancels 1,700 journals, as national association says libraries in 'crisis'. *CBC News*, 4 February 2016. <http://www.cbc.ca/news/canada/newfoundland-labrador/mun-academic-journal-cancellations-1.3432671>
10. Collins, C. (2016). Canadian university libraries threatened by soaring academic publisher prices. *Rabble.ca*, 5 January 2016. <http://rabble.ca/news/2016/01/canadian-university-libraries-threatened-soaring-academic-publisher-prices>
11. Howells, L. (2015). Ryerson University says it must cancel journal subscriptions, like MUN is considering. *CBC News*, 13 December 2015. <http://www.cbc.ca/news/canada/newfoundland-labrador/ryerson-mun-journals-library-1.3362662?cmp=rss>

12. Cookson, R. (2015). Elsevier leads the business the internet could not kill. *Financial Times*, 15 November 2015. <http://www.ft.com/intl/cms/s/0/93138f3e-87d6-11e5-90de-f44762bf9896.html>
13. Barbour, V. (2015). The battle for open access is far from over. *The Conversation* (also published by *Australasian Science* and *Phys.org*), 18 October 2015. <http://theconversation.com/the-battle-for-open-access-is-far-from-over-48677>
14. Fisher, G. (2015). Five for-profit companies control more than 50% of academic publishing. *Quartz*, 2 July 2015. <http://qz.com/441305/five-for-profit-companies-control-more-than-50-of-academic-publishing/>
15. Hall, N. (2015). @AcademicsSay: The Story Behind a Social-Media Experiment. *The Chronicle of Higher Education*, 1 July 2015. <http://chronicle.com/article/AcademicsSay-The-Story/231195/>
16. Anonymous (2016). Research gets Social: New study uses social media to explore public applications of academic knowledge, *SFU FCAT Blog*, 24 May 2016. <http://www.sfu.ca/fcat/blog/summer-2016/juanpabloalperin.html>
17. Poynder, R. (2015). Emerald Group Publishing tests ZEN, increases prices: what does it mean? *Open and Shut*, 22 July 2015. <http://poynder.blogspot.ca/2015/07/emerald-group-publishing-tests-zen.html>
18. Huff, E. A. (2015) Academic Oligarchy : Majority of Science Publishing is Controlled by Just Six Companies. *GlobalResearch*, 19 July 2015. <http://www.globalresearch.ca/academic-oligarchy-majority-of-science-publishing-is-controlled-by-just-six-companies/5463289>
19. Dupuis, J. (2015). Why are librarians hesitant to CANCEL ALL THE JOURNALS? *ScienceBlogs*, 26 June 2015. <http://scienceblogs.com/confessions/2015/06/26/why-are-librarians-hesitant-to-cancel-all-the-journals/>
20. Herb, U. (2015). Wissenschaftsjournale: Konzentration, Karriere und Kommerz. *Heise*, 25 June 2015. <http://www.heise.de/tp/news/Wissenschaftsjournale-Konzentration-Karriere-und-Kommerz-2721572.html>
21. Bernatchez, J.S. (2015). Un oligopole dans l'édition de revues scientifiques. *L'heure du monde*, *Radio-Canada*, 24 June 2015. http://ici.radio-canada.ca/emissions/l_heure_du_monde/2014-2015/archives.asp?nic=1&date=2015-06-24
22. Howell, E. (2015). Who's Profiting From Academic Papers? Too Few, A Study Argues. *Heriox*, 19 June 2015. <https://heriox.com/news/358-whos-profiting-from-academic-papers-too-few-a-stud>
23. Burgun, I. (2015). Internet a tué les petits éditeurs scientifiques. *Agence Science-Presse*, 18 June 2015. <http://www.sciencepresse.qc.ca/actualite/2015/06/18/internet-tue-petits-editeurs-scientifiques>
24. Vanzetta, M. (2015). Il cartello dell'editoria scientifica. *Galileo*, 16 June 2015. <http://www.galileonet.it/2015/06/il-cartello-delleditoria-scientifica/>
25. Prévost, L.A. (2015). Le grand contrôle de cinq maisons de publication de recherche. *Quartier Libre*, 16 June 2015. <http://quartierlibre.ca/le-grand-contrôle-de-cinq-maisons-de-publication-de-recherche/>
26. Greenberg, J. (2015). The Web Will Either Kill Science Journals or Save Them. *Wired*, 15 June 2015. <http://www.wired.com/2015/06/web-will-either-kill-science-journals-save/>
27. Kvittingen, I. (2015). Store selskaper styrer vitenskapelig publisering. *forskning.no*, 15 June 2015. <http://forskning.no/om-forskning-okonomi/2015/06/store-selskaper-styrer-publisering>
28. Kaden, B. (2015). Das Oligopol der Wissenschaftsverlage und die Geisteswissenschaften. *Fu-Push*, 15 June 2015. https://blogs.hu-berlin.de/fupush/2015/06/15/ssh_publishing/
29. Chung, E. (2015). Academic publishers reap huge profits as libraries go broke. *CBC News*, 15 June 2015. <http://www.cbc.ca/news/technology/academic-publishers-reap-huge-profits-as-libraries-go-broke-1.3111535>
30. Majtenyi, C. (2015). "Big 5" academic publishers taking big profits, says study. *The Brock News*, 15 June 2015. <http://www.brocku.ca/brock-news/?p=34044>
31. Macdonald, F. (2015). These five companies control more than half of academic publishing. *Science Alert*, 12 June 2015. <http://www.sciencealert.com/these-five-companies-control-more-than-half-of-academic-publishing>
32. Anonymous (2015). Study Views Academic Publishing as an Oligopoly. *Inside Higher Ed*, 11 June 2015. <https://www.insidehighered.com/quicktakes/2015/06/11/study-views-academic-publishing-oligopoly>
33. Anonymous (2015). Oligopolio Scientifico: Più Del 50% Delle Pubblicazioni In Mano A 5 Aziende. *Brainfactor*, 11 June 2015. <http://www.brainfactor.it/?p=3841>

34. Trager, R. (2015). Chemical sciences literature dominated by five publishing houses. *Chemistry World*, 11 June 2015. <http://www.rsc.org/chemistryworld/2015/06/chemical-sciences-literature-dominated-big-five-publishing-houses>
35. Ученые: пять мега-издательств контролируют половину научного мира. *РИА*, 11 June 2015. <http://ria.ru/science/20150611/1069472057.html>
36. Czepeľ R. (2015). Fünf Konzerne regieren die Wissenschaft. *ORF.at*, 11 June 2015. <http://science.orf.at/stories/1759657/>
37. Riedl-Daser, B. (2015). Fünf Konzerne regieren die Wissenschaft. *Wissen aktuell, ORF*, 11 June 2015. <http://oe1.orf.at/programm/406589>
38. Anonymous (2015). Cinq compagnies contrôlent plus de la moitié de la communication savante. *L'Actualité*, 10 June 2015. <http://www.lactualite.com/actualites/quebec-canada/cinq-compagnies-controlent-plus-de-la-moitie-de-la-communication-savante/>
39. Krisch, J.A. (2015). These Five Corporations Control Academic Publishing. *Vocativ*, 10 June 2015. <http://www.vocativ.com/culture/science/five-corporations-control-academic-publishing/>
40. Popkin, G. (2015). Scientists 'eat faster' at bulging paper buffet. *Physics World*, 28(5), 10.
41. Caza, P.E. (2015). Quels sont les périodiques essentiels? *Actualités UQAM*, 16 March 2015. <http://www.actualites.uqam.ca/2015/bibliotheques-revision-des-abonnements-aux-periodiques>
42. Baker, A. (2015). Not Your Grandma's Science Competition – Part 3. *Scientific American*, 24 February 2015. <https://blogs.scientificamerican.com/frontiers-for-young-minds/not-your-grandma-s-science-competition-part-3/>
43. Schmitt, J. (2014). Academic Journals: The Most Profitable Obsolete Technology in History. *The Huffington Post*, 23 December 2014. http://www.huffingtonpost.com/jason-schmitt/academic-journals-the-mos_1_b_6368204.html?utm_hp_ref=education&ir=Education
44. Dugal, M. (2014). Twitter la science. *La Sphère, ICI Radio-Canada*, 18 January 2014. http://ici.radio-canada.ca/emissions/la_sphere/2013-2014/archives.asp?date=2014-01-18
45. Dambeck, H. (2013). Biomedizinische Studien: Twitter-Nutzer mögen's schräg. *Der Spiegel*, 27 December 2013. <http://www.spiegel.de/wissenschaft/mensch/biomedizinische-studien-twitter-nutzer-moegen-s-schraeg-a-939381.html>
46. Yandell, K. (2013). Twitter Scholars: How Science Goes Viral. *Scientific American*, 23 December 2013. <http://www.scientificamerican.com/article.cfm?id=how-science-goes-viral>
47. Berko, L. (2013). How We Retweet Science. *Motherboard*, 18 December 2013. <http://motherboard.vice.com/blog/how-we-retweet-science>
48. Yandell, K. (2013). Twitter Scholars: How Science Goes Viral. *The Connectivist*, 18 December 2013. <http://www.theconnectivist.com/2013/12/twitter-scholars-how-science-goes-viral/>
49. Winter, C. (2013). For Scientists, More Tweets Don't Mean Better Citation Numbers. *Bloomberg Businessweek*, 17 December 2013. <http://www.businessweek.com/articles/2013-12-17/for-scientists-more-tweets-dont-mean-better-citation-numbers>
50. Benderly, B.L. (2013). More Tweets Don't Add Up to More Citations, Study Finds. *Science*, 16 December 2013. http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2013_12_16/caredit.a1300279
51. Gozlan, M. (2013). Médecine : les articles les plus partagés sur Twitter. *Sciences et Avenir*, 16 December 2013. <http://www.sciencesetavenir.fr/sante/20131216.OBS9695/medecine-les-articles-les-plus-partages-sur-twitter.html?xtor=RSS-26>
52. Van Noorden, R. (2013). Twitter buzz about papers does not mean citations later. *Nature*, 12 December 2013. <http://www.nature.com/news/twitter-buzz-about-papers-does-not-mean-citations-later-1.14354>
53. Vence, T. (2013). Tweet Talk. *The Scientist*, 11 December 2013. <http://www.the-scientist.com/?articles.view/articleNo/38602/title/Tweet-Talk/>
54. Darling, E. (2013). Twitter matters as science seeks to make a social impact. *The Conversation*, 11 December 2013. <https://theconversation.com/twitter-matters-as-science-seeks-to-make-a-social-impact-21300>
55. Gómez Abajo, C. (2013). Las investigaciones graciosas arrasan en Twitter. *Tendencias21*, 11 December 2013. http://www.tendencias21.net/Las-investigaciones-graciosas-arrasan-en-Twitter_a28376.html
56. Parnell, B.A. (2013). Tweeting Scientists Find Penile Fracture And 'Sperm Bags Of Squid' Just As Funny As Everyone Else Does. *Forbes*, 10 December 2013.

<http://www.forbes.com/sites/bridaineparnell/2013/12/10/tweeting-scientists-find-penile-fracture-and-sperm-bags-of-squid-just-as-funny-as-everyone-else-does/>

57. Basken, P. (2013). Twitter's Value as Measure of Scientific Impact Encounters New Doubt. *The Chronicle of Higher Education*, 10 December 2013. <http://chronicle.com/article/Twitters-Value-as-Measure-of/143529/>
58. Jaschik, S. (2013). In Science Papers, Tweets Don't Equal Citations. *Inside Higher Ed*, 9 December 2013. <https://www.insidehighered.com/quicktakes/2013/12/09/science-papers-tweets-dont-equal-citations>
59. Sauvé, M.-R. (2013). Twitter sa science. Le réseau mesure mal l'impact des articles scientifiques. *Forum*, 48(15), 1-2. <http://www.nouvelles.umontreal.ca/recherche/sciences-humaines-lettres/20131209-twitter-sa-science.html>
60. Shema, H. (2013). Thoughts about altmetrics (an unorganized, overdue post). *Scientific American*, 3 August 2013. <https://blogs.scientificamerican.com/information-culture/thoughts-about-altmetrics-an-unorganized-overdue-post/>

Appendix G

ÉSIS Faculty Research, Publications, and Conference Presentations

Funding

Current research grants awarded to ÉSIS full-time faculty:

Funding Agency /Program	Research Project	Investigator	Amount (Year)
Law Foundation of Ontario Responsive Grants Program	Mapping the Front End: Legal information seeking practices	Dr. M. Cavanagh, Principal Investigator	\$65,000 (2016-2017)
Mitacs Accelerate Graduate Research Internship Program	A Model-Driven Framework for Meta-Data Harmonization in Business Intelligence	Dr. André Vellino, Co-investigator	\$80,000 (2016)
Social Sciences and Humanities Research Council (SSHRC) Insight Development Grants	Collaborative Appraisal Practices and Automated Records Classification: A Study of Email Management in the Government of Canada	Dr. I. Alberts, Principal Investigator	\$44,932 (2016-2018)
Social Sciences and Humanities Research Council (SSHRC) Insight Grants	Sustaining the Knowledge Commons: Open Access Scholarship	Dr. H. Morrison, Principal Investigator	\$182,445 (2016-2021)
University of Ottawa Grants for Interdisciplinary Research	Communications and Technology Innovation Labs	Dr. I. Alberts, Collaborator	\$3,565 (2017-2018)

Publications

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

Alaieri, F., & Vellino, A. (2016) Ethical decision making in robots: Autonomy, trust and responsibility. In A. Agah et al. (eds.) *Social Robotics: 8th International Conference, ICSR 2016* (pp. 159–168). Springer International.

- Alaieri, F., & Vellino, A. (2017). A decision making model for ethical (ro)bots. In *IEEE International Symposium on Robotics and Intelligent Sensors (IRIS)* (pp. 203-207). IEEE.
- Alberts, I. (2017). L'analyse d'affaires en réponse aux défis archivistiques numériques. Dans *La gouvernance informationnelle dans les organisations*. Québec, QC: Presses universitaires du Québec. Forthcoming
- Alberts, I. (2017). Surcharge du courriel et pratiques de contournement dans les environnements numériques de travail: quelques pistes de solution inspirées de la sémiotique organisationnelle. *Revue COSSI*, 2017(2). Forthcoming
- Bowker, L., & Delsey, T. (2016). Information science, terminology and translation studies: Adaptation, collaboration, integration. In Y. Gambier & L. van Doorslaer (eds.), *Border crossings: Translation studies and other disciplines* (pp.73-95). Amsterdam: John Benjamins Publishing.
- Bowker, L., & Villamizar, C. (2016). Embedded records management: A case study emphasizing the importance of community as a key to success. *Canadian Journal of Library and Information Science* 40(4), 300-317.
- Bowker, L., & Villamizar, C. (2017). Embedding a records manager as a strategy for helping to positively influence an organization's records management culture. *Records Management Journal* 27(1), 57-68.
- Delsey, T. (2016). The making of RDA. *Italian Journal of Library, Archives and Information Science*, 7(2), 25-47.
- Horava, T. (2016). Making OA monographs happen: Library-Press collaboration at the University of Ottawa, Canada. *Insights* 29(1), 57-63.
- Horava, T. (2016). The oligopoly of academic publishing: What does it mean for us? *TECHnicalities*, 36(2), 10-14.
- Horava, T. (2017). Demand-driven acquisition and collection management. *TECHnicalities*, 37(4), 15-18.
- Horava, T. (2017). Some reflections on open access and collection management. *TECHnicalities*, 37(2), 12-15.
- Horava, T. (2017). What is a 'collection' nowadays?" *TECHnicalities*, 37(6), 14-17.
- Horava, T., Rykse, H., Smithers, A., Tillman, C., & Wyckoff, W. (2017). Making shared print management happen: A project of five Canadian academic libraries. *Serials Review* 43(1), 2-8.
- Horava, T., & Ward, M. (2016). Library consortia and article processing charges: An international survey. *Serials Review* 42(4), 280-292.
- Intahchomphoo, C., Jeske, M., & Vellino, A. (2016). Coping with budget cuts: How Canadian libraries compare with other countries, *Canadian Law Library Review*, 41(3), 17-23.

- Levine-Clark, M., & Horava, T. (2016). Current trends in collection development practices and policies. *Collection Building* 35(4), 97-102.
- Morrison, H. (2017). DOAJ Review. *The Charleston Advisor* 18(1), 25-28.
- Morrison, H. (2017). Elsevier: The world's largest open access publisher. *The Charleston Advisor*, 18(3), 53-59.
- Morrison, H. et al. (2015 -) sustainingknowledgecommons.org
- Morrison, H. et al. (2015 -) Open access article processing charges dataverse. <https://dataverse.scholarsportal.info/dataverse/oaapc>
- Morrison, H., Brutus, W., Dumais-Desrosiers, M., Kakou, T., Laprade, K., Merhi, S., Ouerghi, A., Salhab, J., Volkanova, V., & Wheatley, S. (2017). Open access article processing charges (OA APC) longitudinal study 2016 dataset. *Data* 2(2), 13.
- Morrison, H., Mondésir, G., Salhab, J., Villamizar, C., Calvé-Genest, A., & Desautels, L. (2016). Open access article processing charges (OA APC) longitudinal study 2015 preliminary dataset. *Data*, 1(1).
- Pavlović, M., Cavanagh, M., Grassie, S., & Hamilton, L. (2016). *Intervention in Telecom Notice of Consultation CRTC 2016-293: Review of the Wireless Code, Canadian Radio-Television and Telecommunications Commission*.
- Vellino, A., & Alberts, I. (2016). Assisting the appraisal of e-mail records with automatic classification. *Records Management Journal*, 26(3), 293-313.

Conference presentations

Papers and posters by ÉSIS faculty recently presented at conferences:

- Alaieri, F., & Vellino, A. (2016, April). *The ethical characteristics of autonomous robots*. Poster presented at the We Robot Conference 2016, Miami, FL.
- Alberts, I. (2016, January). *Business Analysis as a Strategic Tool for Information Management*. Presented at the INFONEX Conference, Managing E-Records in Canada's Public Sector, Ottawa, ON.
- Alberts, I. (2016, June). *Analyse des processus d'affaires et gouvernance de l'information*. Presented at Journée de l'Association des archivistes du Québec, Gatineau, QC.
- Bowker, L., & Jones, J. (2016, June) Reflecting on our tone when representing quality assurance: A corpus-based investigation. Presented at the 29th Conference of the Canadian Association for Translation Studies, Calgary, AB.
- Bowker, L., & Villamizar, C. (2016, June). *The embedded records manager: A pilot study emphasizing the importance of community as a key to success*. Presented at the Canadian Association for Information Science Annual Conference, Calgary, AB.

- Cavanagh, M., & Pavolovic, M.** (2017, May). *A preliminary inquiry into the information experiences of Canada's wireless consumers*. Presented at the Canadian Association for Information Science, Annual Conference, Toronto, ON.
- Lajule, X., & **Alberts I.** (2017, June). *L'architecture de l'information selon l'échelle sémiotique de Stamper: Un modèle pour utiliser les ressources informationnelles dans les organisations*. Presented at the 46e Congrès de l'Association des Archivistes du Québec, Montreal, QC.
- Morrison, H.** (2016, June). *Sustaining the knowledge commons: the economics of transition to open access*. Society for Scholarly Publishing Annual Meeting, Vancouver, BC.
- Morrison, H.** (2017, May). *Irrational rationality, rankings and alternatives*. Presented at the Peter Wall Institute for Advanced Studies, University of British Columbia, Vancouver, BC.
- Morrison, H.** (2017, May). *Journal rankings: dysfunction in knowledge creation & moving beyond*. Presented at the Peter Wall Institute for Advanced Studies, University of British Columbia, Vancouver, BC.
- Morrison, H.** (2017, May). *The trouble with metrics in academic evaluation*. Presented at the Canadian Communication Association Annual General Conference, Toronto, ON.
- Morrison, H.** (2017, June). *Lies, damn lies, statistics and open data*. Presented at Data Power 2017, Ottawa, ON.
- Vanden Bosch, E., & **Alberts I.** (2016, November). *Automatic classification solutions in digital records management*. Presented at the ARMA NCR 2016 Fall Information Management Conference, Ottawa, ON.
- Vanden Bosch, E., & **Alberts I.** (2017, June). *Different strokes for different folks: An exploratory study of appraisal performed by recordkeeping experts and non-experts in the Government of Canada*. Presented at the 45th Annual Conference for the Canadian Association for Information Science, Toronto, ON.
- Vellino, A.** (2016, June). *Ethics, information and the law*. University of Ottawa Institute of Law Librarians, Ottawa, ON.
- Vellino, A.** (2017, April). *Mindfulness as instrument, mindfulness as lifestyle*. Presented at the First Annual Meeting of the University of Ottawa Academy of Mindfulness and Contemplative Studies, Ottawa, ON.

Appendix H

Mary F. Cavanagh

(Revised May 30, 2017)

Department/School: School of Information Studies

May 2017

CURRICULUM VITAE

a) NAME:

CAVANAGH, Mary, associate professor with tenure Employee #: 207280
Member, Faculty of Graduate and Postdoctoral Studies
Member, Electronic Business (PhD), Faculty of Graduate and Postdoctoral Studies
Personal webpage: <http://mfcavanagh.wordpress.com>

b) DEGREES:

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

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

c) EMPLOYMENT HISTORY:

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

d) ACADEMIC HONOURS:

2014	Highly Commended Paper, Awards for Excellence, <i>Journal of Documentation</i> , Emerald Group Publishing Limited, "Interpreting reference work with contemporary practice theory"
2013	Highly Commended Paper, Awards for Excellence, <i>Library Review</i> , Emerald Literati Network Awards for Excellence, "Baby boomers, their elders and the public library"
2012	Awarded GRAND-NCE New Scholars' Travel Bursary (\$1,000) to attend #Influence12: Symposium & Workshop on Measuring Influence on Social Media, Social Media Lab, School of Management, Dalhousie University, Halifax, NS, September 28-29
2007	Student Paper of the Year Award, <i>Canadian Association of Information Science</i>

L'Association canadienne des sciences de l'information (CAIS-ACSI), "Re-conceptualizing the 'reference transaction' – the case for interaction and information relationships at the public library reference desk"

e) SCHOLARLY AND PROFESSIONAL SERVICE ACTIVITIES

Scholarly Activities (External)

- 2017 Member, Centre for Law, Technology & Society, Faculty of Common Law, University of Ottawa
- 2017 Reviewer, MITACS Accelerate Proposal "*Analysis of Narrative Driven Social Media Content Use Within Successful Social Media Campaigns Across Multiple Social Platforms To Develop a Campaign Strategy*"
- 2017 Reviewer, Annual Meeting of The Association for Information Science & Technology
- 2017 Program Committee, Social Media and Society Conference
- 2016 Reviewer, Annual Meeting of The Association for Information Science & Technology
- 2016 Program Committee, Social Media and Society Conference
- 2015 Reviewer, *Annual Meeting of The Association for Information Science & Technology*,
- 2015 Reviewer, *Information Research*
- 2015 Co-Chair, *Canadian Association of Information Science Annual Conference*, University of Ottawa, Ottawa, ON, June 3-6
- 2015 Member, International Programme Committee, *Information: Interactions and Impact (i3) Bi-annual Conference*, Robert Gordon University, Aberdeen, Scotland, June 23-26
- 2013 - Member, Editorial Board, *Canadian Journal of Information and Library Science | La Revue canadienne des sciences de l'information et de bibliothéconomie*
- 2013 - Member, Editorial Advisory Board, *Library Review*
- 2013 International Programme Committee Member, *Information: Interactions and Impact (i3) Bi-annual Conference*, Robert Gordon University, Aberdeen, Scotland, June 25-28
- 2013 Programme Reviewer, *Social Media and Society International Conference*, Social Media Lab, School of Management, Dalhousie University, Halifax, NS, September 14-15
- 2012 Moderator, Research Roundtable, *Canadian Association of Information Science*, Annual Conference, Waterloo, Ontario, May 30-June 2
- 2012 Chair, Academic Panel, "Performing the Archive", *History, Memory, Performance Conference*, Department of Theatre, University of Ottawa, April 19-21
- 2012 Programme Reviewer, *#Influence12: Symposium & Workshop on Measuring Influence on Social Media*, Social Media Lab, School of Management, Dalhousie University, Halifax, NS, September 28-29
- 2011 - Member, *Cogniva Information Science Research Institute (CISRI)*, Gatineau, QC
- 2011 Member, Research Grant Competition Jury, *Association of Library and Information Science Educators (ALISE)*
- 2011 Co-Chair, Local Arrangements Committee, *Joint Conference on Digital Libraries (JCDL)*, University of Ottawa, June 13-16

- 2011 ProgrammeReviewer, *Association for Information Science and Technology (ASIS&T), Annual Conference*
- 2010 Reviewer, *Management Learning Quarterly*
- 2010 - Member, *International Center for Information Ethics*
- 2010 ProgrammeReviewer, *Association for Information Science and Technology (ASIS&T), Annual Conference*
- 2009-11 Coordinator, *ÉSIS Research Conversations | Conversations de la recherche, Colloquium series, School of Information Studies*

Service Activities (Internal):

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

Service Activities (External):

- 2016 Member, *American Library Association, Committee on Accreditation External Review Panel, McGill School of Information Studies, September 25-27, 2016*
- 2012 - present Board Member, *MediaSmarts | HabiloMédias*
- 2011 - present Accredited External Review Panelist, *American Library Association, Committee on Accreditation*

2013 - 2014	Member, <i>Library Statistics and Values Task Force</i> , Canadian Library Association
2009- 2013	Member, <i>SmartLibrary Bibliothèque québécoise Steering Committee</i>

f) GRADUATE SUPERVISIONS:

In Process: 1 Supervision, 1 Co-supervision

- . Elizabeth Marasse (M.I.S.), *The Beauty of Working Alone Together: Aesthetic Judgment and Knowledge Creation*, Supervisor, January 2017 –
- . Erica Vanden Bosch, (M.I.S.), *Automated Classification: Improving the Scalability of Digital Records Management in the Government of Canada*, Co-supervisor, January 2017 –

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

- . Wendy Robbins (M.I.S.), *A Place for Us? Baby boomers, their elders, and the public library*, Sept. 2010 - Nov. 2011
- . Caitlin Horrall (M.I.S.), *Mothers of invention: Commercial content on mother blogs and perceptions of credibility*, Sept. 2010 - 2014 (part-time)
- . Mariane Léonard (M.I.S.), *Recherche d'images numériques et utilisation des métadonnées chez des étudiants aux cycles supérieurs*, Sept. 2010 - 2015

g) GRADUATE COURSES:

Seminars:

2006-2007	Online information retrieval
2009-2010	Research methods for information professionals
2009-2010	Ethics, values and information dilemmas
2009-2010	Evaluation of information programs and services
2009-2010	Philosophy and practice of the information professional
2010-2011	Organizational ecology of information agencies
2010-2011	Research methods for information professionals
2010-2011	Social context of information
2010-2011	Ethics, values and information dilemmas
2011-2012	Thèmes choisis : Services de renseignement, ressources et relations
2011-2012	Ethics, values and information dilemmas
2011-2012	Research methods for information professionals
2011-2012	Special topic: Information seeking
2012-2013	Ethics, values and information dilemmas
2012-2013	Research methods for information professionals
2012-2013	Philosophy and practice of the information professional
2012-2013	Organizational ecology of information agencies
2013-2014	Special topic: Information seeking
2013-2014	Research methods for information professionals
2013-2014	The publishing business: past, present and future trends
2013-2014	Evaluation of information programs and services
2014-2015	Marketing and advocacy for information professionals
2014-2015	Knowledge in organizations

2014-2015	Social media
2014-2015	Information resource discovery
2014-2015	Information professionals as leaders
2015-2016	Current topics in information studies
2015-2016	Advanced research methods in information studies
2015-2016	Information resource discovery
2016-2017	Marketing and advocacy for information professionals
2016-2017	Research methods for information professionals
2017-2018	Special Topic: Information credibility and trustworthiness in 21 st century

Directed Studies:

Caitlin Horrall, M.I.S., 2011-2012, Archiving special collections

Kelly Sirett, M.I.S., 2013-2014, Community librarianship

Cecilia Tellis, M.I.S. Certificate, 2013-2014, Entrepreneurial librarianship

h) EXTERNAL RESEARCH FUNDING:

<u>Year</u>	<u>Source</u>	<u>Type</u>	<u>Amount per year</u>	<u>Purpose</u>	<u>Title of Project</u>
2010	Network Centre of Excellence - Graphics, Animation and New Media (GRAND)	C	\$5000 CNI*	Research	Access to news media: production, search, retrieval and distribution
2011	Network Centre of Excellence - Graphics, Animation and New Media (GRAND)	C	\$10,000 CNI	Research	Access to news media: using social media for information interaction
2012	Network Centre of Excellence - Graphics, Animation and New Media (GRAND)	C	\$10,000 CNI	Research	Organizing information relationships with social media
2014	Network Centre of Excellence - Graphics, Animation and New Media (GRAND) News2	C	\$6,000 CNI	Research	Access to news: production, interaction
2014-2016	Insight Development, Social Sciences Research and Humanities Congress	C	Y1 \$14,940 Y2 \$13,088 PI	Research	Social-biblio.ca: Meaning and method behind Canadian public library micro-blogging practices
2016-2017	Law Foundation of Ontario Responsive Grants Program	C	\$65,000 (18 months) PI	Research	Mapping the Front End: Legal information seeking practices

*CNI = Collaborating Network Investigator

i) INTERNAL RESEARCH FUNDING:

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

j) PUBLICATIONS:

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

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

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

Books authored: none

Books edited: none

Refereed Chapters in Books: none

Non-refereed Chapters in Books: none

Papers in refereed Journals and Conference Proceedings

Published papers:

1. **Cavanagh, M.** (2015) Micro-blogging practices in Canadian public libraries: a national snapshot. *Journal of Librarianship and Information Science*, January, doi:10.1177/0961000614566339
2. **Cavanagh, M.** (2015) Structuring an action net of public library membership. *Library Quarterly*, 85(4), 406-426.
3. **Cavanagh, M.** (2013) Interpreting reference work with contemporary practice theory. *Journal of Documentation*, 69(2), 214-242.
4. **Cavanagh, M.F.** and Robbins, W. (2012) Baby boomers, their elders and the public library. *Library Review* 8/9, 622 - 640.
5. Huizing, A. and **Cavanagh, M.**, (2011) Planting contemporary practice theory in the garden of information science. *Information Research*, 16 (4), 26 pages. Available at: <http://InformationR.net/ir/16-4/paper497.html>
6. **Cavanagh, M.** (2006) Re-conceptualizing the 'reference transaction' – the case for interaction and information relationships at the public library reference desk. *Canadian Journal of Information & Library Sciences*, 30(1/2), 1-19.
7. **Cavanagh, M.** (2005) Sensemaking a public library's internet policy crisis. *Library Management*, 26(6/7), 351-360.

Papers in conference proceedings:

8. **Cavanagh, M.** and Silk, K. (2015) *Constructing an L-Value Index for Canadian Public Libraries*, Paper presented at Northumbria Conference, York University, Edinburgh Scotland, July 20-22, 2015. Proceedings to be published in 2016.
9. Bystrom, K., **Cavanagh, M.**, Heinstrom, J., Wildemuth, B., and Erdelez, S. (2013) "What difference does a theoretical lens make in conducting a study of information interactions? Panel presented at the 2013 Annual Meeting of the Association for Information Science and Technology (ASIS&T), *Proceedings of the American Society for Information Science and Technology*, 50(1). Available at: <http://onlinelibrary.wiley.com/doi/10.1002/meet.14505001012/pdf>
10. Huizing, A. & **Cavanagh, M.** (2009) Making invisible connections visible: a practice and sociality based study of organizational and institutional learning, *Organizational Learning and Knowledge Capabilities (OLKC)*, Amsterdam NL, 18 pages, Available at: <http://www.feweb.vu.nl/olkc2009/RoundTable/RT1Cavanagh.pdf>

Regulatory submissions:

11. Marina Pavlović, Mary Cavanagh, Sean Grassie, and Lora Hamilton, Intervention in Telecom Notice of Consultation CRTC 2016-293: Review of the Wireless Code, Canadian Radio-Television and Telecommunications Commission (3 October 2016) (6,832 words). Available at:

Conference Presentations – Abstracts (Refereed)

1. Cavanagh, M. and Pavolovic, M. (May, 2017) A Preliminary Inquiry Into The Information Experiences of Canada's Wireless Consumers. *Canadian Association for Information Science, Annual Conference*, Toronto, ON.
2. Horrall, C. and **Cavanagh, M.** (May, 2014) Mothers of invention: commercial content on mother blogs and perceptions of credibility. *Canadian Association for Information Science, Annual Conference*, St. Catharines, ON.
3. Howarth, L. and **Cavanagh, M.** (January, 2014) Shush no more: An activist agenda for LIS scholars and educators. President's Session, *Association of Library and Information Science Educators*, Philadelphia, PA.
4. **Cavanagh, M.** and Freund, L. (September, 2013) Are we there yet? A comparison of micro-blogging activities in public organizations from a community engagement perspective. *Social Media and Society Conference*, Halifax, NS.
5. **Cavanagh, M.** (June, 2012) Sharing and participation: mediating public library values through the social catalogue. Presentation, *Canadian Association for Information Science Annual Conference*, Waterloo, ON.
6. **Cavanagh, M.**, Freund, L. and Goodrum, A. (February, 2012) Reframing the news reader: a tweetjam panel. *iSchools -iConference*, Toronto, ON.
7. **Cavanagh, M.**, MacDonald, S., Martinez, P., and Quirke, L. (January, 2012) Expertise and emerging roles for public library professionals. Panel presentation, *Association of Library and Information Science Educators (ALISE) Annual Conference*, Dallas, TX.
8. Bowker, L., **Cavanagh, M.**, and Weir, L. (January, 2012) Expanding our horizons and creating opportunities through bilingual and bicultural education in LIS: learning what works based on the uOttawa experience. Panel presentation, *Association of Library and Information Science Educators (ALISE) Annual Conference*, Dallas, TX.
9. **Cavanagh, M.** (November, 2009) Using "rich pictures" to design for our digital library users: a mindset not a tool. *Premier congrès des milieux documentaires du Québec*, Montreal, Canada.
10. **Cavanagh, M.** (June, 2009) Agents of practice at the public library's reference desk. *Canadian Association for Information Science Annual Conference*, Ottawa, Canada.
11. **Cavanagh, M.**, Freund, L., Holder, S., and C. Nilsen (August, 2008) Education for future reference: a points-of-view panel, Reference Renaissance Conference, Denver, USA. **Contribution: 40%**

12. **Cavanagh, M.** (June, 2005) Making sense of the public internet crisis at the Ottawa Public Library. *Canadian Association for Information Science Annual Conference*, Winnipeg, Canada.

Conference Posters (Refereed):

1. Gagnon-M.C., Brien-Régimbault, G., Rivard, J. and **Cavanagh, M.** (December, 2014) Le context en 140 caractères: la voix sur Twitter des bibliothèques francophones au Canada. Congrès des milieux documentaires du Québec, Montreal, QC.
2. **Cavanagh, M.** and Neuvians, M. (September, 2012) @publiclibraries : information isn't enough :connect & mobilize or #misstheboat, #Influence12: Symposium & Workshop on Measuring Influence on Social Media, Halifax, NS.
3. Stewart, E. Ehrlich, A. and **Cavanagh, M.** (April, 2013) Social-biblio.ca: What's in a #Canlit tweet?, University of Ottawa Undergraduate Research Opportunity Program Symposium, Ottawa, ON. **Award winner.**

Regulatory Work (Reviewed):

1. Intervenor (with Marina Pavlovic, Sean Grassie, and Lora Hamilton) in Telecom Notice of Consultation CRTC 2016-293: Review of the Wireless Code, Canadian Radio-Television and Telecommunications Commission (7 February 2017)
*The underlying research was covered by [The Wire Report](#) and [Motherboard](#). [The Wire Report](#) and [Cartt](#) also covered the team's CRTC presentation.

Professional and Technical Reports (non-refereed):

1. **Cavanagh, M.** and Alberts, I. (2013) *Business Process Review of Information Management and Resource Centre Departments*, Project Report for the Canadian Museum of Civilization, Gatineau, QC. 27 pp.
2. **Cavanagh, M.** (2010) *Saskatchewan Public Libraries: Professional Librarians & Staffing Compensation Review*. Report Prepared for the Saskatchewan Regional and Northern Library Systems and the Saskatchewan Provincial Library, Regina, SK. 15 pp.
3. **Cavanagh, M.** (2009) *Sound Practices In Library Services to Aboriginal Peoples: Integrating Relationships, Resources and Realities*, Prepared for the Provincial Territorial & Public Libraries Council (PTPLC), Ottawa, Canada. 83 pp. Available at: http://www.bclibraries.ca/ptplc/files/FINAL_AUGUST_2009_PTPLC_LibServAboriginal_FINAL.pdf
4. **Cavanagh, M.** (2007) *MacOdrum Library Strategic Plan 2007-2010*, Carleton University, Ottawa, ON. 27 pp.
5. **Cavanagh, M.** (2004) *Sustaining Canada's digital capacity: an urban library strategy to sustain*

socially inclusive ICT networks. Project Research Associate for the Council of Administrators of Large Urban Public Libraries of Canada. Ottawa, ON. 33 pp.

6. **Cavanagh, M.** (2006) *Network for Equitable Library Services for Persons with Disabilities*. Library and Archives Canada, Ottawa, ON. 18 pp.
7. **Cavanagh, M.** (1996) *Review of Regional Libraries Committee Report*. Project Writer for the Saskatchewan Provincial Library, Regina, SK. 18 pp. Available at: <http://www.libraries.gov.sk.ca/revreglibs.pdf>

Presentations (Invited)

1. **Cavanagh, M.** (April, 2015) That Twitter thing: Meaning and method behind micro-blogging in public libraries, Library and Information Studies Research Seminar, School of Library and Information Studies, SUNY-Buffalo, Buffalo, NY.
2. Cavanagh, M. (March, 2015) The future of library education panel, iSchool Symposium, University of Toronto, Toronto, ON.
3. **Cavanagh, M.** (October, 2014) The role of public libraries in lifelong learning. *Edmonton Public Library Annual Staff Development Day*, Edmonton, AB.
4. **Cavanagh, M.** (September, 2014) Personal record preservation and digital management. Expert Facilitator, *Creating the Memories and Celebrating the Legacy of the Bold and the Brave: Building the Archives of Women Scientists and Engineers in Canada*, Workshop, International Network of Women Engineers in Science (INWES) and Chair for Women in Science and Engineering, University of Ottawa, ON.
5. **Cavanagh, M.** (June, 2014) Plenary Speaker. *Librarians' Research Institute*, Canadian Association of Research Libraries | Association des bibliothèques de recherche du Canada, Carleton University, Ottawa, ON.
6. **Cavanagh, M.** (April, 2014) Canadian public library experiences with Twitter: An overview. Research Expert. *Defining New Metrics for Library Success*, University of Toronto iSchool Symposium in partnership with Dysart & Jones, Toronto, ON.
7. **Cavanagh, M.** (January, 2014) The potential of research for academic librarians. *University of Ottawa Librarians' Research Interest Group*, Ottawa, ON.
8. **Cavanagh, M.**, Weir, L., and Stirling, J. (June, 2013) The future of libraries - can we build a better city through information? Panel discussion, *Apartment613 Talks*, Ottawa, ON.
9. **Cavanagh, M.** (March, 2013) Social-biblio.ca: meaning and method behind public library micro-blogging practices. Invited speaker. *Digital Information Interaction Group*, iSchool at University of British Columbia, Vancouver, BC.
10. **Cavanagh, M.** and Neuvians, M. (October, 2012) Introducing Social-biblio.ca: Canada's Twittering public libraries. Presentation at *Library 2.012 Worldwide Virtual Conference*, San

José State University, San José, CA.

11. **Cavanagh, M.** (May, 2011). Public libraries and value. *Ontario Association of Library Technicians (OALT) Annual Conference*, Ottawa, ON.
12. **Cavanagh, M. & Freund, L.** (January, 2010) No Longer just an interview: reference as a relationship, *Ontario Library Association Annual Conference*, Toronto, ON.
13. **Cavanagh, M. & Freund, L.** (April, 2009) No longer only a reference interview. *British Columbia Library Association Annual Conference*, Vancouver, BC.
14. **Cavanagh, M.** (February, 2008) The socially networked organization. *The Education Institute of the Ontario Library Association*.

Appendix I

HÉLÈNE CARRIER

11 Maplehurst Avenue
Ottawa, Ontario Canada K2H 5A3
tel. (613) 820-3116 email : hcarrier@uottawa.ca

EDUCATION

Master in Library and Information Sciences, McGill University, 1988.

Bachelor of Arts. Études littéraires, Université du Québec à Montréal, 1984.

PROFESSIONAL EXPERIENCE

UNIVERSITY OF OTTAWA

July 2017 to June 2018

Interim Director, School of Information Studies

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

UNIVERSITY OF OTTAWA

2003 -2017

Director, Morisset Library

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

UNIVERSITY OF OTTAWA

Acting University Librarian

July – December 2009

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

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

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

OFFICE OF THE SUPERINTENDENT OF FINANCIAL INSTITUTIONS 1996-1999
Manager, Research and Information Centre

NATURAL RESOURCES CANADA 1993-1995
Manager, Information Services

COMMUNICATIONS CANADA 1990-1993
Reference Librarian

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY 1989 -1990
Reference Librarian

SCHOLARLY AND PROFESSIONAL ACTIVITIES

- 2018 Sessional Lecturer. University of Ottawa, School of Information Studies. Mandatory courses Winter 2018 semester: ISI 5705 (Principes de gestion) and ISI 6995 (Capstone Experience).
- 2017- Member. External Review Committee. Documentary Heritage Communities Program. Library and Archives Canada.
- 2016-2017 Co-Chair, University of Ottawa/Library and Archives Canada Program Committee.
- 2015 Program Co-Chair, Canadian Associate University Librarians Annual Meeting. *People, Process, Politics: the Three Ps of Reorg.* Ottawa.
- 2014 CLA Observer, ALA (American Library Association) Accreditation External Review Panel. Université de Montréal. Maîtrise en sciences de l'information.

- 2012- Guest Lecturer. University of Ottawa, School of Information Studies and Université de Montréal, École de bibliothéconomie et des sciences de l'information.
- 2012- Member. Plumes d'ici et d'ailleurs (<http://plumesdicietailleurs.blogspot.ca/>) Collaborative Online Writing Group.
- 2010-11 Member of Board of Directors. Montreal Poets' House.
- 2005-2017 Ex Officio Member of Board of Directors. Carleton Ottawa Outaouais Local (COOL) Research Data Centre.
- 2004-2008 Elected Board Member. ASTED (Association pour l'avancement des sciences et des techniques de la documentation).
- 2008 Member, Volunteers Coordination Committee. IFLA (International Federation of Library Association). Annual Conference.
- 2006 Selection Committee Member. Young Canada at Work Program. Building Careers in Heritage Internships. Administered by Canadian Library Association.
- 2001 Member, Conference Planning Committee. Corporation des bibliothécaires professionnels du Québec.
- 1998-2000 Elected member of the Planning and Priorities Committee. Council of Federal Libraries; Advisory Board, CFL Consortium (1997-1998); Editor of the CFL Newsletter, (1991-1993).
- 1998 Library Consultant. U.S.A.I.D. (1998). Benin (West Africa) Ministry of Education Documentation Centers.
- 1995-1996 Sessional Lecturer. Cité Collégiale, Library Technician Program. (courses taught: *Reference in Science and Technology* and *Government Publications*).

PUBLICATIONS/PRESENTATIONS

Carrier, H. (2017). *The ESIS Story: Community Engagement in Developing the Next Generation of Library Leaders*. Presentation at Library and Archives Canada Professional Development Forum.

Carrier, H. (2015). *The Telfer Finance Lab: Genesis of a Faculty-Library Collaboration*.

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

Carrier, H. (2014). Camp G. in *Couleurs d'ici et d'ailleurs* (p.160-178). Rouen: Christophe Chomant Éditeur, 2014.

Carrier, H. and Curran, M. (2013). *Librarians' Annual Report of Activities Workshop*. Library Council Special Meeting. University of Ottawa.

Carrier, H. (2013). Le retour de Sœur Rose Alice. in *Sainte-Cyrille-de-Perpétue* (p.160-178). Rouen : Christophe Chomant Éditeur, 2013.

Carrier, H. and Lanthier, J. (2011). *Les secrets d'une entrevue réussie*. Workshop presented at University of Ottawa Library Training Week.

Carrier, H. (2008). Sapins à vendre. *Virages* (décembre 2008, no. 46).

Carrier, H. (2005). Gestion de carrière : 10 conseils pour la génération XYZ. *Argus* (Printemps-été 2005, Vol. 34, no. 1).

Carrier, H. (1999). Développer l'Intranet corporatif : nouvel outil, nouveau rôle pour les professionnels de l'information. *Argus : la revue de la Corporation des bibliothécaires professionnels du Québec* (Hiver 1999, Vol. 28, no.3).

Carrier, H. (1998). Une bibliothèque à l'ombre des cocotiers. *Liaison* (Mai-juin 1998, no. 98-3).

Carrier, H. (1985) La maison de Monsieur Ferron. *Moebius* (1985, no. 26).

LANGUAGES

English and French