

## Action Plan: Department of Library and Information Technology

Within the first three months after the self-study report has been received by the Dean

- Department steering committee reviews recommendations noted in self-study report
- Department chair initiates discussion with division chair and dean to determine actions required to evaluate and implement the recommendations
- Department chair and steering committee complete the action plan document, forwarding the original to their dean and copy to program review facilitator
- The action plan will be reviewed and updated during the one-year post-review meeting

### Institutional Response

The Department is to be thanked and congratulated on their thorough and collaborative work which has produced a thoughtful, comprehensive review and action plan. They continually monitor the environment and maintain a close and effective connection with employer groups, and the resultant endorsement of the plan by the Review Committee is a result of this effort. The Library & Information Technology Department has demonstrated continuous development of their program to meet the needs of employers and graduate students well prepared for their roles. They have often been institutional leaders in initiatives such as online learning and prior learning assessment. This program review and plan serves as a sound framework for the Department in moving forward and thriving through the next five to seven years.

The Dean and Provost are committed to fully supporting the Department in achieving their goals through the Action Plan. In particular, the Dean and Division Chair support and facilitate the Department as they undertake their identified priorities to: enable the department to offer both streams consistently within a two year period; to innovate through development and delivery of current and special topics courses; and to work with students to develop Open Educational Resources to support students in accessing learning materials.

Signed



Dean, Faculty of Arts

May 22, 2020

Date

Signed



Provost and Vice-President

May 22, 2020

Date

## **SELF-STUDY RECOMMENDATION #1**

**Develop / add new special topics course offerings and continue to review course content in light of changing developments in the library and information technology field**

*Academic Plan Priority One: Learning and Teaching*

- 1.1. Promote and support innovation and quality in teaching and curriculum design
- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

*Academic Plan Priority Two: Student Support*

- 2.1. Strengthen and develop student support systems
- 2.2. Manage enrolments to maximize student access and success
- 2.3. Continue to develop and refine external and internal student pathways

### **RELATED EXTERNAL REVIEW RECOMMENDATION(S):**

**Recommendation (p. 4) The Advisory Committee recommended these additional competencies for graduates: knowledge about intellectual freedom, privacy policies (i.e., handling personal information), and instructional skills (e.g., teaching workshops on software).**

**Recommendation (p. 4) As has already been recognized, continue actions toward reducing waitlists for Special Topics. Means could be through expanded class size, increased frequency of course offerings, or added Special Topics options (page 54 comment).**

**Recommendation (p. 4) Feedback from current students suggest that there is gap in their knowledge around social media marketing in libraries. While social media marketing seems to be a part of the curriculum for LIBR 1495: Special Topics: Enhancing Library Webpages, we recommend that the program to try incorporate elements of social media marketing within a required course as well.**

**Recommendation (p. 4) Increase focus on “People Skills” as a learning outcome by adding relevant coursework or Special Topics. See Figure 8, page 38 where student perceptions rank this area less favourably than other skills development.**

<b>(Short/Long Term) Planned Actions</b>	<b>Led by</b>	<b>Begin on</b>	<b>Anticipated Completion</b>	<b>Notes</b>
Complete outstanding course learning outcomes	Faculty	March 2019	October 2020	A few syllabi need language revisions. Consult with TCDC, Curriculum Consultant.
Submit revised course learning outcomes to Education Council	Faculty	June 2019	Spring 2019	Division Chair will present revised syllabi to Education Council in a complete package. The implementation date will be Fall 2020.
Complete updating all course descriptions	Chair/Faculty/CC	August 2019	Spring 2019	Faculty will come together and meet with Curriculum Consultant from TCDC for guidance.
Liaise with Chair of Langara School of Management to consider removing BUSM support course from program requirements	Chair	January 2020	Ongoing	In response to student feedback. [Would like to aim for 14 courses and 6 electives; currently 13 courses and 7 electives]
Explore new special topics courses to be offered in the future	Department	Fall 2020	Summer 2021	<p>In response to External review feedback, social media elements of LIBR 1495 will be incorporated into core courses such as LIBR 1111 and others. LIBR 1495 to be discontinued.</p> <p>In response to student feedback, review current offerings and begin to develop new special topics based on community need and in consultation with PAC.</p> <p>Special topics courses could include:</p> <p>Public Services, Adult Programming, Seniors Programming, Readers Advisory, Diversity and Inclusion, Globalization and Libraries, Digital Management and Libraries, Museum Studies, GLAM (Galleries, Libraries, Archives, Museums), Advanced Records Management</p>

<b>(Short/Long Term) Planned Actions</b>	<b>Led by</b>	<b>Begin on</b>	<b>Anticipated Completion</b>	<b>Notes</b>
				These potential special topics course are dependent on administration support and resources.
Revise LIBR graduation keyboarding requirement	Department	Ongoing	Ongoing	Currently keyboarding requirement is set at 45 net words per minute. Official documentation needs to be provided to department from Division Chair and Dean.
Consult with subject librarian to create library guides (in LibGuides) to provide resources and research help tailored to specific courses and assignments	Faculty/Subject librarian	December 2019	Ongoing	This could be a practicum opportunity for a second year student.
Explore creating and/or providing access to open educational resources (OERs).	Dale West			Currently, the Library provides access to OERs as they come available. In partnership with the Educational Technology department, the Library is actively investigating creating capacity on campus to support instructors as they create OERs for their students. This, however, will require the College itself to allocate resources.

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## SELF-STUDY RECOMMENDATION #2

### Discuss and possibly broaden English/Communication curriculum requirements in consultation with the English department

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#### *Academic Plan Priority Two: Student Support*

- 2.1. Strengthen and develop student support systems
- 2.2. Manage enrolments to maximize student access and success
- 2.3. Continue to develop and refine external and internal student pathways

### RELATED EXTERNAL REVIEW RECOMMENDATION(S):

**No external review comments.**

(Short/Long Term) Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Explore broadening English / Communication requirements for the department within the context of the new English curriculum for BC.	Department Chair	January 2020	Ongoing	The new English / Communication options could draw from a wider range of courses.  One of CMNS 1115 - Interpersonal Communications ENGL 1127 - Essay Writing and Short Prose Selections ENGL 1128 - Short Prose Selections and Composition ENGL 1100 - Reading and Writing about Literature  One of CMNS 1118 - Written Communications ENGL 1129 - Modern Novel, Poetry, and Drama ENGL 1130 - Modern Novel, Poetry, and Film CMNS 2228 - Advanced Written Communications

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### SELF-STUDY RECOMMENDATION #3

#### Review scheduling of courses to optimize progression through the program and student success

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##### *Academic Plan Priority Two: Student Support*

- 2.1. Strengthen and develop student support systems
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#### RELATED EXTERNAL REVIEW RECOMMENDATION(S):

**No external review comments.**

(Short/Long Term) Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Explore changing the format and scheduling of some LIBR courses in order to even out curriculum and possibly allow for a more streamlined program for students with prior degrees.	Faculty / Chair	January 2020	Ongoing	May include: 2315, 2328 Discuss the impact of removing 2315 as a core course and adding a public services course or a similar course. Discuss the impact of possibly splitting 2328 into two courses on the curriculum. [Currently the curriculum is very dense.] Refer also to Recommendation #1.
Offer Supervisory course more often	Faculty	August 2019	Ongoing	Also refer to Recommendation #1. Explore changing the name to "Workplace Professionalism."

#### NOTES

## SELF-STUDY RECOMMENDATION #4

### Create new pathways for student success and flexibility

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#### *Academic Plan Priority Two: Student Support*

- 2.1. Strengthen and develop student support systems
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- 2.3. Continue to develop and refine external and internal student pathways

### RELATED EXTERNAL REVIEW RECOMMENDATION(S):

No additional comments.

(Short/Long Term) Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Discuss leveling of course values at targeted institutions.	Faculty	May 2020	Ongoing	Liaison with UBC and University of Alberta OR San Jose and other institutions to improve student pathways to Masters degrees.
Continue to explore where LIBR courses may transfer to other institutions or programs within Langara.	Faculty	May 2020	Ongoing	These courses could include: LIBR 1120, 2295, 1111, 2410, 2395 Possibly look at designated or undesignated credits for these courses.

### NOTES

## SELF-STUDY RECOMMENDATION #5

### Continue to develop new experiential and applied learning opportunities

#### *Academic Plan Priority One: Learning and Teaching*

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- 1.2. Advance the application of innovative technologies that support learning and teaching
- 1.3. Maintain and expand experiential education opportunities

#### *Academic Plan Priority Two: Student Support*

- 2.3. Continue to develop and refine external and internal student pathways

### RELATED EXTERNAL REVIEW RECOMMENDATION(S):

**Recommendation (p. 5) Possibly address second challenge listed in 11.2 by adding a new task to role of Program Advisory Committee (PAC) members. They could brainstorm practicum placements, find new hosts and perhaps become part of the communication process. Their discussions with us indicated a willingness to offer expanded involvement.**

**Recommendation (p. 4) Feedback from current students suggest that they would like more opportunities for authentic assessment, especially in the area of children’s programming. We recommend that LIBR 2410: Special Topics: Children Service be examined for the potential to add additional authentic assessments.**

(Short/Long Term) Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Continue to enrich course experiences with innovative and experiential activities and assignments.	Faculty	Ongoing	Ongoing	Examples include: the new Realia activity in LIBR 2315; teaching LIBR 1120 and 1295 overseas, i.e. V&A.  LIBR 2410 and LIBR 2395 have assignments in which some creative authentic assessments could be developed. For example, currently students in LIBR 2410 (Children’s Services) are asked to create a story time in webinar format but they have no audience, other than their instructor. Instead, we could liaise with the ECE Department and have the

(Short/Long Term) Planned Actions	Led by	Begin on	Anticipated Completion	Notes
				students do a story time in a daycare or the daycare at Langara College. Someone could record the student doing the story time, taking care not to include any of the children for privacy reasons.
Continue to build new relationships and placements with industry partners and community organizations.	Faculty	Ongoing	Ongoing	Examples include: Museum of Vancouver
Create a subcommittee on the PAC to brainstorm ideas for practicum placements	Chair	Fall 2020	Ongoing	

## NOTES

### SELF-STUDY RECOMMENDATION #6

**Explore learning outcomes to identify alignment with Academic Plan and make recommendations for indigenous education and internationalization, in consultation with Teaching and Curriculum Development Centre (TCDC).**

#### *Academic Plan Priority Three: Aboriginal Initiatives*

- 3.1. Increase recruitment, retention, and graduation of Aboriginal students
- 3.2. Expand awareness, acceptance, and inclusiveness of Aboriginal cultures within Langara
- 3.3. Strengthen partnerships with Aboriginal communities

#### *Academic Plan Priority Four: International Initiatives*

- 4.1. Position Langara as the school of choice for post-secondary international students in British Columbia
- 4.2. Increase intercultural supports for students, faculty, and staff
- 4.3. Provide international learning opportunities, both on campus and abroad for students and faculty

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#### TEACHING AND CURRICULUM DEVELOPMENT CENTRE

Post Program Review Action Plan for Department of Library and Information Technology

**RELATED EXTERNAL REVIEW RECOMMENDATION(S):**

**Recommendation (p. 6) Reassess Recommendation #6 to determine if this could be divided into two separate recommendations.**

<b>(Short/Long Term) Planned Actions</b>	<b>Led by</b>	<b>Begin on</b>	<b>Anticipated Completion</b>	<b>Notes</b>
Collaborate with Indigenous curriculum consultant to discuss records management at Musqueam Capital Corporation.	Guy			Possibility of developing records management process and file organization infrastructure. Contact James Kew to set up presentation.
Incorporate further Indigenous knowledge and worldviews into the curriculum. Invite Indigenous curriculum consultant to a departmental meeting for further conversations.				Indigenous curriculum consultant will review syllabi from the department to consider appropriate points for inclusion. Work with consultant to identify cataloguing examples from Indigenous authors or possible bilingual editions.
Explore ethical issues in classification, subject headings, and materials descriptions in LIBR 2328 in consultation with Indigenous curriculum consultant.	Fiona, Dale, Ryan			
LIBR 2410 and 2395 Children's and Young Adult Course working on issues of including more Indigenous authors/content and expanding discussion of cultural appropriation.	Tess / Fiona			
Meet with Director of Indigenous Education and Services Rick Ouellet to discuss community partnerships and protocol.	Chair			Identify mentoring opportunities for student experiential opportunities at UBC archives, Urban Native Youth Alliance records support, practicum opportunities with Native Education College, BC Federation of Chiefs, BC Aboriginal Child Network.

<b>(Short/Long Term) Planned Actions</b>	<b>Led by</b>	<b>Begin on</b>	<b>Anticipated Completion</b>	<b>Notes</b>
Submit application for COIL (Collaborative Online International Learning) to collaborate on assignments with students in international locations.	Diane	Sep 2020	Dec 2020	Application has been accepted. Faculty will find an international partner and create a student assignment together.
Skills to increase cross-cultural communication and understanding	Department			Faculty could apply for the UBC led course and receive a grant for the intercultural course
Discussion regarding cataloguing changes from a global point of view.	Dale			

NOTES

EXTERNAL REVIEW RECOMMENDATIONS WHICH REQUIRE ADDITIONAL RESOURCES

External Review Recommendation	Page #	Request
<p>Recommendation: As has already been recognized, continue actions toward allowing both streams to be offered within the two year time frame through increased frequency of course offerings, such as additional Special Topics options (page 54 comment).</p>	<p>p.4</p>	<p>The department would like to request an extra section per year effective immediately in order to offer both diploma pathways simultaneously on a regular basis. This would become part of our base budget and allows for continuity and planning of curriculum in our subject area. As per program review and the action plan, the department will review ongoing needs and this may result in further requests in the future but the department is confident that we can achieve success with one section for now. The department has demonstrated demand through the past several years where added sections have been successfully filled. This supports the College's mandate for increasing pathways for student success.</p> <p>These additional courses are mostly offered online and therefore do not require any additional classroom space.</p>
<p><b>As per action plan and self-study recommendation #1, the department would like to request funds to further develop OER.</b></p> <p><b>Develop / add new special topics course offerings and continue to review course content in light of changing developments in the library and information technology field</b></p>	<p>p.2</p>	<p>The department would like to request \$5000 to hire students to complete transition of existing texts to a completed Open Education Resources. We are well positioned and have excellent working relationships within the library and TCDC / Edtech in order to be successful with Open Education Resources. Textbooks are increasingly expensive and our students struggle to purchase some of the required texts. We feel that our faculty could develop high quality and relevant resources that are tailored to our program. In some areas of our subject matter, availability of good quality texts are difficult to find.</p>

**EXTERNAL REVIEW RECOMMENDATIONS WHICH THIS ACTION PLAN DOES NOT ADDRESS**

External Review Recommendation	Page #	Rationale for why this Recommendation cannot be addressed
Change final sentence of section 3.2: “As per Recommendation #4, the department will look at further developing new pathways with other institutions such as x and y so that students can transfer Library & Technology course work towards a degree in additional locations.”	p.2	Addressed in Recommendation #4 – The broad sentence under this recommendation is sufficient we feel.
There is a discrepancy in Program Learning Outcome 9 which states that students will design and implement programs and training for diverse user groups. Feedback from the current students and the Advisory Committee suggest that adult programming is missing from the curriculum and that the focus is on children’s and young adult programming. We recommend changing PLO 9 to reflect this	p.2	<p><b>Addressed in Recommendation #1 under “Develop New Special Topics”</b> – adult programming is mentioned as a topic that will be expanded in the program.</p> <p>Program Learning Outcome #9 is broad and should remain as is.</p>
Add date of survey to footnote #23, particularly as it relates to when the graduates were surveyed in relation to graduation (see final sentence on page 19).	p.3	<b>Not specific to Action Plan or Recommendations. Suggested edit to self study.</b>
Use full name “Langara English Placement Test” instead of acronym LET in first bullet under section 7 for clarity.	p.3	<b>Not specific to Action Plan or Recommendations. Suggested edit to self study.</b>
Use “Language Proficiency Index” instead of acronym LPI in second bullet. The LPI is being discontinued as of April 2020. We recommend that this be removed from the admissions criteria.	p.3	<b>Not specific to Action Plan or Recommendations. Suggested edit to self study.</b>
Add description of upcoming curriculum mapping (Section 8.1) and state what it might accomplish.	p.4	<b>Not specific to Action Plan or Recommendations. Suggested edit to self study.</b>

External Review Recommendation	Page #	Rationale for why this Recommendation cannot be addressed
<p>Feedback from the Advisory Committee suggested that LIBR 1219: Field Work 1 is too short at 60 hours. We recommend that the length of this course be examined for the potential of increasing the number of hours.</p>	<p>p.4</p>	<p><b>Addressed in Recommendation #5 (develop experiential opportunities).</b></p> <p>A specific number of hours was designated in LIBR 1219 several years ago. Sixty hours was set to accommodate school sites which have shorter work days. Students could then complete a two week practicum at a school without having to extend the stay over two weeks. Other sites, such as public libraries, deal with shifts and so providing a set number of hours accommodates these types of practicums. Most students end up doing 70 hours or mimicking the host schedule for two weeks.</p>
<p>Data analysis was well done, and can be used to influence and direct future marketing.</p>	<p>p.4</p>	<p><b>Not specific to Action Plan or Recommendations. Suggested edit to self study.</b></p>
<p>Consider adding wording to Recommendation #4 to make this specific to institutions or degrees where new pathways might be desirable, as mentioned in the Action Plan.</p>	<p>p.6</p>	<p><b>Not specific to Action Plan or Recommendations. Suggested edit to self study.</b></p>

