



UNIVERSITY OF TORONTO
FACULTY OF INFORMATION

Faculty of Information (iSchool at UofT)

Self-Study

November 2013

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For Constituency Comment -- 4 days

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1. INTRODUCTION AND CONTEXT

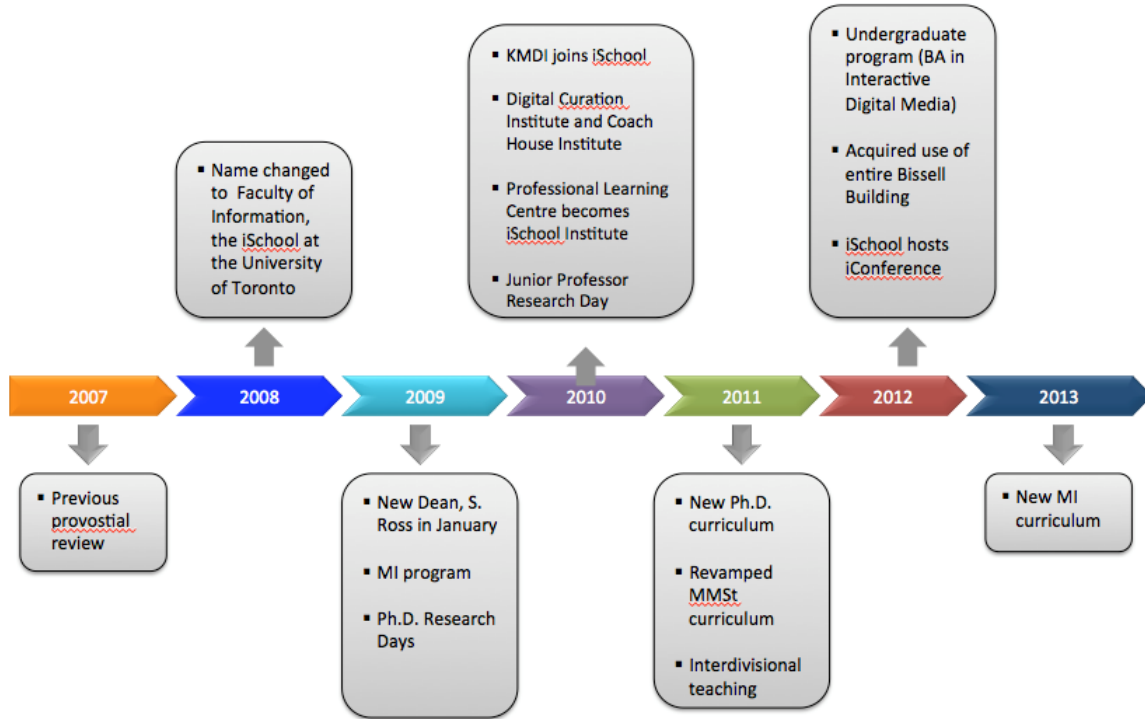
The Faculty of Information (www.ischool.utoronto.ca) began as Canada's first library school in 1928 with graduates receiving diplomas until 1936, then a Bachelor of Library Science (BLS); the Master of Library Science program was established in 1950, and the Ph.D. program in 1971. In 1988 we launched the Master of Information Science program; in the early 1990s we replaced the previous two master's degrees with the Master of Information Studies (MIS) program encompassing three streams of study: library and information science, archival studies, and information systems. In the period 1995 to 2003, the Faculty welcomed the McLuhan Program in Culture and Technology and helped establish the Toronto Centre for the Book, the Book History and Print Culture collaborative program, and the Knowledge Media Design collaborative program. In 2006, the Faculty welcomed the Master of Museum Studies program, a program that had existed as a stand-alone program at the University for almost 35 years.

In 2005 the Faculty joined the iSchool caucus. The iSchool caucus "seeks to maximize the visibility and influence of its member schools, and their interdisciplinary approaches to harnessing the power of information and technology, and maximizing the potential of humans."¹ Andrew Dillon argues "iSchools have moved their focus on information beyond an agency-based orientation with its emphasis on the library, archive, or collection- owning organization towards a more contextual analysis of information use in the lives of people, organizations and cultures."² While the Faculty is committed to an interdisciplinary approach to teaching and research, and have embraced a "contextual analysis of information use in the lives of people, organizations and cultures," we maintain our commitment to collection-owning agencies.

From 2007-2008 to 2012-2013, the period of this self-study, the Faculty has seen many new initiatives, Figure 1.1 shows the major milestones for this period.

¹ iSchools, <http://ischools.org/about/>

² Andrew Dillon. (2012) "What it means to be an iSchool" JELIS, 54(3), available at <http://jelis.org/?p=2050>.



Template: Stunning Presentations

Figure 1.1: iSchool at UofT Milestones, 2007-2013

In 2008, the Faculty changed its name to the Faculty of Information, the iSchool at the University of Toronto. In 2009, it introduced the MI program as an integrated program with five paths: Archives and Records Management, Critical Information Studies, Information Systems and Design, Knowledge Management & Information Management, and Library & Information Science and began Ph.D. research day. In 2010, the Faculty established 3 institutes: the Coach House Institute, the Digital Curation Institute and the iSchool Institute and a further institute, Knowledge Media Design Institute, joined the Faculty. The Junior Professor Research Day was also established in 2010. In 2011 we introduced a new curriculum for the Ph.D. program, revamped the MMSt curriculum, and commenced interdivisional teaching. In 2012, the Faculty hosted the annual iConference, acquired use of the entire Bissell Building, and established a new undergraduate program (BA in Interactive Digital Media), which is run jointly with University of Toronto Mississauga and housed at the Institute of Communication, Culture and Information Technology. In September, 2013, the Faculty introduced a new curriculum for the MI program, moving from five paths to seven concentrations: Archives and Records Management, Critical Information Studies, Culture & Technology, Information Systems & Design, Knowledge Management and Information Management, Knowledge Media Design, and Library and Information Science.

The Faculty of Information currently offers two masters' programs: Master of Museum Studies (MMSt) and Master of Information (MI), and a Ph.D. program. The Faculty is a partner in nine collaborative programs: [Addiction Studies](#), [Aging, Palliative & Supportive Care Across the Life Course](#), [Book History and Print Culture](#), [Environmental Studies](#), [Jewish Studies](#), [Knowledge Media Design](#), [Sexual Diversity Studies](#), [Women and Gender Studies](#), and [Women's Health](#).

As of November 1, 2012 the Faculty had 319 full-time students and 125 part-time students in the MI program, seventy-nine full-time students in the MMSt program, and forty-two full-time students and five flex-time students in the Ph.D. program. The faculty complement includes 26 tenured and tenure-track faculty members at the St George Campus (See Appendix A for CVs), three librarians with faculty status and 23.2 non-academic staff; we are also the graduate home for four faculty members from Mississauga campus. Two professors are cross-appointed to the iSchool: one from University of Toronto at Scarborough, Department of Arts, Culture and Media and one from ICCIT at University of Toronto at Mississauga. One part-time term professor and three lecturers also teach in the program.

Since 2007, we have undergone four reviews: a Provostial Review in 2007 (See Appendix B), an Ontario Council of Graduate Studies review of the MMSt program in 2008 (See Appendix C), an Ontario Council of Graduate Studies review of the MI and Ph.D. programs in 2009 (See Appendix D) and an ALA accreditation review of the MI program in 2010 (See Appendix E).

2013-14 SELF-STUDY CONSULTATION PROCESS

On June 19, 2013 Dean Seamus Ross announced that the Provost had commissioned the next review of the Faculty to take place during the 2013-14 academic year and that the primary reference document for this review would be a comprehensive and reflective Self-Study. At the same time he provided information about the consultation process, including dates and times on which the consultations would take place (See Appendix AO). He also offered stakeholders the opportunity to submit comments in writing to a dedicated and secure email account. Professor Emeritus Joan Cherry and Professor Wendy Duff drafted the self-study document with data supplied by the Provost's Office and input from Directors of programs, previous associate deans, a senior administrator, staff of Student Services and the librarians from the Inforum, as well as assistance from many faculty members and staff. The process was overseen by Seamus Ross, Professor and Dean.

The Dean sent a message on September 15th giving stakeholders details as to how they could access the draft self-study, and reminding them of the consultation dates and times. Each consultation session was also advertised on the plasma screen in the lobby of the Bissell Building. In all ten two-hour consultation sessions were organized from September 19 to October 16, 2013. Wendy Duff facilitated the sessions and Joan Cherry took notes at all sessions except one at which Kelly Lyons took notes. With the permission of the attendees, each session was recorded, though at times, on request, the recorder was turned off during the discussion. A total of seventy-eight individuals drawn from ten constituencies attended the sessions and provided feedback. In a few cases because of scheduling conflicts individuals asked to meet individually to provide feedback. These requests were accommodated in half-hour meetings. In total, we received feedback from ten individuals in one-on-one sessions, writing or via email. In sum, all faculty, librarians and IT support staff, administrative staff, and students (in three separate sessions one for each of MMSt, MI, and Ph.D.) had consultation sessions at which they could contribute to the preparation of the self-study. The Alumni Executive, which represents the iSchool alumni, participated in two consultation sessions. A number of alumni who are not on the executive joined one or other of these sessions.

At the beginning of each session the process of the review was explained and the terms of reference briefly discussed. People were then invited to discuss the report, identify any errors or omissions, and bring up issues related to the iSchool and the review. Everyone was encouraged to speak freely and was assured that all discussions were confidential and no

comment would be linked to an individual in the report. We used this input to in preparing the second draft of the self-study. The second draft of the self-study was made available to all our consistencies on the 19th of November so that they had a second chance to comment—this consultation period lasted four days, closing at 5pm on the 23nd of November. [comments received by that date will be incorporated before the document is disseminated –delete on 24 November].

Strategic directions for the Faculty

During the period of the review, the Faculty has developed a strategic plan (see Appendix F) and an advancement plan (see Appendix G).

During the period of the review (2007-2013), the Faculty has refined its vision and mission statement and developed a Statement of Values. These are articulated in our strategic plan: *iSchool at University of Toronto Strategic Plan 2012-2017: Pathways to our Future* (see Appendix F). Table 1.1 provides a statement of the Vision, Mission, and Values of the Faculty which formed the foundation of the Faculty’s discussion about its strategic plan. The plan itself focuses on five key priorities which are tied to research, education, the social space of information, nurturing leaders in information, and enriching the environment within the iSchool for study, research and work. These five pillars are encapsulated in five core ideas: Innovate, Inspire, Shape, Lead, and Enrich.

Table 1.1.1: iSchool Vision, Mission, Values and Social Responsibility

| |
|---|
| <p>VISION</p> <p>The UofT iSchool will be the leading centre of excellence in research and education in Information</p> |
| <p>MISSION</p> <p>The iSchool at the University of Toronto is a research-led Faculty, educating the next generation of academic and professional leaders in information, who join us in transforming society through collaboration, innovation, and knowledge creation. Our community engages in critical information research that supports the evolution of a global knowledge society of benefit to all of humanity.</p> |
| <p>VALUES</p> <p>The Faculty of Information, whose work is dedicated to knowledge creation and diffusion, is guided by its core values of:</p> <ul style="list-style-type: none"> ◇ Excellence in research and education ◇ Critical engagement with cultural, social, political, and ethical issues in information to benefit society ◇ Inclusivity, social justice, and ethical practice ◇ Transparency, accountability, and public responsibility ◇ Creativity, innovation, and entrepreneurship ◇ Interdisciplinarity, collaboration, and methodological diversity |
| <p>THE ISCHOOL’S SOCIAL ROLE</p> <p>The iSchool at the University of Toronto is dedicated to excellence, public responsibility, and creativity in scholarship</p> |

and educational development that transforms the possibilities of society and of individuals.

Here we reproduce the details of our priorities and goals as these underpin the ways that we will move forward and provide a vision of our future:

- Priority 1: Lead in innovative scholarship to transform society and scholarship.
 - Nurturing collaborative research and scholarship that embraces pluralistic approaches.
 - Promoting long term, sustainable growth in external funding for iSchool research.
 - Developing and participating in local, national, and international research partnerships.
 - Achieving greater visibility for iSchool research and scholarship.
- Priority 2: Enhance our international renown for life-long, enquiry-centred education
 - Engaging our students in experiential, experimental, and empirical learning.
 - Delivering programs with flexible, innovative formats.
 - Making an iSchool education more accessible.
 - Producing graduates who have knowledge and values appropriate to their future exercise of cultural, economic, and/or social leadership.
- Priority 3: Shape the social space of information and sustainable growth.
 - Being a catalyst, conduit, and advocate, linking leading research in information and innovations in professional and institutional practice, and in the shaping of public policy.
 - Raising public awareness of information and advocating for information issues.
 - Enabling the life-long intellectual growth of our graduates, supporting them as they participate in shaping the information society.
- Priority 4: Nurture leaders who contribute to enabling society to realize the positive social benefits information makes possible
 - Educating graduates capable of leading innovation in the information economy and society.
 - Promoting awareness and recognition of the sectors in which the iSchool's graduates work and how their actions support prosperity development.
 - Fostering, where appropriate, the take-up of research (e.g. new information methods and processes) that generate wealth and social good.
- Priority 5: Enrich our environment and culture for study, research and work.
 - Creating new kinds of learning and research environments within the iSchool.
 - Engaging broader communities in our conversations.
 - Aligning our organisational structure with our goals.
 - Improving our advancement approaches.
 - Refining our marketing, outreach and recruitment initiatives.
 - Supporting our faculty and building our future.

The plan identifies the strategic steps that we will take to ensure that we achieve our goals. These strategies and actions include many specific initiatives, such as developing combined programs, increasing our external funding for research, fostering research collaborations, creating more opportunities for experimental and experiential learning for our students, increasing educational flexibility, enhancing our public engagement, and improving our research and teaching infrastructure. The Faculty has established a Strategic Plan Advisory Committee to support its delivery.

Universities in Canada are funded from three primary sources: government, student tuition and through their own fundraising activities, referred to as Advancement. In 2011, the University of Toronto launched *Boundless*, a campaign to raise \$2 Billion “to expand U of T’s global leadership capacity across critical areas of knowledge and help develop the talent, ideas and solutions for the defining challenges of our time.”³ Each Faculty across the university is part of this historic campaign, which will guide all Advancement efforts over the next five years. Contributors to the campaign include alumni and friends of U of T, faculty and staff, corporations, foundations, as well as governments through grants. Myriad activities are undertaken throughout the year, both centrally and within individual faculties, to build relationships with contributing stakeholders and ultimately generate donations toward the \$2 Billion goal.

Like U of T, the Faculty of Information iSchool strives to be a leading centre for excellence in research and education information. To realize this vision, the following areas, which also underpin our Advancement agenda, have been identified as priorities:

1. Building a strong financial aid program to enable us to attract a diverse, exceptionally talented student body.
2. Increasing Academic Capacity in teaching and research.
3. Revitalize our spaces through capital enhancements to secure our place among the global iSchools and to enable innovative research.

Each of the above priority areas has a corresponding advancement goal established to generate the resources necessary to bring them to fruition. With the launch of *Boundless* the iSchool’s Advancement activities have been focussed on raising funds to support the initiatives noted below.

- Student Experience: \$6.85 Million – These funds will increase access and opportunity to diverse students through scholarships and awards; support national and international internship experiences; create professional leaders through specialized mentoring and internships; and increase workplace readiness through co-op programs.
- Program Support: \$17.1 Million – These funds will support innovative student programming through initiatives such as an experiential centre for museology; interactive ideation labs for digital media, public lecture series and international partnerships in developing countries. The intent of these programs will be to increase learning opportunities for students by exposing them to innovative techniques, broadening their understanding of and relationships with business and community organizations; and increasing the Faculty’s presence on the international stage as we build global citizens of information.
- Faculty Support: \$25.5 Million – These funds will create endowed chairs in communications, Information Literacy and Archival Science; as well as assistant

³ “The University of Toronto launches Boundless, its \$2-billion fundraising campaign” <<http://boundless.utoronto.ca/campaign-updates/launch/>> Posted November 21, 2011

professorships, and post-doctoral fellowships. A portion will also enable support for faculty innovation in information research.

A longer term goal of up to \$113 Million in capital project funding has also been identified as a need to revitalize existing spaces and/or develop and new state-of-the-art facility to house the entire Faculty.

Our Strategic and Advancement Plans provide possible ways to navigate the challenges which lie ahead.

2. FACULTY

As shown in Table 2.1 as of July 1, 2013, the Faculty had twenty-six tenured and tenure track professors: eight full professors, eight associate professors and ten assistant professors. (For copies of their CVs see Appendix A.) Of these, one assistant professor holds a joint appointment with Health Policy Measurement and Evaluation (HPME) which is the primary appointment holder. The Faculty also has one part-time term professor, three lecturers and is the graduate home of four professors whose appointments are at The Institute of Communication, Culture and Information Technology (ICCIT) at University of Toronto at Mississauga (UTM). Two professors are cross-appointed to the iSchool: one from University of Toronto at Scarborough, Department of Arts, Culture and Media and one from ICCIT at UTM. During the period of the review the Faculty also had eight non-budgetary status only appointments, six adjunct professors and two visiting professors.

Table 2.1: iSchool Faculty Complement (at September 1, 2013)

| Name | Title | Year Appointed | Research Areas |
|------------------------------|---------------------------|----------------|-------------------------------|
| Full Professors | | | |
| Choo, Chun Wei | Professor | 1993 | KMIM |
| Clement, Andrew | Professor | 1989 | CIS, ISD, KMD |
| Duff, Wendy | Professor | 1997 | ARM |
| Howarth, Lynne | Professor | 1990 | LIS, KMIM |
| MacNeil, Heather | Professor | 2008 | ARM |
| Ross, Seamus | Professor and Dean | 2009 | ARM, C&T, ISD, Museum Studies |
| Smith, Brian Cantwell | Professor | 2003 | C&T, KMD |
| Yu, Eric | Professor | 1995 | ISD, KMD, KMIM |
| Associate Professors | | | |
| Caidi, Nadia | Assoc. Prof. | 2000 | LIS, CIS, KMD, C&T |
| Dallas, Costis | Assoc. Prof. (w/o tenure) | 2012 | Museum Studies |
| Dilevko, Juris | Assoc. Prof. | 1999 | LIS |
| Galey, Alan | Assoc. Prof. | 2008 | Book History, ARM, C&T, LIS |
| Lyons, Kelly | Assoc. Prof. | 2008 | ISD, C&T, KMD |
| Phillips, David | Assoc. Prof. | 2006 | C&T, CIS, KMD |

| Name | Title | Year Appointed | Research Areas |
|---------------------------------|----------------|----------------|----------------|
| Shade, Leslie Regan | Assoc. Prof. | 2012 | C&T, CIS |
| Stevenson, Siobhan | Assoc. Prof. | 2003 | LIS, CIS |
| Assistant Professors | | | |
| Andritsos, Periklis | Asst. Prof. | 2012 | ISD |
| Becker, Christoph | Asst. Prof. | 2013 | ARM, ISD |
| Foscarini, Fiorella | Asst. Prof. | 2010 | ARM |
| Grimes, Sara | Asst. Prof. | 2010 | C&T, CIS, LIS |
| Hartel, Jenna | Asst. Prof. | 2008 | LIS |
| Keilty, Patrick | Asst. Prof. | 2012 | LIS, CIS |
| Krmpotich, Cara | Asst. Prof. | 2010 | Museum Studies |
| Mihalache, Irina | Asst. Prof. | 2013 | Museum Studies |
| Ratto, Matt | Asst. Prof. | 2008 | CIS, C&T, |
| *Shachak, Aviv | Asst. Prof. | 2009 | ISD, KMIM |
| Term Professor | | | |
| Dali, Keren | PT Asst. Prof. | 2012 | LIS |
| Lecturers | | | |
| Brower, Matt | Lecturer | 2008 | Museum Studies |
| McCaffrey, Michael | Lecturer | 2007 | LIS |
| Newman, Wendy | Lecturer | 2004 | LIS |
| ICCIT Appointments (UTM) | | | |
| Banks, Jamie | Asst. Prof. | 2013 | n/a |
| Caraway, Brett | Asst. Prof. | 2012 | CIS |
| Cohen, Nicole | Asst. Prof. | 2013 | n/a |
| McEwen, Rhonda | Asst. Prof. | 2010 | C&T, ISD |
| Wensley, Anthony | Assoc. Prof. | 2008 | KMD, KMIM |

| Name | Title | Year Appointed | Research Areas |
|--|---|---|----------------|
| Cross-appointment with UTSC, Dept. of Arts, Culture and Media | | | |
| Stanbridge, Alan | Assoc. Prof. | n/a: arrangement prior to absorption of MMSt program | Museum Studies |
| Status-Only Appointments | | | |
| Name | Institution | Start Date | |
| Dr. I. Wilson | National Archivist of Canada | Jul 1993 | |
| Prof. M.A. Wilkinson | University of Western Ontario | Jan 2008 | |
| Dr. Y. Takhteyev | | Jul 2010 | |
| Dr. S. Hockema | Aji, LLC. | Jul 2010 | |
| Prof Leslie Atkinson | Ryerson University, Canada | Nov 2010 | |
| Prof. Yunhyong Kim | HATII School of Humanities, Glasgow | Jul 2011 | |
| Prof. Lucy Suchman | Lancaster University | Jan 2012 | |
| Prof. Volker Markl | Technische Universität Berlin | Jul 2012 | |
| Adjunct Professor Appointments | | | |
| Janet Carding | Director, Royal Ontario Museum | Jan 2011 | |
| Dr. Christine Castle | Museum Education & Interpretation | July 2013 | |
| Dr. S. Schofield | INKE Postdoctoral Fellow in the History and Future of the Book | Jul 2013 | |
| Dr. H. McLaughlin | Ontario Science Centre | Jul 2013 | |
| Dr. B. Soren | | Jul 2013 | |

| Name | Title | Year Appointed | Research Areas |
|--|----------------------------|----------------|-----------------------|
| Dr. J. Ilerbaig | | | Jul 2013 |
| Visiting Professor Appointments | | | |
| Prof. D. Sheffel-Dunand | York University, Canada | | Jul 2009 – continuing |
| Prof. E. Shepherd (Shirras) | University College, London | | Sept to Dec, 2010 |

* Joint appointment with HPME, which is the primary appointment holder

As shown in Table 2.2 and Table 2.3, during the time of the review, four tenured faculty members retired, five tenured/tenure track faculty members resigned, one lecturer unfortunately died and seven temporary appointments were completed.

Table 2.2: Retirements and Death since July 2007

| Name | Rank | Date | Research Areas | Reason |
|---------------------------------------|--------------|--------------|----------------|------------|
| Tenured / Tenure-Track Faculty | | | | |
| Beghtol, Claire | Professor | 30 June 2009 | LIS | Retirement |
| Cherry, Joan | Professor | 30 June 2012 | LIS | Retirement |
| Craig, Barbara | Professor | 30 June 2009 | ARM | Retirement |
| Teather, Lynne | Assoc. Prof. | 30 June 2012 | Museum Studies | Retirement |
| Lecturers | | | | |
| Meszaros, Cheryl | FT Lecturer | 22 July 2009 | Museum Studies | Deceased |

Table 2.3: Resignations and Completed Appointments since 2007

| Name | Title | Appointment Date | Resignation/ Completion Date | Research/ Teaching Areas |
|---------------------------------------|----------------------------|-------------------------|---|-------------------------------------|
| Tenured / Tenure-Track Faculty | | | | |
| Carter, Jennifer | Asst. Prof. | 1 July 2008 | 30 Nov. 2011 | Museum Studies |
| Hockema, Steve | Asst. Prof. | 1 July 2006 | 30 June 2010 | CIS, ISD, KMD |
| Mai, Jens-Erik | Assoc. Prof. | 1 July 2006 | 31 July 2012 | LIS, CIS |
| Rothbauer, Paulette | Asst. Prof. | 1 July 2004 | 31 August 2007 | LIS |
| Wathen, Nadine | Asst. Prof. | 1 July 2006 | 30 June 2007 | ISD, KMIM |
| Temporary Appointments | | | | |
| Castle, Christine | PT Asst. Prof., non-tenure | 1 July 2009 | 30 June 2010 | Museum Studies |
| Dionisio, Max | PT Asst. Prof., non-tenure | 1 Sept. 2010 | 31 Aug. 2011 | LIS |
| Ferenbok, Joseph | FT Lecturer | 1 July 2010 | 30 June 2012 | KMD |
| Ferenbok, Joseph | PT Lecturer | 1 Aug. 2012 | 31 July 2013 | KMD |
| Gibson, Twyla | PT Asst. Prof., non-tenure | 1 Sept. 2009 | 30 June 2011 | C&T |
| Halonen, Chris | PT Asst. Prof., non-tenure | 1 Jan. 2007 | 31 Dec. 2007 | LIS |
| Takhteyev, Yuri | FT Asst. Prof., non-tenure | 1 July 2009 | 30 June 2012 | ISD |

As shown in Table 2.4, since 2007-2008 the Faculty has appointed 17 tenured and tenure track faculty members, one of whom, Jennifer Carter, resigned.

Table 2.4: Faculty appointed since July 2007 (Librarians not included for this or subsequent tables)

| Name | Current Rank | Year Appointed | Year Ph.D. awarded | University of Ph.D. completion | Rank when appointed | Research Areas |
|-----------------------------|----------------------------|-----------------------|---------------------------|---------------------------------------|----------------------------|-------------------------------|
| Full Professors | | | | | | |
| MacNeil, Heather | Professor | 2008 | 1999 | UBC | Assoc. Prof. | ARM |
| Ross, Seamus | Professor and Dean | 2009 | 1992 | Oxford | Professor and Dean | ARM, C&T, ISD, Museum Studies |
| Associate Professors | | | | | | |
| Dallas, Costis | Assoc. Prof. (w/o tenure) | 2012 | 1987 | Oxford | Assoc. Prof. (w/o tenure) | Museum Studies |
| Galey, Alan | Assoc. Prof. | 2008 | 2006 | Western Ontario | Asst. Prof. | Book Hist., ARM, C&T, LIS |
| Lyons, Kelly | Assoc. Prof. (with tenure) | 2008 | 1994 | Queen's | Assoc. Prof. (w/o tenure) | ISD, C&T, KMD |
| Shade, Leslie Regan | Assoc. Prof. | 2012 | 1997 | McGill | Assoc. Prof. | C&T, CIS |
| Assistant Professors | | | | | | |
| Andritsos, Periklis | Asst. Prof. | 2012 | 2004 | Toronto | Asst. Prof. | ISD |
| Becker, Christoph | Asst. Prof. | 2013 | 2010 | Vienna U. of Technology | Asst. Prof. | ARM, ISD |
| Carter, Jennifer | Asst. Prof. | 2008 | 2007 | McGill | Asst. Prof. | Museum Studies |
| Foscarini, Fiorella | Asst. Prof. | 2010 | 2009 | UBC | Asst. Prof. | ARM, KMIM |
| Grimes, Sara | Asst. Prof. | 2010 | 2010 | Simon Fraser | Asst. Prof. | C&T, CIS, LIS |

| Name | Current Rank | Year Appointed | Year Ph.D. awarded | University of Ph.D. completion | Rank when appointed | Research Areas |
|------------------|--------------|----------------|--------------------|--------------------------------|---------------------|----------------|
| Hartel, Jenna | Asst. Prof. | 2008 | 2007 | UCLA | Asst. Prof. | LIS |
| Keilty, Patrick | Asst. Prof. | 2012 | 2011 | UCLA | Asst. Prof. | LIS, CIS |
| Krmpotich, Cara | Asst. Prof. | 2010 | 2008 | Oxford | Asst. Prof. | Museum Studies |
| Mihalache, Irina | Asst. Prof. | 2013 | 2011 | Carleton | Asst. Prof. | Museum Studies |
| Ratto, Matt | Asst. Prof. | 2008 | 2003 | UCSD | Asst. Prof. | CIS, C&T, |
| *Shachak, Aviv | Asst. Prof. | 2008 | 2005 | Bar-Ilan University | Asst. Prof. | ISD, KMIM |

* Joint appointment with HPME, which is the primary appointment holder

During the period of review, the Faculty has increased its strength in communications and has gained a number of new strengths, which complement our longstanding ones. New hires bring expertise in digital media culture(s) including children, play studies and critical theories of technology, critical information studies and critical making, as well as records management, data mining and big data, and digital preservation and digital curation. As well as strengthening the Faculty's existing research and teaching base these new hires extend the possible ways the Faculty may develop its research and teaching going forward. They have created opportunities for collaboration in research, which hither to would not have been possible. Areas where the Faculty now has the strength to extend its academic offerings include communications and long-term management of digital resources.

As shown in Table 2.5 (see below) during the time of the review, eighty-three additional instructors taught courses: fifty sessionals who were external to U of T, twenty associated instructors (academic employees from other departments and libraries at U of T, iSchool librarians or professors emeritus) and twelve doctoral students or post-doctoral fellows. Some instructors taught only one course, one or two times from 2007 to 2013 while other instructors taught 1-4 courses every year. Sessionals provide valuable extension of the educational scope of the Faculty and this is particularly true of those courses offered by professionals.

Table 2.5: Sessional, Adjunct, Associated, Post-doctoral and Doctoral Instructors and Number of Courses Taught by Academic Year

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|-----------------------------------|------------------------|---------|---------|---------|---------|---------|---------|
| Sessional Instructors (External to UofT) | | | | | | | | |
| Ashley, Susan | Ph.D., York University, | Museum Studies | | | | 1 | | |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------|---|--|---------|---------|---------|---------|---------|---------|
| | Communication and Culture | | | | | | | |
| Bayne, Jennifer | Courtyard Group Ltd. | Knowledge Management | | 1 | | | 1 | |
| Bell, Michael | Cataraqui Conservation Foundation | Museum Studies | 1 | | | | | |
| Benn, Carl | Chief Curator of the City of Toronto's Museums and Heritage Services | Museum Studies, Introduction to Museology and Public History, Curatorial Practice | 2 | | | | | |
| Castle, Christine | M. Christine Castle, Consultant, Museum Education & Interpretation | Museum Studies, Museums and Cultural Heritage: Context and Critical Issues, Public Programs and Education | | | | | 1 | 1 |
| Chan, Donna | Ph.D.. U of T, Information Studies | Management of Information Organizations | | 1 | | | | |
| Dali, Keren | Ph.D.. U of T, Information Studies | Foundations in Library and Information Science | | | | 2 | | |
| Dionisio, Max | MIS. Faculty of Information, University of Toronto | Library & Information Science (LIS), Knowledge Organization Theory, Cultural Relativism, and Information Access and Evaluation | | | 1 | 1 | 2 | 3 |
| Dunn, Judy | Assistant Dean, Academic and Program, Faculty of Information, University of Toronto | Library & Information Science (LIS) | | | | 2 | 1 | |
| Evans, Max | Ph.D.. Faculty of Information, University of Toronto | Knowledge Management, Information Systems | | | | | | 1 |
| Falconer, Shelly | CEO of Cultural | Museum Studies, | 1 | | | 1 | 1 | |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------|--|--|---------|---------|---------|---------|---------|---------|
| Furness, Colin | Asset Management Group Ph.D.. Faculty of Information, University of Toronto | Museums and New Media Practice Information Systems Design, Human Computer Interaction | | | | | 1 | 2 |
| Golick, Greta | Ph.D.. Faculty of Information, University of Toronto | Library & Information Science (LIS), History of Books and Printing, Information Resources and Services | | | | | 1 | 2 |
| Gregory, Ian | Gregory Gregory Limited | Museum Studies, Exhibition Project | 1 | 1 | | | | |
| Gurstein, Michael | Executive Director: Centre for Community Informatics Research, Development and Training, Research Professor: College of Computing and Information Sciences New Jersey Institute of Technology, Research Professor: Faculty of Management University of Quebec | Community Informatics | 2 | 1 | 1 | 1 | | |
| Halliday, Brenda | Selector/Buyer, National Book Service Librarian | Library & Information Science (LIS) | | 1 | 1 | | | |
| Hockema, Steve | Chief Scientist; Director of R&D; Senior Engineer. Aji, LLC. | Computer Science and Cognitive Science, Psychology and Cognitive Science | | | | | 1 | |
| Ieraci, Adriana | Principal, A-Line Consultants Inc. | Business Plan Development for New Media Digital | | | | | 1 | 1 |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------------|---|--|---------|---------|---------|---------|---------|---------|
| | | Technologies, Products and Services | | | | | | |
| Ilerbaig, Juan | MISt. Faculty of Information, University of Toronto | Digital Curation, Archives & Records Management (ARM) | | | | | | 2 |
| Janes, Joseph | Associate Professor, University of Washington, The Information School | Information Services and Resources, Bibliographic Databases, Quantitative Research Methods for Information Science | 1 | | 1 | | | |
| Katz, Helen | Member of Resource Sharing Committee, Ontario Government Libraries Council (OGLC) | Business Information Resources | | 1 | 1 | 1 | | |
| Koke, Judith | Deputy Director, Education and Public Programming, Art Gallery of Ontario | Museum Studies, Interpretation and Meaning-Making in Cultural Institutions | | | | 1 | | |
| Lassam, Sylvia | Rolph-Bell Archivist, Trinity College, University of Toronto | Conservation & Preservation of Recorded Information (ARM) | 1 | 1 | | 1 | | |
| Lewis, Greg | PMO – Senior Project Manager, West Park Healthcare, Toronto Central CCAC | Health Informatics | | | | | 1 | |
| Maltby, Susan | Conservation Consultant | Museum Studies, Museum Environment | 2 | 1 | 1 | 2 | 2 | 2 |
| Marton, Christine | Sessional Instructor, Faculty of Information, University of Toronto | Health Sciences Information Resources | 1 | 2 | 2 | 2 | 1 | 2 |
| McCaffrey, Michael | Lecturer, Faculty of Information, University of Toronto | Government Information and Publications, International | 1 | | | | | |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------------|--|--|---------|---------|---------|---------|---------|---------|
| | | Organizations: Their Documents and Publications | | | | | | |
| McDonald, John | Independent Consultant specializing in records and information management. (Information Management Consulting and Education) | Managing Organizational Records: Digital Environments | | | | 2 | 2 | 1 |
| McGowan, Jessie | Senior Information Scientist, Institute of Population Health, University Ottawa/Ottawa Health | Health Sciences Information Resources | | 1 | | | | |
| McKinley, Kelly | Richard and Elizabeth Currie Director, Education and Public Programming Art Gallery of Ontario | Museum Studies, Interpretation and Meaning-Making in Cultural Institutions | | | | | 1 | |
| McLaughlin, Hooley | Vice President, Science Experience Branch Chief Science Officer Ontario Science Centre | Museum Studies, Curating Science | 1 | | | | 1 | 1 |
| McPhee, Wendy | Sessional Instructor, Faculty of Information, University of Toronto | Conservation and Preservation of Recorded Information | | | | | 2 | 2 |
| Mestel, Hannah | Sessional Instructor, Faculty of Information, University of Toronto | Museum Studies, Ethics, Leadership, Management | 2 | | | 2 | 2 | 1 |
| Millar, Laura | Independent Consultant: | Archival Arrangement and Description, | | | | 2 | | |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------|---|--|---------|---------|---------|---------|---------|---------|
| | education and training; records, archives, and information management; and editing, writing, and publishing | Specialized Archives: National and International Archival Systems (ARM) | | | | | | |
| Morris, Jane | ESL & English Tutor/Editor, Researcher/Scientist at Quillsoft Ltd., Policy Advisor at Government of Ontario | Processing Natural Language Information, Text Analysis for Information Studies, Museums and Public History | 1 | | | | | |
| Mylopoulos, Chrissy | Service Specialist-Multicultural Planning and Development, Toronto Public Library | Public Library Services to Culturally Diverse Communities (LIS) | 1 | 1 | 1 | 1 | 1 | |
| Nickerson, Gordon | Lecturer at Western University | Information Technology Applications | 1 | | | | | |
| O'Grady, Laura | University of Toronto, Health Strategy Innovation Cell, Department Member | Health Informatics, Social Media, Computer-Mediated Communication, Evaluation, Analytics | | | | | | 1 |
| Osman, Bedour | Ph.D. York University, Course Director, Schulich School of Business | Project Management, Business & Management | 1 | | | | | |
| Payne, Daniel | Head, Instructional Services, OCAD University | Art Librarianship in Theory and Practice | 1 | 1 | | 1 | | 1 |
| Pearson, Gillian | Executive Asst. & Curator at Victoria University | Museum Studies, Collections Management | 1 | | | | | |
| Schofield, Scott | INKE Postdoctoral Fellow in the History and Future of the Book | Digital Humanities, The Future of the Book | | | | | | 1 |
| Soren, Barbara | Course Director, Museums & Their | Museum Studies, Curriculum/Arts | 1 | | | 1 | 2 | 2 |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------------|--|--|---------|---------|---------|---------|---------|---------|
| | Publics, Public Programs & Education, Museum Studies, Faculty of Information, University of Toronto (Retired Coordinator KMDI Collaborative Program) | Education | | | | | | |
| Stewart, Bruce | Executive Advisor & Columnist | Project Management | | | | 1 | | |
| Szigeti, Steve | Post Doctoral Research Fellow, OCAD University | Project Management, Knowledge Media, Culture & Society: Design and Art | | | | | | 2 |
| Thomas, Keith | <i>Systems Development Life Cycle, Document Management</i> (Retired Lecturer, Faculty of Information, University of Toronto) | Information Technology Applications, Information Retrieval Systems, Information Innovation Design Studio, Database Techniques for Managing Structured Documents, Telecommunication for Information Systems | 5 | 4 | | | | |
| Tripp, Tim | Director, Library Services at CAMH | Introduction to Information Practices in Health Care, Systems Engineering, Medical Informatics | 1 | | | | | |
| Vale, Ruth | Privacy and Compliance Officer at Express Scripts Canada | Privacy Practice Fundamentals, Project Management and Compliance | | 1 | | | | |
| Whitmell, Vicki | Executive Director, Information and Technology Services | Management of Corporate and other Special Information | 3 | 4 | 3 | 2 | 3 | 3 |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--|--|--|---------|---------|---------|---------|---------|---------|
| | Division and Legislative Librarian | Centres, Information Professional Practicum | | | | | | |
| Zakoor, Rebecca | Manager, Health Sciences Library, St. Michael's Hospital | Introduction to Information Practices in Health Care | 1 | | | | | |
| Associated Instructors (Academic Employees of other UofT Departments and Libraries, Professors Emeritus, Overload Teaching) | | | | | | | | |
| Alston, Sandra | Canadiana Specialist, U of T Collection Development Department (Retired) | Analytical and Historical Bibliography, Book History and Print Culture | 1 | 1 | | 1 | | |
| Anderson, Laura | Public Services Librarian, Steering Committee, Robarts Library | Public Services | 1 | | | | | |
| Barker, Susan | Reference and Digital Services Librarian, Bora Laskin Law Library University of Toronto Faculty of Law | Legal Literature and Librarianship | | | | | 1 | 1 |
| Beghtol, Clare | Professor Emerita, Faculty of Information, University of Toronto | Major Subject Heading and Classification Systems | | 1 | | | | |
| Bolan, John | Public Services Librarian, Bora Laskin Law Library, University of Toronto Faculty of Law | Legal Literature and Librarianship | | | | | 1 | 1 |
| Carefoote, Pearce | Cataloguer and Reference Librarian, Fisher Rare Book Library, University of Toronto | Rare Books and Manuscripts | | | | 1 | 1 | 1 |
| Cherry, Joan | Professor Emeritus, Faculty of | Research Methods, | | | | | | 2 |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------------|--|--|---------|---------|---------|---------|---------|---------|
| | Information, University of Toronto | Information Workshop | | | | | | |
| Cox, Joseph | Librarian, Faculty of Information, University of Toronto | Information Literacy: Designing and Delivering Effective IL Courses and Programs, Introduction to Bibliographic Control, Introduction to Bibliographic Control: Focus on Library Cataloguing | 2 | 2 | 1 | 2 | | |
| Craig, Barbara | Professor Emerita, Faculty of Information, University of Toronto | Appraisal for Records Retention and Archives Acquisition, History of Records and Records Keeping, Information Professional Practicum | | | 1 | 1 | 3 | 2 |
| Dilevko, Juris | Associate Professor, Faculty of Information, University of Toronto | Collection, Development, Evaluation and Management | | | 2 | | 1 | |
| Fortin, Marcel | Geographic Information Systems (GIS) and Map Librarian, Robarts Library, University of Toronto | Geographic Information Systems and Libraries | | | | | | 1 |
| Hook, Sheril | Curriculum Development Coordinator, University of Toronto Mississauga | Design and Evaluation of Information Literacy Programs | 1 | 1 | 2 | 1 | 1 | |
| Kim, Sooin | Information Services Librarian, Bora Laskin Law Library Faculty of Law, University of Toronto | Legal Literature and Librarianship | | 1 | 1 | 1 | | |
| Landon, Richard | Director, Fisher Rare Book | Rare Books and Manuscripts | 1 | 1 | 1 | | | |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------------|--|---|---------|---------|---------|---------|---------|---------|
| | Library, University of Toronto | | | | | | | |
| MacDonald, Loryl | University Archivist, University of Toronto Archives and Records Management Services | Managing Organizational Records, Legal Issues in Archives | | 1 | 2 | 1 | 1 | 2 |
| Meindl, Patricia | Librarian, A.D. Allen Chemistry Library Department of Chemistry, University of Toronto | The Literature and Science of Technology | | 1 | 1 | | | |
| Papadopoulos, John | Chief Librarian, Bora Laskin Law Library Faculty of Law, University of Toronto | Legal Literature and Librarianship | 1 | 1 | 1 | 1 | 1 | |
| Silk, Kim | Librarian, Martin Prosperity Institute Joseph L. Rotman School of Management University of Toronto | Data Librarianship | | | | | | 1 |
| Silversides, Brock | Department Head Media Commons (Audiovisual Library, Media Archives and Microform), University of Toronto | Managing Audio Visual Material | 1 | 1 | 2 | 1 | | 1 |
| Sonne de Torrens, Harriet | Visual Resource Librarian, Department of Visual Studies & UTM Hazel McCallion Academic Learning Centre | Visual Literacy in the 21st Century | | | | | 1 | |
| White, Edward | Librarian, Faculty of Information, University of Toronto | Information Literacy | 1 | 2 | | | | |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--|--|--|---------|---------|---------|---------|---------|---------|
| Post Doctoral Fellows and Doctoral Students (TAs as Course Instructors) | | | | | | | | |
| Alleyne, Joel | Ph.D. Student, Faculty of Information, University of Toronto | Management of Information Organizations | | | 1 | 1 | 1 | 1 |
| Bath, Jonathan | INKE Postdoctoral Fellow in the History and Future of the Book | Book History in Practice | | | | 1 | | |
| Evans, Max | Ph.D. Student, Faculty of Information, University of Toronto | Information Systems, Services and Design | | | | | | 1 |
| Fritz, Melissa | Ph.D. Student, Faculty of Information, University of Toronto | Information Policy | | | | 1 | | |
| Hook, Sheril | Ph.D. Student, Faculty of Information, University of Toronto | Design and Evaluation of Information Literacy Programs | | | | | | 2 |
| Obar, Jonathan | Post-Doctoral Fellow, Faculty of Information, University of Toronto | Social Issues in Information and Communication Technologies | | | | | | 1 |
| Ridley, Michael | Former Chief Information Officer (CIO) & Chief Librarian, University of Guelph (Now on sabbatical) | Special Topics in Information Studies: Beyond Literacy | | | | | | 1 |
| Schofield, Scott | INKE Postdoctoral Fellow in the History and Future of the Book | Digital Humanities, The Future of the Book | | | | | 2 | 1 |
| Sellen, Katherine | Assistant Professor, OCAD University | Technologies for Knowledge Media, Human-Centred Design, Design for Healthcare, | | | | | 2 | 2 |

| Name | Institution/Faculty or Department | Area of Specialisation | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------------|--|--|---------|---------|---------|---------|---------|---------|
| | | Interaction Design, Design Research | | | | | | |
| Smith, Karen | Mitacs Elevate Post-Doctoral Fellow (Faculty of Information and Mozilla) | Community Informatics | | | | | 1 | 1 |
| Szigeti, Steve | Post-Doctoral Research Fellow, OCAD University | Project Management, Knowledge Media, Culture & Society: Design and Art | | | | | 1 | |
| Trevor, Andrea | Ph.D. Student, Faculty of Information, University of Toronto | Introduction to Bibliographic Control: Focus on Library Cataloguing | | | | 1 | | |

FACULTY DEVELOPMENT

The Faculty has an informal mentoring program, in which newly-appointed tenure track faculty members are assigned senior faculty members who can assist them with the 'soft' but crucial skills of course preparation and instruction, research opportunities, grant application and sources of funding, contacts within the University, the progression through the ranks (PTR) and tenure processes, and other issues of professional growth. In addition, the University provides orientation sessions for new faculty. This mentoring has been supplemented since 2009 by the Dean who has met at least twice a year with all pre-tenure faculty members to discuss their research direction and progress, their teaching and their overall workload (e.g. service, doctoral supervision). During self-study consultations pre-tenure faculty indicated that they would welcome clarity as to what they could expect from their mentor. Although recognizing that pre-tenure faculty mentoring is not a formal practice at UofT, we are working with the Centre for Teaching Support and Innovation (CTSI) to develop best practice guidelines on the mentoring of pre-tenure faculty. These will include tips for what a good mentor should do and what mentees should reasonably expect from mentors.

All members of regular faculty are required to submit annual activity reports accompanied by a recent CV, which are reviewed by the Dean in consultation with four other members of the Faculty (who serve on a rotating basis) as part of the performance and PTR review processes. As

an outcome of these reviews all faculty receive an assessment letter; these typically acknowledge successes and sometimes make recommendations for action.

New faculty are formally reviewed at the beginning of their third year of appointment in accordance with University Policy and Procedures on Academic Appointments⁴ and are provided with extensive guidance on their progress in teaching, research and service in further preparation for Tenure Review processes that take place (normally) during the fifth year of appointment. Beginning in 2009-10 the Faculty pioneered a pre-tenure teaching and service release term to provide junior faculty with a sustained period of time to focus on research and writing after a successful third year review. (In appointments made after July 2011 new faculty contracts did not include that commitment.) Following a successful consideration for tenure and promotion, faculty can qualify for a one-year research leave during the seventh year of their appointment.

Faculty who need help with their teaching are encouraged not merely to seek advice from colleagues, but to take courses provided by the University's [Center for Teaching Support and Innovation](#) (CTSI). CTSI offers workshops, round tables and seminars on topics related to teaching, learning and pedagogical issues. In 2011 and 2012 the Associate Dean of Research also provided a workshop on writing research grant proposals and set up an internal review panel to comment on SSHRC grant proposals. The Faculty is investigating how best to continue this practice in future years.

DOCTORAL SUPERVISION

As shown in Table 2.6 assistant, associate and full professors supervise or co-supervise doctoral students: full professors are supervising a total of 18.5 doctoral students, associate professors are supervising a total of 20.5 doctoral students, assistant professors are supervising a total of 15 doctoral students, and one assistant professor whose primary appointment is with ICCIT supervises two students. Five assistant professors (all appointed in the last three years) and one full professor are not currently supervising any doctoral students; the remaining faculty members supervise between one to six doctoral students each. Nine faculty members are co-supervising the Faculty's doctoral students. The number of pre-tenure faculty supervising doctoral students shows a strong trajectory as it was only in 2010-11 that the Faculty of Information agreed that all tenured and tenure track faculty could take on a supervisory role.

Table 2.6: Ph.D. Supervision at September 1, 2013

| Name | Title | Research Areas | Number of supervisions |
|-------------------------|-----------|----------------|------------------------|
| Full Professors | | | |
| Choo, Chun Wei | Professor | KMIM | 3 + 1 co-supervision |
| Clement, Andrew | Professor | CIS, ISD, KMD | 2 + 1 co-supervision |
| Duff, Wendy | Professor | ARM | 1 |
| Howarth, Lynne | Professor | LIS, KMIM | 4 + 1 co-supervision |
| MacNeil, Heather | Professor | ARM | 0 |

⁴ <http://www.governingcouncil.utoronto.ca/policies/phoct302003i.htm>

| Name | Title | Research Areas | Number of supervisions |
|--------------------------------|--------------------|-------------------------------|------------------------|
| Ross, Seamus | Professor and Dean | ARM, C&T, ISD, Museum Studies | 1 |
| Smith, Brian Cantwell | Professor | C&T, KMD | 2 + 2 co-supervision |
| Yu, Eric | Professor | ISD, KMD, KMIM | 2 |
| Associate Professors | | | |
| Caidi, Nadia | Assoc. Prof. | LIS, CIS, KMD, C&T | 3 + 1 co-supervision |
| Dallas, Costis | Assoc. Prof. | Museum Studies | 2 |
| Dilevko, Juris | Assoc. Prof. | LIS | 1 |
| Galey, Alan | Assoc. Prof. | Book History, ARM, C&T, LIS | 2 |
| Lyons, Kelly | Assoc. Prof. | ISD, C&T, KMD | 1 |
| Phillips, David | Assoc. Prof. | C&T, CIS, KMD | 3 + 1 co-supervision |
| Shade, Leslie Regan | Assoc. Prof. | C&T, CIS | 4 |
| Stevenson, Siobhan | Assoc. Prof. | LIS, CIS | 4 + 1 co-supervision |
| Assistant Professors | | | |
| Andritsos, Periklis | Asst. Prof. | ISD | 0 |
| Becker, Christoph | Asst. Prof. | ARM, ISD | 0 |
| Foscarini, Fiorella | Asst. Prof. | ARM | 0 |
| Grimes, Sara | Asst. Prof. | C&T, CIS, LIS | 4 |
| Hartel, Jenna | Asst. Prof. | LIS | 2 |
| Keilty, Patrick | Asst. Prof. | LIS, CIS | 2 |
| Krmpotich, Cara | Asst. Prof. | Museum Studies | 1 |
| Mihalache, Irina | Asst. Prof. | Museum Studies | 0 |
| Ratto, Matt | Asst. Prof. | CIS, C&T, | 5 |
| *Shachak, Aviv | Asst. Prof. | ISD, KMIM | 0 |
| ICIT Appointments (UTM) | | | |
| Banks, Jamie | Asst. Prof. | n/a | 0 |
| Caraway, Brett | Asst. Prof. | CIS | 0 |
| Cohen, Nicole | Asst. Prof. | n/a | 0 |
| McEwen, Rhonda | Asst. Prof. | C&T, ISD | 2 program supervision |
| Wensley, Anthony | Assoc. Prof. | KMD, KMIM | 0 |

FUTURE FACULTY DEVELOPMENTS

The Faculty's current financial position makes further appointments in the next three years unlikely, but as we return to financial strength we will need to consider the areas which require further faculty development. There is a need for additional investment in emerging areas such as big data and in more established areas such as knowledge and information management. If faculty choose to retire we will need to give attention as to whether we replace them to maintain strength in existing areas or whether we should make new appointments in new and emerging areas. As we are a professional school any plans for new appointments or replacements will need to ensure that we can maintain our ability to deliver our programs, educate as well as remain competitive with other comparable Schools. We need to continue to make more strategic use of sessional instructors, but in doing so as was pointed during the

consultation process we need to integrate them better into the life of the faculty through such events as termly orientation sessions and faculty-sessional to facilitate the sharing of experience and ideas related to pedagogy.

3. ACADEMIC PROGRAMS

The Faculty of Information offers three graduate degree programs: Master of Information (MI), Master of Museum Studies (MMSt) and Doctor of Philosophy in Information (Ph.D.). The Faculty also offers a graduate diploma program and an undergraduate program, but these are not under review at this time. The undergraduate program, an honours Bachelor of Arts (HBA) degree in Interactive Digital Media (IDM) approved by Governing Council in May 2011 admitted its first students in September 2012. The undergraduate program is offered jointly with the Institute of Communication, Culture and Information Technology (ICCIT) at the Mississauga campus.

MASTER OF INFORMATION (MI)

Program description

The MI program aims to educate a broad range of information professionals. Through the course of study, students gain the knowledge, skills and strategic thinking ability to play a key role and provide leadership in the information intensive world at large. The program offers two options: a concentration option and a general program option.

Concentration option

Effective Fall 2013 our program has seven concentrations: Archives & Records Management, Critical Information Studies, Culture & Technology, Information Systems & Design, Knowledge Management & Information Management, Knowledge Media Design and Library & Information Science. The concentration option requires one core course (0.5 FCEs⁵), 2.5 FCEs of required courses for the concentration, and ten elective courses (5.0 FCEs). Students can apply to enroll in a collaborative program. The required courses in a student's collaborative program may also be counted as elective courses (5.0 FCEs) in their MI program.

General option

Students can complete the requirements within the general option through coursework or coursework and a thesis. The general program requires four core courses (2.0 FCEs), plus an additional 6.0 FCEs. See the program description below for details on ways to meet these requirements.

Admission requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies (SGS). The requirements include: an appropriate 4-year Bachelor's degree from a university recognized by the University of Toronto and an overall average of at least mid-B (3.0/4.3 GPA). The bachelor's degree must normally contain at least 75% academic credits—that is, courses that are not professional, practical, technical, or vocational. Applicants whose primary language is not English and who have graduated from a non-Canadian university where the language of instruction and examination was not English, must demonstrate facility in English by submitting an acceptable score from one of several English language proficiency tests (see Appendix H). Applicants who have satisfactory standing in an undergraduate program and who have

⁵ FCE = Full Course Equivalent

successfully completed information studies graduate courses in programs equivalent to the University of Toronto's MI program may apply for admission with advanced standing. Each application who has an average of below A- is evaluated individually by a member of faculty and if needed by two. At least 4.0 FCEs towards the MI degree must be taken at the University of Toronto.

Curriculum and program delivery

The MI program aims to develop and refine scholarly and critical skills to prepare students to work effectively in the rapidly changing information environments of our society. It is available on a full-time or part-time basis. On admission each student is assigned a faculty member as an academic advisor (see Appendix I, Faculty Advising at the iSchool). The MI program is in alignment with the Graduate Degree Level Expectations (see Appendix J), established by the School of Graduate Studies with respect to depth and breadth of knowledge, research and scholarship, application of knowledge, professional capacity/autonomy, communication skills, and the limitations of knowledge. The MI program has a concentration option and a general option, as discussed above.

Concentration Option

Students who choose the concentration option must complete one core course INF 1005/1006 Information Workshop (0.5 FCE), plus 2.5 FCEs of required courses and 10 elective courses (5.0 FCEs). The requirements for each concentration are (a brief description of each of these courses is available in Appendix M and syllabi for courses are available in the iSchool course repository at <http://current.ischool.utoronto.ca/courses> --to see the actual syllabi you require a UofT login):

Archives & Records Management

- INF1330H Archives Concepts and Issues
- INF1331H Archival Arrangement and Description
- INF2175H Managing Organizational Records
- INF2180H Archives: Access, Advocacy and Outreach
- INF2184H Appraisal for Records Retention and Archives Acquisition

Critical Information Studies

- INF1001H Knowledge and Information in Society
- INF2181H Information Policy, Regulation, and Law
- INF2198H Special Topics in Information Studies:: Critical Histories of Information Technologies
- INF2240H Political Economy and Cultural Studies of Information
- INF2242H Studying Information and Knowledge Practices

Culture & Technology

- INF1240H Research Methods
- INF1501H Culture & Technology I
- INF1502H Culture & Technology II
- INF2010H Reading Course
- INF2241H Critical Making: Information Studies, Social Values, and Physical Computing

Information Systems & Design

- INF1340H Introduction to Information Systems
- INF1341H Systems Analysis and Process Innovation

INF1342H System Requirements and Architectural Design
INF1343H Data Modeling and Database Design
INF2177H Information Management and Systems

Knowledge Management & Information Management

INF1003H Information Systems, Services and Design
INF1230H Management of Information Organizations
INF2175H Managing Organizational Records
INF2176H Information Management in Organizations: Models and Platforms
INF2186H Metadata Schemas and Applications

Knowledge Media Design

KMD1001H Knowledge Media Design: Fundamental Concepts
KMD1002H Knowledge Media Design: Contexts and Practices
KMD2001H Human-Centred Design
INF1601Y Knowledge Media Design Major Project (1.0 FCE)

Library & Information Science

INF1230H Management of Information Organizations
INF1240H Research Methods
INF1300H Foundations of Library and Information Science
INF1310H Introduction to Reference
INF1320H Knowledge Organization

General option

Students who choose the general option must complete four core courses (2.0 FCEs):

INF1001H Knowledge and Information in Society
INF1002H Representation, Classification, Organization and Meaning-Making;
INF1003H Information Systems, Services and Design :and
INF1005H/INF1006H Information Workshop (0.25 FCE each)

In addition students must complete 6.0 FCEs. The 6.0 FCEs must include: the requirements of an approved self-designed program, the requirements for the Specialization in Identify, Privacy and Security, the requirements for a collaborative program, or a research methods course (0.5 FCEs) and a thesis (3.0 FCEs). For a list of theses completed in the MI program during the period of the review see Appendix K.

The Faculty identified the requirements for the concentrations based on applicable documents of relevant associations, (e.g., the American Library Association (ALA), Canadian Association of Research Libraries (CARL) and the Association of Canadian Archivists (ACA)) as well as the expertise of tenured and tenure track faculty members. Each concentration has at least five faculty members affiliated with it, including the faculty liaison.

Table 3.1 shows the 2013-14 faculty liaison and the faculty members associated with each concentration.

Table 3.1: Master of Information Concentrations: Affiliated Faculty Members

| Concentration | Affiliated Faculty Members (* indicates faculty liaison) |
|---|---|
| Archives & Records Management | Becker, Duff*, Foscarini, Galey, MacNeil, Ross |
| Critical Information Studies | Caidi, Clement, Grimes, Hartel, Keilty, Phillips, Ratto*, Shade, Stevenson |
| Culture & Technology | Caidi, Dallas, Galey, Grimes, Keilty, Krmpotich, Lyons, Mihalache, Phillips, Ratto, Ross, Shade, Smith* |
| Information Systems & Design | Adritsos, Becker, Clement, Lyons, Ross, Shachak, Yu* |
| Knowledge Management & Information Management | Choo*, Foscarini, Howarth, Shachak, Yu |
| Knowledge Media Design | Caidi, Clement, Lyons, Phillips, Smith, Wensley*, Yu |
| Library & Information Science | Caidi, Dilevko, Galey, Grimes, Hartel*, Howarth, Keilty, Stevenson |

The move to concentrations effective from 2013 provides a structure that facilitates the development of new concentrations that reflect the changing state of the discipline. For example, in Fall 2013, we launched two new concentrations: Knowledge Media Design and Culture & Technology; areas where there is an evident demand for graduates, and where there is a strong synergy with research strengths of the faculty (see Table 4.). It also enables the Faculty to disestablish concentrations that have ceased to provide academic and/or professional adequacy. In fact during our consultations with Alumni and MI students participants indicated that there was a gap between the skills and knowledge that is required in the workplace and what was being taught in the MI program. At one of the sessions with the alumni, attendees suggest that a co-op program would be one possible way to address this issue. At the same time a number of participants in several consultations encouraged concentrations to maintain a regular watching brief on their requirements and the content of their required courses to ensure that they reflect developments and trends in the discipline. This point echoes comments of the reviewers in 2007. As a Faculty we must be mindful that such change must be brought forward in a timely manner.

While other iSchools offer master’s degrees in the field of information, the MI program at the University of Toronto stands out because of its innovative pedagogy with an emphasis on practice followed by critical self-reflection. For example, the course that every student must take, INF1005/06 Information Workshop, is an experiential, participatory workshop that integrates the skills, perspectives, and knowledge of the students. Furthermore, faculty continue to innovate in methods and approaches to learning. This is evident in the work of such faculty as Professors Matt Ratto and David Phillips. Ratto has developed critical making as a foundational mechanism to engage students in critical conceptualization through the activity of realization. Phillips has recently moved toward performance and theatre as research and

pedagogy and now includes a section on performance as research, and practice-based research, in his methods classes.

Collaborative Programs and the MI

Students in the MI program also have the opportunity to apply to one of eight collaborative programs where the iSchool is a participating unit. Collaborative programs offer students an opportunity to specialize and explore an interdisciplinary area to complement their degree. For example, Book History and Print Culture draws on the rare and unique collections at the university and in the city of Toronto and attracts many students. During the period of review 107 MI students enrolled in collaborative programs: 43 in Book History and Print Culture, 35 in Knowledge Media Design, 17 in Environmental Studies, and twelve in the remaining five programs.

MI Program Learning Outcomes

There are six main student learning outcomes for the Master of Information program:

Students understand and are conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society;

Students develop knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership, and thereby provide leadership in defining the social responsibility of information professionals to provide information services for all, regardless of age, educational level, or social, cultural, or ethnic background;

Students develop the ability to contribute through research and publication, to the continuous expansion and critical assessment of the body of knowledge underlying the information field;

Students develop an understanding of the development of theory concerning information, where it is found, and how it is used;

Students develop an understanding of the application of new technological developments to the preservation and communication of information, and in the identification of the impact of such developments on society; and

Students continue in life-long intellectual growth beyond graduation.

The Faculty expects course syllabi to articulate the student learning outcomes supported by the course (see Appendix L) and to demonstrate how the assignments contribute to the assessment of student attainment of both the course and the program learning outcomes. For a list of all the MI courses see Appendix M. The syllabi for courses are available in the password protect iSchool course repository (at <http://current.ischool.utoronto.ca/courses>).

Assessment of learning

The Faculty follows the *Graduate Grading and Evaluation Practices Policy* of the Governing Council, University of Toronto and supplements that policy with the *Grade Interpretation Guidelines* (see Appendix N) that the iSchool has adopted for interpreting the grades assigned under that policy.

Students who choose the thesis option must defend their thesis at an oral final examination before a Thesis Examination Committee consisting of: the thesis supervisor; the second reader; a non-voting Chair; and an external examiner who comes from outside the Faculty and is a recognized leader in the field. The Thesis Committee, itself, includes the thesis supervisor, who must be a regular iSchool faculty member and a second reader, who may be a regular or adjunct iSchool faculty member, or a regular faculty member in another U of T department. (For further details see: <http://current.ischool.utoronto.ca/options/mi/thesis>).

Student Advising and the Graduate Co-ordinator

All students are assigned an Academic Advisor. Each year following our Incoming Student General Assembly, students meet in a group setting with their advisor. At this session they are introduced to the program and encouraged to seek the advice of their advisor as needed during their time in the program. To help guide Faculty Advisors iSchool Student Services produced a handbook on advising at the iSchool (see Appendix I). During our self-study consultation session with MI students some raised issues about the way advising worked in practice in the iSchool—to address these concerns the Faculty will (a) ensure the iSchool Advising Handbook is updated annually and that it is available not just to faculty but also to students, (b) run an annual briefing session for all Faculty Advisors, (c) review our procedures for reassigning advisees when a faculty member goes on sabbatical/research leave, (d) ensure that the Graduate Co-ordinator speaks at the incoming student General Assembly about the role of advisors, and (e) encourage Advisors to draw the attention of students their students to the role of the Graduate Co-ordinator during the initial group advisor-advisee meeting. We are also considering other ways to strengthen advising.

Student Funding and Awards

As shown in Table 3.2, funding for students in the MI program consists of Internal awards including endowed scholarships, prizes, bursaries and awards, and external awards which include Ontario or Canada scholarships/grants. The funding from internal endowed scholarships, prizes, bursaries and awards ranged from a low of \$153,032 in 2007-2008 to a high of \$296,820 in 2010-2011. In 2012-2103 internal awards totaled \$158,573. For details on the funding and awards see Appendix O. Students received external scholarships/fellowships ranging from \$73, 658 in 2012-2013 to \$180,039 in 2011-2013. The decline in funding for scholarships and bursaries for 2012-13 is related to the fact that a number of students who were offered and awards decline the offer of a place and we did not act to redistribute the awards we had offered to decliners.

Table 3.2: MI Internal and External Scholarships/Fellowships, Prizes, Bursaries, and Awards

| Year | Internal - Endowed Scholarships, Bursary, Prizes, Awards | External Scholarships/Fellowships |
|-----------|--|-----------------------------------|
| 2007-2008 | 153,032.68 | 104,166.00 |
| 2008-2009 | 260,979.83 | 139,167.00 |
| 2009-2010 | 189,638.65 | 105,834.00 |
| 2010-2011 | 296,820.99 | 163,921.00 |
| 2011-2012 | 227,271.71 | 180,039.00 |
| 2012-2013 | 158,573.72 | 73,658.00 |

As shown in Table 3.3 and Figure 3.1, during the period of the review the percentage of students in the MI/MIS^t program holding external fellowships and scholarships ranged from a low of 3.5% to a high of 7.5%. During this time, the percentage of social science students at U of T holding external fellowships and scholarships ranged from a low of 5.0% to a high of 9.0%.

Table 3.3: Percentage of MI Students Holding External Fellowships and Scholarships

| Academic Year | Information (MI/MIS ^t) | | | Social Sciences | | |
|---------------|---|--------------|----------------------------------|---|--------------|----------------------------------|
| | Students with Fellowships or Scholarships | All Students | % with Fellowship or Scholarship | Students with Fellowships or Scholarships | All Students | % with Fellowship or Scholarship |
| 2004-05 | 1 | 140 | 0.7% | 61 | 1,050 | 5.8% |
| 2005-06 | 8 | 137 | 5.8% | 68 | 1,048 | 6.5% |
| 2006-07 | 10 | 174 | 5.7% | 74 | 1,217 | 6.1% |
| 2007-08 | 9 | 185 | 4.9% | 71 | 1,407 | 5.0% |
| 2008-09 | 12 | 189 | 6.3% | 82 | 1,590 | 5.2% |
| 2009-10 | 10 | 289 | 3.5% | 116 | 1,756 | 6.6% |
| 2010-11 | 18 | 247 | 7.3% | 155 | 1,764 | 8.8% |
| 2011-12 | 18 | 240 | 7.5% | 174 | 1,934 | 9.0% |

Data Source: Graduate Student Income Cube, 2004-05 to 2011-12 (See notes below.)

External Award Success Rates

As shown in Table 3.4, during the period of the review, the number of MI students applying for Ontario Graduate Scholarships (OGS) ranged from a low of five in 2012-2013 to a high of 17 in 2010-2011. The number of MI students applying for SSHRC scholarships ranged from a low of only one in 2010-2011 to a high of four in 2011-2012. The success rate for the OGS scholarships ranges from a low of 29% in 2010-2011 to a high of 100% in 2012-2013, when all five applicants were successful. The success rate for Social Sciences and Humanities Research Council (SSHRC) scholarships ranged from a low of 0% in 2009-2010 when neither applicant was successful to a high of 100% in four of the five other years when all applications were successful.

Table 3.4: Awards from OGS and SSHRC to iSchool MI Students

| Ontario Graduate Scholarships (OGS) | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Applications received | 15 | 13 | 13 | 17 | 16 | 5 |
| Awards made | 5 | 6 | 5 | 5 | 9 | 5 |
| Success rate | 33% | 46% | 38% | 29% | 56% | 100% |
| Social Sciences and Humanities Research Council (SSHRC) Scholarships | | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |

| | | | | | | |
|------------------------------|------|------|----|------|------|-----|
| Applications received | 2 | 2 | 2 | 1 | 4 | 2 |
| Awards made | 2 | 2 | 0 | 1 | 4 | 1 |
| Success rate | 100% | 100% | 0% | 100% | 100% | 50% |

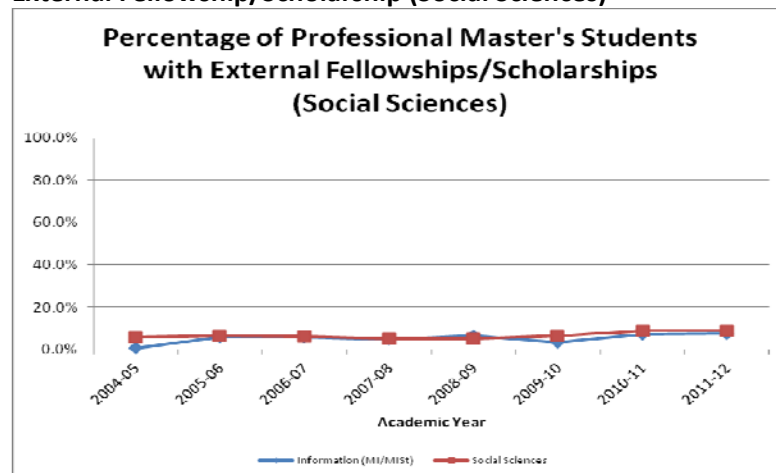
Notes:

- 1) These tables do not include successful awards from incoming students as they did not go through our ranking.
- 2) Success rate for OGS includes all successful applications, even those who may have later declined the award in order to receive a SSHRC award or similar award.

Faculty Initiatives to Foster the Professional Development of MI Students

The MI program provides opportunities for students to gain experience in the professional work world through two elective courses that require the completion of a practicum project. Students taking INF2173 *Information Professionals Practicum* undertake a 105 hour practicum project in a library, archive or information-focused organization. Students enrolled in

Figure 3.1: Percentage of Professional Master's Students with External Fellowship/Scholarship (Social Sciences)



INF2158 *Management of Corporate and Other Special Information Centres* undertake a forty-five hour practicum project in a special library (a library with specialized services and collections serving for example, government, hospitals, industry, or professional services firms). In both courses the projects are supervised by an information professional. The practicum projects allow students to demonstrate their knowledge, to be involved in a wide range of projects in library, information management, records management, archives and information technology, to experience an actual work setting and to contribute to an important project or undertaking. The Faculty is taking steps to establish a CO-OP program, aiming to launch it beginning in 2014-15.

The Faculty also has a number of workshops and events in place that foster the MI-MIST students' professional development, such as career workshops, Inforum skills workshops, iTeas (see Appendix AG), job shadowing, funds to support attendance at professional conferences, employers' open house, a student-run journal, iSchool student conference, Hackathon, Code rally, professional clubs such as Librarians without Borders, Stephen Lewis Dare, Mandela internship and student chapters of professional organizations. The Careers Officer arranges

numerous events to support professional development, such as the meet-and-greet for students and professional associations. For more information about these initiatives see Section 7.

Quality indicators

Students:

Applications, Offers and Acceptance

During the period under review, applications for the MI program steadily increased from 342 in 2007-2008 to 442 in 2011-2012 as shown in Table 3.6 and Figure 3.2. During the same period offers also increased from 280 to 328, with 348 offers being made in 2009-2010. New registrants followed the same patterns increasing from 186 in 2007-2008 to 204 in 2011-2012, with slightly higher registrations in 2009-2010 (235 registrants). Only in one year between 2007-8 and 2013-14 did the Faculty achieve its enrollment targets, and that was 2008-9 when the target was significantly lower (see Table 3.5).

Table 3.5: Enrollment Targets and Differentials

| | 2004-5 | 2005-6 | 2006-7 | 2007-8 | 2008-9 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--|--------|--------|--------|--------|--------|---------|---------|---------|---------|
| Enrollment Target across years one and two | N/A | N/A | 310 | 413 | 310 | 419 | 439 | 434 | 459 |
| Enrollment | 234 | 232 | 275 | 315 | 319 | 368.9 | 377.6 | 363 | 356 |
| Differential | | | -35 | -95 | +9.7 | -50.1 | -61.40 | -71 | -103 |

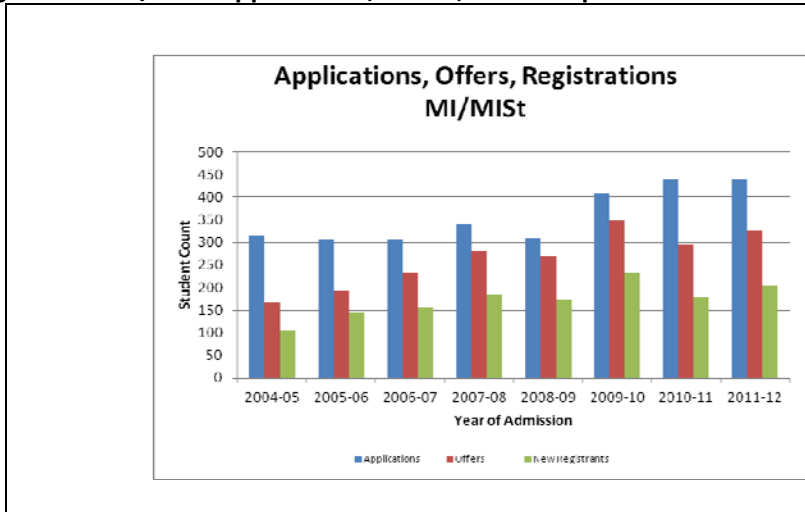
Our recruitment efforts have attracted an increasing number of applications but the distribution across aspects of the program is not sufficiently balanced and we do not have a sufficient number of applicants at present. We also need to improve the rate at which we convert offers to new registrants (see Table 3.6 below).

Table 3.6: MI/MIS: Applications, Offers, New Registrants

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Applications | 315 | 307 | 306 | 342 | 309 | 409 | 439 | 442 | 414 | 380 |
| Offers | 166 | 193 | 232 | 280 | 272 | 348 | 295 | 328 | 309 | 265 |
| New Registrants | 104 | 145 | 156 | 186 | 173 | 235 | 179 | 204 | 189 | 156 |

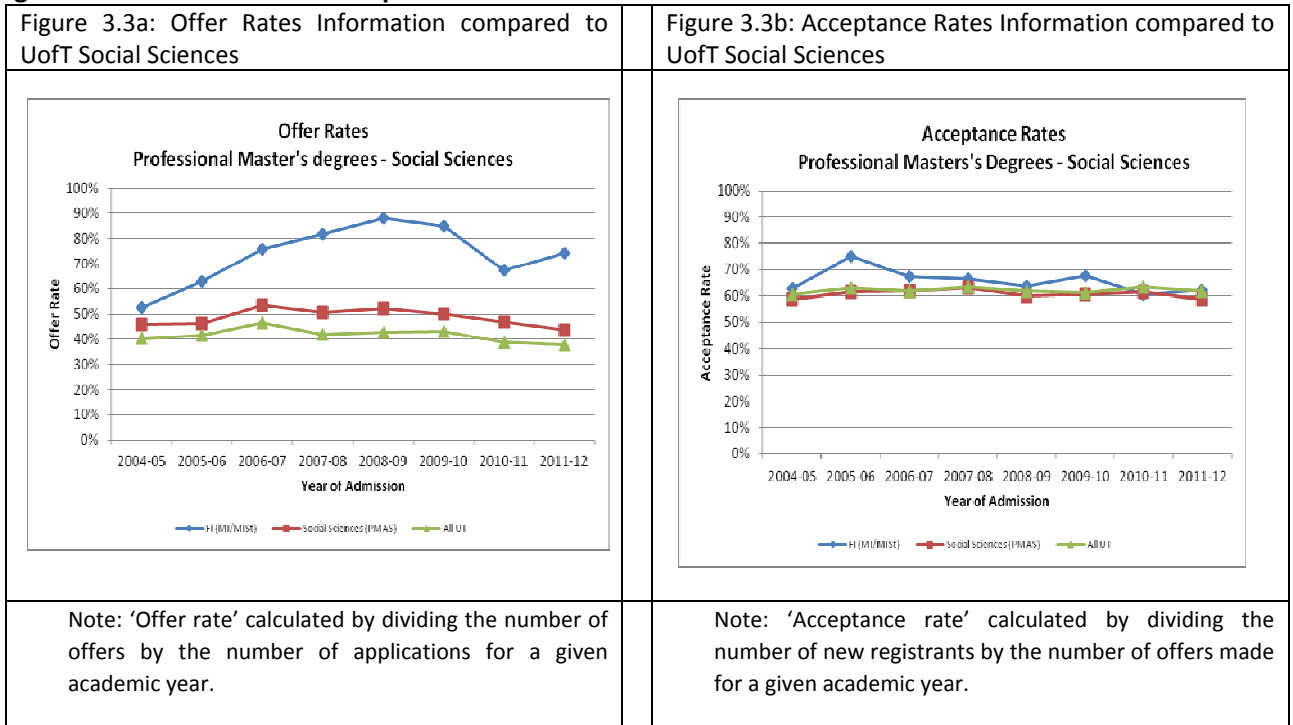
[Note – shaded figures in Table 3.6 are awaiting validation at 18 November 2013]

Figure 3.2: MI/MISt Applications, Offers, and Acceptances



As is shown in Figure 3.3a we consistently have a higher offer rate than the offer rate in professional master’s degrees in the Social Sciences at the University of Toronto and U of T as a whole. Our acceptance rates as shown in Figure 3.3b, however, are similar to the acceptance rates for professional master’s degrees in the Social Sciences at U of T, and U of T as a whole.

Figure 3.3: Offer Rates and Acceptance Rates UofT Social Sciences



Attrition Rates

As shown in Table 3.7, the majority of students who enter the MI program graduated within the standard two years. However, while the table accurately represents the number of full-time students who entered the program each year, it does not show all the changes that occur during a student's time at the Faculty. Though not represented in the table, each year some full-time students switch to part-time and some part-time students switch to full-time. For example In 2011-2013, nine returning students went from part-time to full-time, ten returning students went from full-time to part-time, three incoming students went from part-time to full-time, and nine incoming students went from full-time to part-time. Moreover, students who leave the program but do not officially withdraw are also not represented in the table. According to data kept by Faculty's Office of Student Services, 11 MI students withdrew from the program in 2009-2010. Finally, the data for table 3.7 were drawn from the University's system in August 2013. Therefore, the system did not yet have complete data on students who entered the program in 2011-2012 and were completing summer courses in 2013.

Table 3.7: Full-time MI Student Attrition/Completion⁶

| Year entered | New | After 6 terms | | | After 9 terms | | |
|--------------|-----|---------------|-----------|-------------|---------------|-----------|-------------|
| | | Withdrawn | Completed | In Progress | Withdrawn | Completed | In Progress |
| 2007-2008 | 146 | 2 | 136 | 2 | 2 | 138 | 0 |
| 2008-2009 | 130 | 1 | 120 | 3 | 6 | 123 | 0 |
| 2009-2010 | 192 | 1 | 175 | 2 | 1 | 177 | |
| 2010-2011 | 137 | 4 | 131 | 4 | 4 | 135 | 5 |
| 2011-2012 | 179 | 7 | 115 | 57 | | | |
| 2012-2013 | 144 | 2 | 0 | | | | |

Student In-Course Reports on Teaching

The Faculty has a web-based course and instructor evaluation system that allows students to rate and comment on the courses they have taken and the teaching they have experienced at the iSchool. The system (COMPASS) is available during an evaluation period at the end of each term. Each student is able to access Compass and evaluate the courses they have taken during the term that has just ended. In Table 3.8 "Course average" is the average of all students' responses to a single question, Question # 1.6, "Overall, how would you rate this course?" and

⁶ The data in this table was drawn from the University of Toronto Enrolment Cube in August 2013 and has a number of limitations. The Enrolment Cube "is a multi-dimensional analytical database that allows its users to quickly and easily get to valuable planning information. It provides P&B [Planning and Budget] and the UofT academic divisions with multi-year and multi-session headcount, Full-Time Equivalents and Basic Income Unit [BIUs] data for use in planning, making projections, funding analysis and reporting."

'Instructor Average' is the average of all students' responses to a single question, question # II.9, "Overall, how would rate the effectiveness of the Instructor's teaching?" Both questions use the following rating scale:

| | | | | | |
|------------|----------|----------|----------|-----------|----------------|
| 1 | 2 | 3 | 4 | 5 | n/a |
| inadequate | poor | average | good | excellent | not applicable |

Table 3.8 indicates that the response of students to teaching in the Faculty has been consistently between good and excellent, albeit closer to good.

Table 3.8: MI Course and Instructor Evaluations

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|
| Courses in MI Program | | | | | | | | |
| Course Average | NA | NA | NA | 4.19 | 4.08 | 4.10 | 4.13 | 4.33 |
| Instructor Average | NA | NA | NA | 4.23 | 4.06 | 4.11 | 4.09 | 4.25 |
| ALL Master's Courses in the Faculty of Information | | | | | | | | |
| Course Average | 4.12 | 4.11 | 4.01 | 4.16 | 4.05 | 4.11 | 4.11 | 4.27 |
| Instructor Average | 4.07 | 4.15 | 4.01 | 4.23 | 4.01 | 4.05 | 4.03 | 4.17 |

Master of Information (full-time)

As shown in Table 3.9, the number of graduates from the full-time MI/MIS^t program has ranged from a low of 114 in 2007-2008 and 2009-2010 to a high of 184 in 2010-2011; in 2011-2012, 127 full-time students graduated in the MI/MIS^t program. As shown in Table 3.9 and Figure 3.5 the mean time-to-completion for full-time MI/MIS^t students remained steady, ranging between 1.61 years and 1.64 years during this time. The mean time-to-completion for the full-time MI/MIS^t program are similar to the mean time-to-completion for graduates in full-time professional master's in the social science division and U of T as a whole.

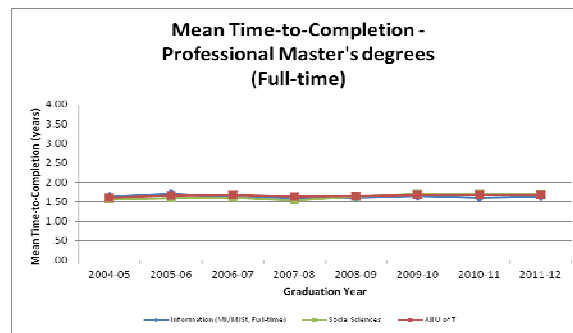
Table 3.9: Full-time MI/MIS^t Program Graduates 2004-2012

| Graduation Year | Information (MI/MIS ^t , Full-time) | | Social Sciences | | All U of T | |
|-----------------|---|----------------|---------------------|----------------|---------------------|----------------|
| | Number of Graduates | Mean TTC years | Number of Graduates | Mean TTC years | Number of Graduates | Mean TTC years |
| 2004-05 | 90 | 1.63 | 792 | 1.56 | 1232 | 1.61 |
| 2005-06 | 69 | 1.70 | 746 | 1.59 | 1218 | 1.66 |
| 2006-07 | 93 | 1.62 | 764 | 1.60 | 1294 | 1.67 |
| 2007-08 | 114 | 1.61 | 862 | 1.54 | 1424 | 1.63 |
| 2008-09 | 131 | 1.61 | 1027 | 1.64 | 1652 | 1.65 |
| 2009-10 | 114 | 1.64 | 1150 | 1.70 | 1791 | 1.67 |
| 2010-11 | 184 | 1.61 | 1261 | 1.70 | 2055 | 1.68 |
| 2011-12 | 127 | 1.64 | 1314 | 1.69 | 2118 | 1.68 |

Notes:

1. Time-to-completion (TTC) calculations only include sessions in which students are registered. Sessions on leave or lapsed sessions are not part of the TTC values.
2. Time-to-completion values are based on a student's first to last registered session. For students that transfer from a research master's to a Ph.D. degree, TTC is counted from the first session of the master's program to the last session of the doctoral program.
3. Comparative data for the Division and all U of T include all research/professional master's or doctoral degrees in the corresponding attendance class (i.e., full- or part-time).

Figure 3.4: Mean Time-to-completion Full-time Professional Master's Degrees



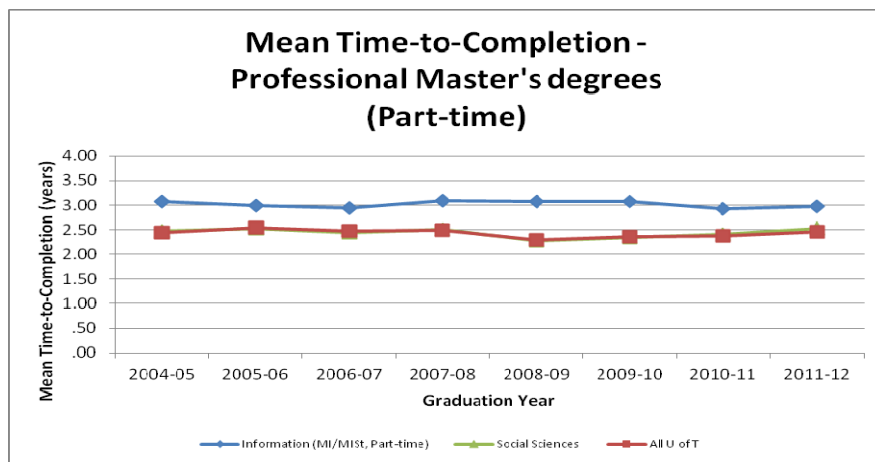
Master of Information (part-time)

As shown in Table 3.10, the number of students graduating from the part-time MI/MISSt program remained relatively stable at between 31 and 36 graduates a year. As shown in Table 3.9 and Figure 3.5, the mean time-to-completion for students graduating from the part time MI/MISSt program remained relatively unchanged, from a low of 2.92 years to a high of 3.10 years. While this is higher than the mean time-to-completion for graduates from part-time professional master’s programs in the social sciences at U of T and the University as a whole, it is well below the time limit of six years for completing the degree on a part-time basis.

Table 3.10: Part-time MI/MISSt Program Graduates 2004-2012

| Graduation Year | Information (MI/MISSt, Part-time) | | Social Sciences | | All U of T | |
|-----------------|-----------------------------------|----------------|---------------------|----------------|---------------------|----------------|
| | Number of Graduates | Mean TTC years | Number of Graduates | Mean TTC years | Number of Graduates | Mean TTC years |
| 2004-05 | 36 | 3.07 | 523 | 2.47 | 697 | 2.45 |
| 2005-06 | 43 | 2.99 | 546 | 2.53 | 717 | 2.54 |
| 2006-07 | 39 | 2.94 | 474 | 2.45 | 625 | 2.47 |
| 2007-08 | 34 | 3.10 | 382 | 2.51 | 531 | 2.49 |
| 2008-09 | 34 | 3.08 | 352 | 2.28 | 517 | 2.30 |
| 2009-10 | 35 | 3.07 | 426 | 2.35 | 652 | 2.36 |
| 2010-11 | 36 | 2.92 | 464 | 2.41 | 613 | 2.38 |
| 2011-12 | 31 | 2.97 | 394 | 2.52 | 538 | 2.46 |

Figure 3.5: Mean Time-to-Completion Professional Master's degrees, (Part-time)



Graduates

In June 2012, the Faculty conducted an Alumni survey to gain insight into the alumni's career paths and employment rates. The survey was administered to alumni who graduated from March 2009 to June 2011. Out of the 505 graduates of the MI/MIS program, the Faculty had contact information for 468 graduates. An email was sent to all 468 graduates inviting them to take part in the survey; respondents were offered the option to enter a draw for an iPad. We received 200 responses, a 43% response rate. The questionnaire asked about employment status 12 months after graduation. One hundred and one graduates reported being employed full-time in one job 12 months after graduation, 27 respondents reported being employed part-time in one job, six held more than one job and considered themselves employed full-time and seven held more than one job and considered themselves employed part-time. Six graduates were self-employed. Of the 146 respondents who were employed, 76 had permanent jobs and 70 had contracts. The questionnaire asked respondents whether their job was "closely related", "somewhat related" or "not at all related" to their program of study. Eighty-nine respondents indicated their employment was "closely related" to their program of study, 40 stated their employment was "somewhat related", and 17 indicated the employment was "not at all related" to their program of study.

Assessment of the program relative to the best of its kind

The *Library and Information Science Statistical Report 2012* provides some comparison data among ALA accredited schools. According to the report, the Faculty is one of only ten schools out of 57 that have a separate library. The MI Program is the largest ALA accredited master's program in Canada and ranks 13 in size among 57 ALA accredited programs. In a survey of students in Master's programs in six Information Schools in Canada⁷, the Faculty was rated significantly higher on four important measures of program quality, including 'course content is intellectually challenging' and the 'program fosters intellectual diversity'.⁸

Quality enhancement

Concentrations

The MI program established concentrations in Spring 2012.⁹ Fulfillment of the requirements for a concentration is recorded as an annotation on the graduate's transcript. This provides a powerful mechanism by which students graduating from a professional program can identify particular areas of strength in their academic studies (e.g., Library & Information Science, Archives & Records Management, Knowledge Management & Information Management), to present themselves more clearly to prospective employers.

Concentrations provide a flexible vehicle for responding to changes in the field. The Faculty can readily refine the content of existing concentrations or add new concentrations. For example as mentioned above in 2012, the program introduced two new concentrations: Knowledge Media Design and Culture & Technology.

⁷ Joan M. Cherry, Luanne Freund and Wendy M Duff. 2013. "Students' Perception of Information Programs in Canada". *Journal of Education for Library and Information Science*, 54, no. 3, pp. 174-190.

⁸ While some findings from study have been published, data comparing schools is unpublished.

⁹ The Ontario Universities Council on Quality Assurance, Quality Assurance Framework recognizes 'programs of specialization' or 'concentration'

Syllabi and Program Learning Outcomes

Ensuring that the link between the courses we offer and program learning outcomes is of critical importance in our ability to assess our success at enabling our students to achieve the degree level expectations of our programs (see above and Appendix L). There are many ways to measure this. An important step is making transparent the relationship between what happens in classes and in the program as a whole.

In October and early November 2013, the Dean asked the Manager of Strategic Planning to conduct an audit of all course syllabi in the Faculty for courses offered in fall 2013, and in particular asked whether syllabi did the following: (a) identified course objectives or goals, (b) identified student learning outcomes for the course, (c) related the course-level student learning outcomes to identified program-level learning outcomes, (d) described how assignments within the course related to course-level student learning outcomes and (e) described how assignments within the course related to program-level student learning outcomes. The first four of these are required by policy approved by Faculty Council in spring 2013 (see Appendix L). The last, while perhaps best practice, is not required.

Instructors across the MI, MMSt and Ph.D. programs have already significantly embraced the policy. 91% of all courses have identified course objectives or goals, and 82% have identified them in terms of student learning outcomes. 70% describe how assignments relate to course-level student learning outcomes. 61% relate course-level student learning outcomes to the program-level outcomes, but only 5% relate how assignments measure progress towards degree-level outcomes.

The process involved a detailed examination of all course syllabi and took a significant amount of time to complete – almost three person-days. The results of the assessment were presented and discussed at the Programs Committee on the 7th of November 2013. The iSchool will continue to conduct this assessment in future years.

MI Challenges and Opportunities

Recruitment to the Master of Information (MI) program has proved problematic in recent years as our number of new registrants has not kept pace with our rising student intake targets. We have increased the number of applicants over the past few years but we have not improved the rate at which we convert applicants to whom we have offered a place into new registrants—as a result we must admit more applicants as we struggle to reach our targets. Applicants remain eager to pursue studies in the areas of Library and Information Science (LIS) and Archives and Records Management (ARM), although less so in the former instance. Potential student interest in the latter area appears particularly strong. Few applicants, however, note in their applications that they wish to pursue such concentrations as Critical Information Studies (CIS), Information Systems & Design (ISD), and Knowledge Management and Information Management (KMIM); indeed, after two years a small number of our students graduate in CIS, ISD, and KMIM. There is a softness in the LIS market for many reasons (e.g., negative international publicity, local labor disputes). During the self-study consultation phase Alumni noted that the Faculty needed to do a better job at articulating the types of positions our graduates could fill, rather than just refer to the “hidden job market.”

The major challenge facing the MI Program is to increase the number of applicants and registrations in our new and emerging concentrations (e.g., Knowledge Media Design and Culture and Technology). The Faculty’s Student Recruitment Strategic Plan (Appendix F) outlines the steps that we think are necessary to make this happen. As a Faculty, while we

express the long term desire to maintain leadership in the educational spheres of Library and Information Science where we have traditional bench-strength, we need to ensure that a broader range of our concentrations draw students to the Faculty as these are often areas which reflect scholarly leadership of our faculty and/or are areas of increasing possibilities for professional employment. The Information field is broad and the role that our graduates can play in contemporary society is increasing.

Student surveys

The most recent results from the Canadian Graduate and Professional Student Survey available at the time of the self-study were those of spring 2010. The data for MI program raised concerns.¹⁰ As shown in Table 3.11, the students in the MI program rated various dimensions of the program, the overall quality of aspects of the student experience and the graduate program much lower than students in other professional master’s programs at U of T. Of particular concern, is the rating for the relationship between faculty and graduate students; only 38.7% of MI students rated this dimension as ‘excellent’ or ‘very good’ while 57.6% of students in other professional master’s programs rated the same dimension as ‘excellent’ or ‘very good’. Similarly the rating of overall quality of graduate teaching by faculty is concerning with only 46.8% of MI students rating the dimension as ‘excellent’ or ‘very good’ while 62.9% of students in other professional master’s programs this way. Students in the MI program also rated the overall quality of the student life experience at the university lower than other professional master’s programs at U of T; 31.2% rated the quality of student life experience as ‘excellent’ or ‘very good’ while 41.3% of U of T students rated the overall quality of the student life experience this way; similarly only 45.7% of MI students rated the overall quality of their graduate program as ‘excellent’ or ‘very good’ while 61.9% of students in other professional master’s programs rated the quality of their program ‘excellent’ or ‘very good’. Finally in 2010, only 65.0% of MI students indicated they would ‘definitely’ or ‘probably’ recommend this university to someone considering their program, while 76.1% of students in other professional master’s programs at U of T indicated they would ‘definitely’ or ‘probably’ recommend this university to someone considering their program.

Table 3.11: 2010 Survey of MI Students and Professional Master’s Students at U of T

| Please rate the following dimensions of your program: | Excellent % | | V good % | | Good % | | Fair % | | Poor % | |
|---|-------------|------|----------|------|--------|------|--------|------|--------|-----|
| | FI | UT | FI | UT | FI | UT | FI | UT | FI | UT |
| The intellectual quality of the faculty (n=194) | 38.7 | 48.8 | 37.1 | 35.5 | 18.6 | 11.6 | 4.6 | 3.3 | 1.0 | 0.7 |
| The intellectual quality of my fellow students (n=193) | 10.9 | 24.6 | 37.3 | 41.9 | 40.4 | 25.5 | 9.3 | 6.9 | 2.1 | 1.2 |
| The relationship between faculty and graduate students (n=194) | 11.9 | 20.6 | 26.8 | 37.0 | 40.2 | 28.3 | 18.0 | 11.1 | 3.1 | 3.0 |
| Overall quality of graduate level teaching by faculty (n=192) | 16.1 | 22.3 | 30.7 | 40.6 | 39.6 | 26.1 | 12.0 | 8.9 | 1.6 | 2.1 |
| Relationship of program content to my research/professional goals (n=191) | 14.7 | 22.0 | 33.5 | 34.2 | 29.3 | 28.4 | 16.2 | 11.7 | 6.3 | 3.7 |
| Overall, how would you rate the quality of: | | | | | | | | | | |

¹⁰ The CGPSS was also conducted in winter 2013, but the results were not available in August 2013.

| | | | | | | | | | | |
|---|--------------|------|------------|------|---------|------|----------------|------|------------------|-----|
| your student life experience at this university? (n=186) | 12.9 | 13.0 | 18.3 | 28.3 | 39.2 | 32.2 | 22.0 | 19.7 | 7.5 | 6.8 |
| your graduate program at this university? (n=188) | 22.3 | 27.4 | 23.4 | 34.5 | 29.8 | 22.5 | 19.7 | 12.1 | 4.8 | 3.5 |
| | | | | | | | | | | |
| | Definitely % | | Probably % | | Maybe % | | Probably Not % | | Definitely not % | |
| General satisfaction: | FI | UT | FI | UT | FI | UT | FI | UT | FI | UT |
| 3. Would you recommend this university to someone considering your program? (n=194) | 35.1 | 47.9 | 29.9 | 28.2 | 22.2 | 15.3 | 10.3 | 6.2 | 2.6 | 2.4 |

While this data is worrisome it was not a complete surprise as data from previous Canadian Graduate and Professional Student Surveys also pointed to these issues. Given the new curriculum discussed earlier in this section and the additional expertise of new faculty members discussed in section 2, we are hopeful that the results of the 2013 survey will show marked improvement.

As we brought the preparation of the self-study to a close Prof Cherry was provided with a copy of the raw data from the 2013 survey which she analyzed to produce Table 3.12 showing a comparison between the 2010 and 2013 surveys. While the data indicates we have to do more, we showed improvements in some dimensions, including “quality of graduate teaching” and “intellectual quality of the faculty” is up in the excellent and very good categories.

Table 3.12: Comparison of 2010 and 2013 CGPSS data for MI Program

| | Excellent % | | V good % | | Good % | | Fair % | | Poor % | |
|---|--------------|------|------------|------|---------|------|----------|------|------------|-----|
| | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 |
| The intellectual quality of the faculty (n=194); (n=245) | 38.7 | 40.4 | 37.1 | 40.8 | 18.6 | 15.5 | 4.6 | 2.4 | 1.0 | 0.8 |
| The intellectual quality of my fellow students (n=193); (n=243) | 10.9 | 16.5 | 37.3 | 40.3 | 40.4 | 32.1 | 9.3 | 9.1 | 2.1 | 2.1 |
| The relationship between faculty and graduate students | 11.9 | 16.3 | 26.8 | 35.9 | 40.2 | 31.0 | 18.0 | 10.2 | 3.1 | 6.5 |
| Overall quality of graduate level teaching by faculty (n=192); | 16.1 | 17.1 | 30.7 | 46.9 | 39.6 | 24.9 | 12.0 | 8.2 | 1.6 | 2.9 |
| Relationship of program content to my research/professional | 14.7 | 12.7 | 33.5 | 29.9 | 29.3 | 34.0 | 16.2 | 13.9 | 6.3 | 9.4 |
| Overall, how would you rate the quality of: | | | | | | | | | | |
| your student life experience at this university? (n=186); | 12.9 | 8.8 | 18.3 | 26.5 | 39.2 | 37.0 | 22.0 | 18.5 | 7.5 | 9.2 |
| your graduate program at this university? (n=188); (n=237) | 22.3 | 15.2 | 23.4 | 35.9 | 29.8 | 32.5 | 19.7 | 8.4 | 4.8 | 8.0 |
| | | | | | | | | | | |
| | Definitely % | | Probably % | | Maybe % | | Probably | | Definitely | |
| General satisfaction: | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 |
| 3. Would you recommend this university to someone | 35.1 | 34.6 | 29.9 | 32.5 | 22.2 | 20.7 | 10.3 | 7.7 | 2.6 | 4.5 |

MASTER OF MUSEUM STUDIES (MMST)

Program description

The Museum Studies program at the University of Toronto began more than 40 years ago, but became part of the Faculty of Information in 2006.

The Master of Museum Studies program provides students with a strong theoretical and research background and professional understanding of museums' origins, ideologies, changing philosophies and current practices. It aims to inspire international leadership in Museum Studies through integrated research, teaching and professional practices.

The aim of the MMSt program is to develop innovative museum professionals, capable of critical thinking, who contribute to communities by improving the relevance of cultural institutions and encouraging social responsibility. The program strives to discover, apply and communicate existing and evolving theories and best practices. The program is thus both academic and professional.

The MMSt degree is a 2-year program requiring the completion of 7.5 FCEs. All students must take four required courses (2.0 FCEs) and one of two management courses (0.5 FCE). The program offers two options: the coursework option and the thesis option. The coursework option requires the completion of the exhibition project (1.0 FCE) and 8 elective courses (4.0 FCE), of which at least four electives (2.0 FCE) must be MMSt elective courses. The thesis option requires the completion of a research methods course (0.5 FCEs), a thesis (2.0 FCEs) and five elective courses, of which at least one elective (0.5 FCE) must be an MMSt elective course. As part of their elective courses, students in either option can complete a 12-week summer internship (1.0 FCEs) in a museum, gallery or related institution between the first and second year of enrolment. Students can also apply to enroll in nine collaborative programs; the courses for the collaborative program serve as elective courses. During the period of the review 11 students enrolled in collaborative programs: 7 in Book History and Print Culture, and 4 students in 3 other collaborative programs.

Program objectives

The MMSt program is guided by five objectives:

1. To develop professionals who will shape the future of museums;
2. To contribute to the museum profession's evolving body of knowledge;
3. To foster a comprehensive understanding of cultural institutions as comprised of people, ideas, materials and values;
4. To actively engage with the iSchool, University of Toronto, and communities and cultural institutions in the Greater Toronto Area; and
5. To share our understandings of the field with local, national and international partners.

Admission requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. The requirements include: an appropriate 4-year Bachelor's degree from a university recognized by the University of Toronto and an overall average of at least mid-B (3.0/4.3 GPA). The bachelor's degree must normally contain at least 75% academic credits—that is, courses that are not professional, practical, technical, or vocational. Each application who has an average of below A- is evaluated individually by a member of faculty and if needed by two Applicants whose primary

language is not English and who have graduated from a non-Canadian university where the language of instruction and examination was not English must demonstrate facility in English by submitting an acceptable score from one of several English language proficiency tests (see Appendix H).

Curriculum and program delivery

The MMSt program provides students with both a comprehensive knowledge of the function of museums in their broader social and cultural context and opportunities for reflexive praxis.

The program is available on a full-time basis only. On admission each student is assigned a faculty member as an academic advisor (see Appendix I, Faculty Advising at the iSchool). The MMSt program is in alignment with the Graduate Degree Level Expectations (see Appendix J), established by the School of Graduate Studies (SGS) with respect to: depth and breadth of knowledge; research and scholarship; application of knowledge; professional capacity/autonomy; communication skills; and the limitations of knowledge.

The MMSt program has a coursework option and a thesis option as discussed above. All students must complete four core courses (a brief description of each of these courses is available in Appendix S and syllabi all for courses are available in the iSchool course repository at <http://current.ischool.utoronto.ca/courses> --to see the actual syllabi you require a UofT login):

- MSL1150H Collection Management
- MSL1230H Ethics, Leadership, Management
- MSL2331H Exhibitions, Interpretation, Communication
- MSL2370H Museums and Cultural Heritage I: Context and Critical Issues

And one management course:

- MSL2350H Museum Planning and Management: Projects, Fundraising and Human Resources *or*
- INF2040H Project Management

Students pursuing the MMSt by coursework must complete:

- MSL4000Y Exhibition Project (1.0 FCE); and
- 8 elective courses (4.0 FCE)

Students following the thesis option must complete:

- INF1240H Research Methods (0.5 FCE) or another graduate level research methods course in a relevant discipline;
- Thesis (2.0 FCE); and
- 5 elective courses (2.5 FCE).

Although there are only three faculty members in tenure track positions in the MMSt program, their diverse research interests and professional experience provide a strong foundation to support the intellectual quality of the program and the student experience. For more details of their research interests see Table 4.14.

At the beginning of period under review (2007-2008) the faculty complement for the MMSt program was only one. Since then, that faculty member retired and the faculty complement increased to three positions. The new faculty members bring to the Faculty a promising research agenda and wealth of professional experience. For example, Professor Dallas, who

serves as director of the program, worked in museums, for the Greek government and as a consultant; he is also currently co-principle investigator on grants with funding totalling 9.9 million euros.

The program provides a rigorous mixture of professional practices and theoretical study. It offers students the opportunity to gain critical workplace experience through internships, many of which are funded, at local, national and international cultural institutions. For a description of recent internships see Appendix Q, *Master of Museum Studies 2013 Interns' Experiences*. The exhibition project provides an opportunity to mount an exhibition for another organization. For a list of exhibitions mounted by MMSt students during the period of the review see Appendix R. Some coursework also provides a service-based, community-orientated approach. For example, MSL 2360H Museums and Indigenous Communities involves an on-going partnership with the Native Canadian Centre of Toronto; the students in the course provide artifact collections care and cataloguing, archival research, and postings for the "First Story Toronto" mobile app. Finally, being situated in an iSchool and at the University of Toronto, students have access to a broad range of courses in other programs, e.g., the Department of Anthropology, and Curatorial Studies in the Master of Visual Studies program.

MMSt Program Learning Outcomes

There are eleven learning outcomes for the MMSt program:

Graduates of the program will have awareness and applied understanding of:

- the history of museums, and the centrality of representation within their social and political roles in societies;
- various professional responsibilities within cultural institutions and agencies and the interrelationship of these responsibilities;
- ethical issues facing cultural institutions, agencies, and professionals;
- museological best practices; and
- legal frameworks and ethical debates surrounding the acquisition and care of natural and cultural heritage.

Graduates of the program will be able to:

- innovate in the face of new challenges;
- advocate for the importance of cultural institutions in society;
- communicate effectively by integrating content, form and media to achieve desired goals;
- use appropriate methods to assess on-going project development and to evaluate achievements and effects of museum activities;
- organize processes involving people, financial and physical resources in order to actualize programmes, projects, buildings and revitalization plans; and
- work in and manage groups and interpersonal relations.

Students become aware of the specific learning outcomes relevant to a course in the course syllabi. The syllabi for courses are available in the iSchool course repository (<http://current.ischool.utoronto.ca/courses>). For a list of all the courses see Appendix S.

Assessment of learning

The Faculty follows the *Graduate Grading and Evaluation Practices Policy* of the Governing

Council, University of Toronto and supplements that policy with the *Grade Interpretation Guidelines* (see Appendix N) that the iSchool has adopted for interpreting the grades assigned under that policy.

Students who choose the thesis option must defend the thesis at an oral final examination before a Thesis Examination Committee consisting of: the thesis supervisor; the second reader; a non-voting Chair; and an external examiner who comes from outside the Faculty and is a recognised leader in the field. The Thesis Committee, itself, includes the thesis supervisor, who must be a regular iSchool faculty member and a second reader, who may be a regular or adjunct iSchool faculty member, or a regular faculty member in another U of T department. (For more details see: <http://current.ischool.utoronto.ca/options/mmst/thesis>). During the period of the review only two students have chosen the thesis option.

Student Advising and the Graduate Co-ordinator

All students are assigned an Academic Advisor. Each year following our Incoming Student General Assembly, students meet in a group setting with their advisor. At this session they are introduced to the program and encouraged to seek the advice of their advisor as needed during their time in the program. To help guide Faculty Advisors iSchool Student Services produced a handbook on advising at the iSchool (see Appendix I).

Student funding and awards

As shown in Table 3.13, funding for students in the MMSt program consists of internal awards including endowed scholarships, prizes, bursaries and awards, and external awards which include Ontario or Canada scholarships/grants as well as support for the internship course and the exhibition course. The Internships are normally funded from the Campbell and Rebank endowments (in 2009, when there was no income from endowments, the Faculty supplemented the cost from the operating budget). The Faculty's operating budget provides \$15,000 per year for the Exhibition course. There is a "Special" Museum Studies student travel fund of about \$6000 per year for field trips.

The funding from internal sources ranged from a low of \$70,718 in 2012-2013 to a high of \$226,320 in 2009-2010. Funding from external scholarships-fellowships ranged from \$60,000 in 2009-2010 to \$105,667 in 2010-2011.

Table 3.13: MMSt Internal and External Scholarships/Fellowship, Prizes, Bursaries, and Awards

| | Internal - Endowed Scholarships, Bursaries, Prizes, Awards | External Scholarships/Fellowships |
|-----------|--|-----------------------------------|
| 2007-2008 | \$165,100.00 | \$87,500.00 |
| 2008-2009 | \$222,111.20 | \$74,999.00 |
| 2009-2010 | \$226,320.48 | \$60,000.00 |
| 2010-2011 | \$99,001.08 | \$105,667.00 |
| 2011-2012 | \$80,396.75 | \$96,834.00 |
| 2012-2013 | \$70,718.08 | \$83,467.00 |

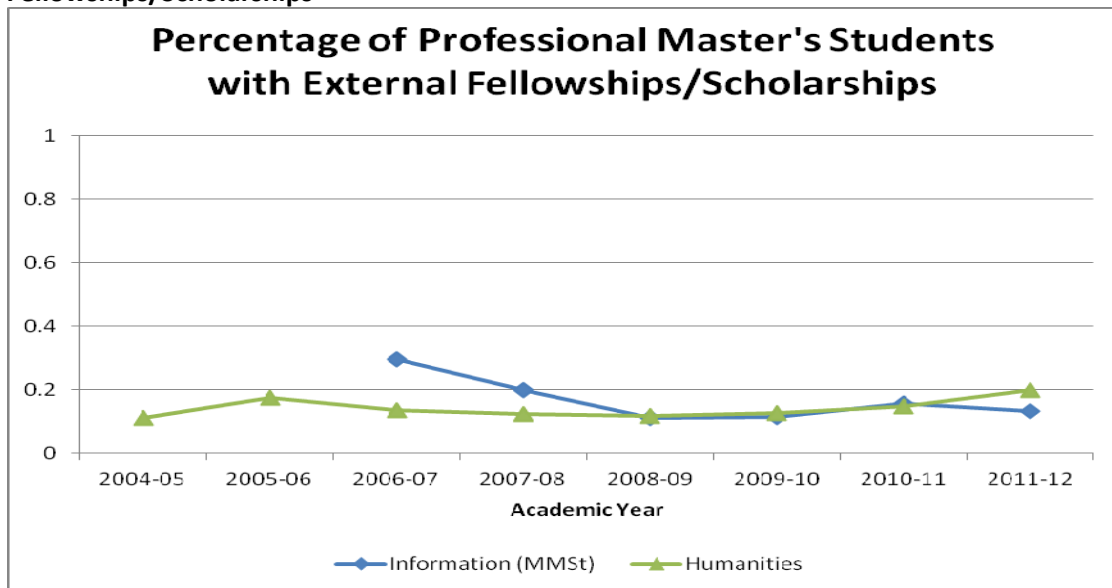
Percentage of MMSt students holding external fellowships/scholarships

As shown in Table 3.14 and Figure 3.6, during the time of the review the percentage of students in the MMSt program holding external fellowships and scholarships ranged from a low of 11.1% to a high of 20.0%. During this time, the percentage of humanities students at U of T holding external fellowships and scholarships ranged from a low of 12.0% to a high of 20.0%.

Table 3.14: Percentage of MMSt Students Holding External Fellowships/Scholarships

| Academic Year | Information (MMSt) | | | Humanities | | |
|---------------|--|--------------|---------------------------------|---|--------------|----------------------------------|
| | Students with Fellowships / Scholarships | All Students | % with Fellowship / Scholarship | Students with Fellowship or Scholarship | All Students | % with Fellowship or Scholarship |
| 2004-05 | -- | -- | -- | 9 | 82 | 11% |
| 2005-06 | -- | -- | -- | 16 | 91 | 18% |
| 2006-07 | 8 | 27 | 29.6% | 14 | 104 | 13% |
| 2007-08 | 8 | 40 | 20.0% | 16 | 131 | 12% |
| 2008-09 | 6 | 54 | 11.1% | 17 | 147 | 12% |
| 2009-10 | 7 | 62 | 11.3% | 18 | 142 | 13% |
| 2010-11 | 10 | 64 | 15.6% | 21 | 144 | 15% |
| 2011-12 | 8 | 60 | 13.3% | 28 | 141 | 20% |

Figure 3.6: Percentage of Professional Master's Students with External Fellowships/Scholarships



Success rates

As shown in Table 3.15, during the period of the review, the number of MMSt students applying for and being awarded Ontario Graduate Scholarships (OGS) and Social Sciences and Humanities Research (SSHRC) scholarships has varied. While in 2009-2010, only four students applied for OGS scholarships, thirteen students applied in 2010-2011. Seven MMSt students applied for SSHRC scholarships in 2008-2009 and three applied in 2012-2013. The success rates of MMSt applications for OGS scholarships ranged from a low of 25% in 2009-2010 to a high of 50% in 2011-2012. In 2008-2009, only two of the seven applications for SSHRC scholarships were successful, a success rate of 29%, but in 2012-2013 all three applications were successful.

Table 3.15: Awards from OCGS and SSHRC to iSchool MMSt Students

| Ontario Graduate Scholarships (OGS) | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Applications received | 5 | 7 | 4 | 13 | 6 | 10 |
| Awards made | 2 | 2 | 1 | 6 | 3 | 4 |
| Success rate | 40% | 29% | 25% | 46% | 50% | 40% |
| Social Sciences and Humanities Research Council (SSHRC) | | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Applications received | 0 | 7 | 0 | 0 | 0 | 3 |
| Awards made | 0 | 2 | 0 | 0 | 0 | 3 |
| Success rate | N/A | 29% | N/A | N/A | N/A | 100% |

Notes:

- 1) These tables do not include successful awards from incoming students as they did not go through our ranking.
- 2) Success rate for OGS includes all successful applications, even those who may have later declined the award in order to receive a SSHRC award or similar award.

Faculty initiatives to foster the professional development of MMSt students

The Faculty holds a number of workshops, and events that foster the MMSt students' professional development, such as career workshops, Inforum workshops, iTeas, job shadowing, funds to attend professional conferences, employers' open house, a student run journal, site visits to museums and a student conference. For more information about these initiatives see Section 7. There are two aspects of the MMSt program itself which provide students with strong opportunities for professional development. The first is the internship which students are encouraged to participate in for 12 weeks between their first and second year. The second is the Exhibition course which most students take during their second year which offers them the opportunity to contribute to the production of an exhibition in conjunction with a museum or gallery.

Quality indicators

Students

Applications, Offers and Registrations

As shown in Figure 3.7 and Table 3.16, during the period under review, applications for the museum studies program experienced a small but steady increase in applications from 89 in

2007-2008 to 118 in 2010-2011 and 104 in 2011-2012. During the same period, offers increased from 53 to 77 offers and new registrations increased from 30 to a high of 43 in 2009-2010. As shown in Figure 3.8, we consistently have a higher offer rate than the offer rate in professional master's programs in the Humanities at the University of Toronto and the U of T as a whole. The acceptance rate as shown in Figure 3.9, however, is similar to the acceptance rates for professional master's degrees in the Humanities and at the U of T.

Figure 3.7: MMSt Applications, Offers, and Acceptances

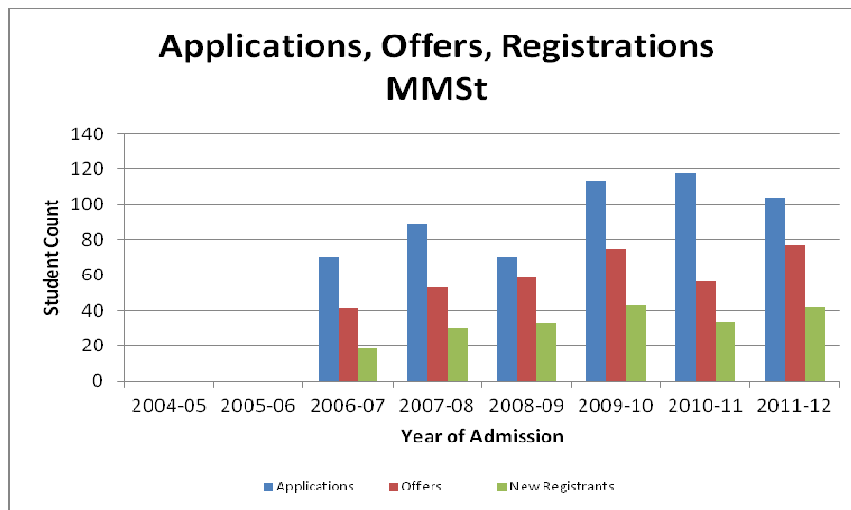


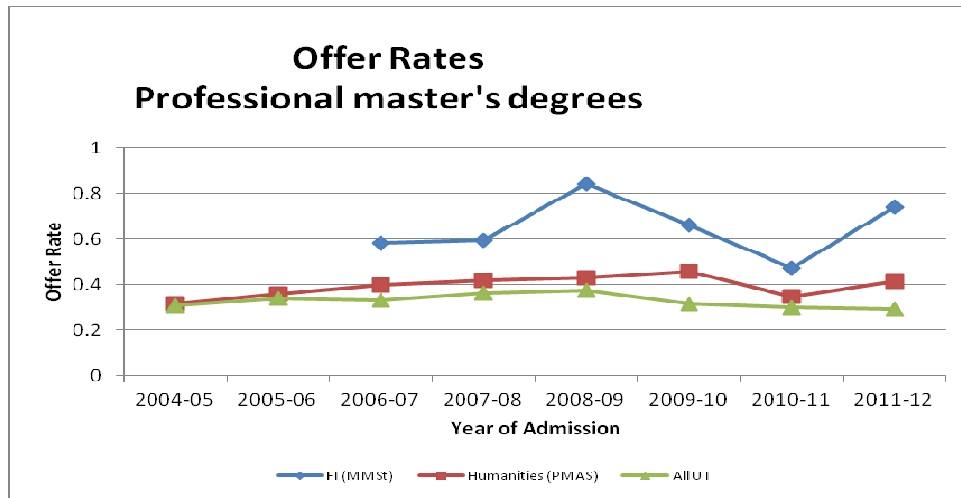
Table 3.16: Master of Museum Studies (MMSt) Applications, Offers, and New Registrations

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Applications | 70 | 89 | 70 | 113 | 118 | 104 | 98 | 124 |
| Offers | 41 | 53 | 59 | 75 | 56 | 77 | 75 | 85 |
| New Registrants | 18 | 30 | 33 | 43 | 34 | 42 | 35 | 40 |

Note: The MMSt became part of the Faculty of Information in 2006.

[Note: The shaded figures in Table 3.16 are in the process of verification.]

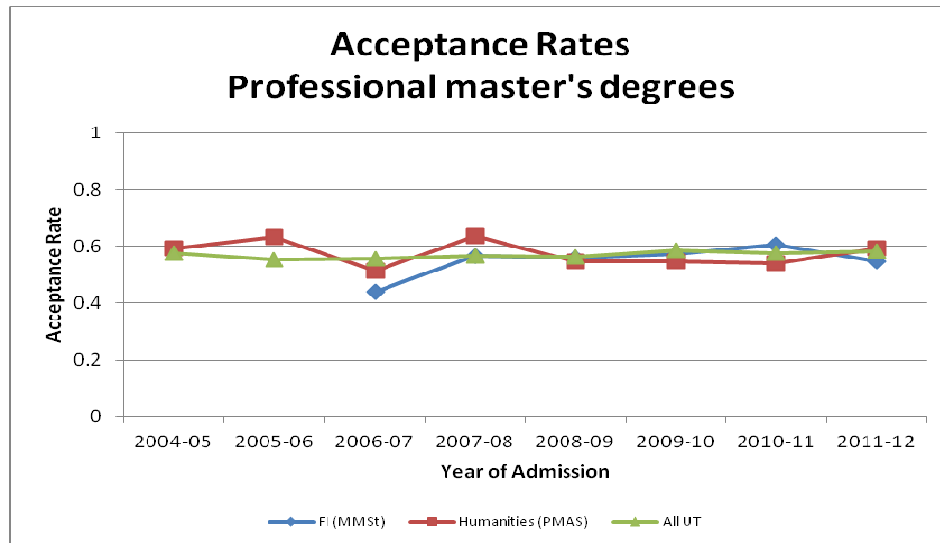
Figure 3.8: Offers Rate Comparison MMSt with Humanities and all of UofT



Notes:

1. 'Offer rate' calculated by dividing the number of offers by the number of applications for a given academic year.
2. The MMSt became part of the Faculty of Information in 2006

Figure 3.9: Acceptance Rate Comparison MMSt with Humanities and all of UofT



Notes:

1. 'Acceptance rate' calculated by dividing the number of new registrants by the number of offers made for a given academic year.
2. The MMSt became part of the Faculty of Information in 2006

Attrition Rates

As shown in Table 3.17, almost all students who enter the MMSt program graduate within the standard two years. Only one student has withdrawn each year; all other students graduated. Finally, the data for this table was drawn from the University's Enrolment Cube (see footnote 5

above) in August 2013. Therefore, the system did not yet have complete data on students who entered the program in 2011-2012 and were completing summer courses in 2013. We are hopeful that we can update this data later in the year.

Table 3.17: MMSt Student Attrition/Completion

| Year | New | After 6 terms | | | After 9 terms | | |
|---------|-----|---------------|-----------|----|---------------|-----------|----|
| | | Withdrawn | Completed | In | Withdrawn | Completed | In |
| 2007-08 | 30 | 1 | 29 | 0 | 1 | 29 | 0 |
| 2008-09 | 33 | 0 | 32 | 1 | 0 | 33 | 0 |
| 2009-10 | 43 | 0 | 42 | 1 | 0 | 43 | 0 |
| 2010-11 | 33 | 1 | 32 | 0 | 1 | 32 | 0 |
| 2011-12 | 42 | 1 | 35 | 10 | | | |
| 2012-13 | 36 | 1 | 0 | 40 | | | |

Student in-course reports on teaching

The Faculty has a web-based course and instructor evaluation system that allows students to rate and comment on the courses they have taken and the teaching they have experienced at the iSchool. The system (COMPASS) is available during an evaluation period at the end of each term. In Table 3.18 “Course average” is the average of all students’ responses to a single question, Question # I.6, “Overall, how would you rate this course?” and ‘Instructor Average’ is the average of all students’ responses to a single question, question # II.9, “Overall, how would rate the effectiveness of the Instructor’s teaching?” Both questions use the following rating scale:

| | | | | | |
|------------|----------|----------|----------|-----------|----------------|
| 1 | 2 | 3 | 4 | 5 | n/a |
| inadequate | poor | average | good | excellent | not applicable |

Table 3.18: MMSt Course and Instructor Evaluations

| | 2005-6 | 2006-7 | 2007-8 | 2008-9 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|--------|--------|--------|--------|---------|---------|---------|---------|
| Courses in MMSt Program | | | | | | | | |
| Course Average | NA | NA | NA | 3.93 | 3.80 | 4.06 | 3.96 | 4.18 |
| Instructor Average | NA | NA | NA | 4.05 | 3.82 | 3.90 | 3.79 | 3.99 |
| ALL Master’s Courses in the Faculty of Information | | | | | | | | |
| Course Average | 4.12 | 4.11 | 4.01 | 4.16 | 4.05 | 4.11 | 4.11 | 4.27 |
| Instructor Average | 4.07 | 4.15 | 4.01 | 4.23 | 4.01 | 4.05 | 4.03 | 4.17 |

The MMSt student evaluations of courses and instructors are consistently below the average of the Faculty.

Time-to-completion

As shown in Table 3.19, the number of graduates in the MMSt program has gradually increased over the period of the review from a low of 17 in 2007-2008 to a high of 38 in 2010-2011, falling back slightly to 35 in 2011-2012. During this time, the mean time-to-completion, as shown in Table 3.19 and Figure 10, has remained relatively stable between 1.65 years and 1.69 years. The mean times to completion are similar to the mean times to completion for all graduates in full-time professionals master's programs in the humanities division and U of T as a whole. The MMSt program is only offered on a full-time basis, though on rare occasions students have been permitted to finish their program on part-time basis.

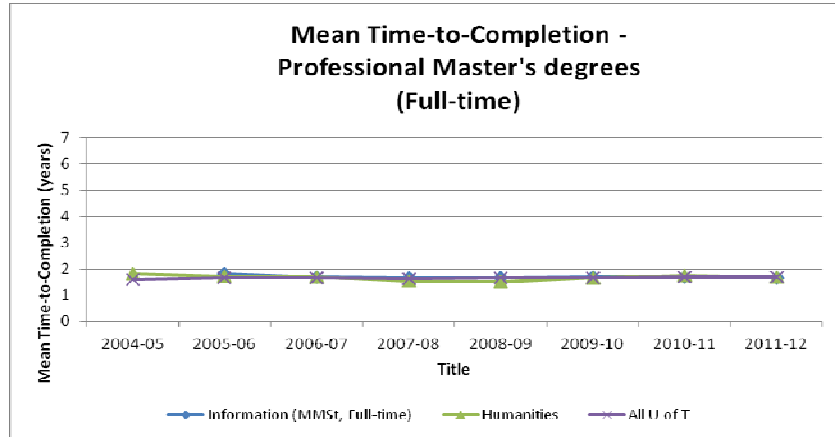
Table 3.19: MMSt Program Graduates 2004-2012

| Graduation Year | Information (MMSt, Full-time) | | Humanities | | All U of T | |
|-----------------|-------------------------------|----------------|---------------------|----------------|---------------------|----------------|
| | Number of Graduates | Mean TTC years | Number of Graduates | Mean TTC years | Number of Graduates | Mean TTC years |
| 2004-05 | -- | -- | 46 | 1.82 | 1232 | 1.61 |
| 2005-06 | 17 | 1.81 | 53 | 1.71 | 1218 | 1.66 |
| 2006-07 | 16 | 1.69 | 57 | 1.70 | 1294 | 1.67 |
| 2007-08 | 17 | 1.67 | 49 | 1.54 | 1424 | 1.63 |
| 2008-09 | 26 | 1.66 | 78 | 1.50 | 1652 | 1.65 |
| 2009-10 | 32 | 1.69 | 62 | 1.67 | 1791 | 1.67 |
| 2010-11 | 38 | 1.69 | 88 | 1.77 | 2055 | 1.68 |
| 2011-12 | 35 | 1.65 | 67 | 1.70 | 2118 | 1.68 |

Notes:

1. Time-to-completion (TTC) calculations only include sessions in which students are registered. Sessions on leave or lapsed sessions are not part of the TTC values.
2. Time-to-completion values are based on a student's first to last registered session. For students that transfer from a research master's to a Ph.D. degree, TTC is counted from the first session of the master's program to the last session of the doctoral program.
3. Comparative data for the Division and all U of T include all research/professional master's or doctoral degrees in the corresponding attendance class (i.e., full- or part-time).

Figure 3.10: Mean Time-to-completion MMSt and UofT Professional Master's Degree Comparison



Graduates

In June 2012, the Faculty conducted an Alumni survey to gain insight into the alumni's career paths and employment rates. The survey was administered to alumni who graduated in 2009, 2010 and 2011. Out of the 98 graduates of the MMSt program, the Faculty had contact information for 90 graduates. An email was sent to all 90 graduates inviting them to take part in the survey; respondents were offered the option to enter a draw for an iPad. We received 31 responses, a 34% response rate. The questionnaire asked about employment status 12 months after graduation. Nineteen graduates reported being employed full time in one job 12 months after graduation, 2 reported being employed part-time in one job, six held more than one job and considered themselves employed full-time, and one held more than one job and considered themselves employed part-time. None of the MMSt graduates were self employed. Of the 28 respondents who were employed, 12 respondents had permanent employment and 16 had contracts. The questionnaire asked respondents whether their job was "closely related", "somewhat related" or "not at all related" to their program of study. Twenty-one respondents indicated their employment was "closely related" to their program of study, three stated their employment was "somewhat related", and four indicated the employment was "not at all" related to their program of study.

Assessment of the program relative to the best of its kind

The MMSt program is one of only two English programs in Museum Studies in Canada. We do not know of any recent studies that have compared museum studies programs. However, as noted by the external reviewers who conducted the 2008 OCGS review of MMSt program, the program gained a number of benefits from being in the iSchool including "being part of a larger academic community."

Quality enhancement

During the period of this review the MMSt increased the number of courses required to complete the program from 7.0 FCEs to 7.5 FCE. It increased flexibility in the course requirements by allowing students to choose between two management courses: MSL2350H *Museum Planning and Management: Projects, Fundraising and Human Resources*, **or** INF2040H *Project Management*. To ensure that every student completes a capstone course that requires them to synthesize the material they have engaged with in their program of study, the requirement to complete either the MSL4000Y *Exhibition Project* **or** a thesis was introduced. For students interested in the practical aspects of museology, the Exhibition Project course offers the opportunity to design, produce and mount an exhibition: a core museological function. For students with a research orientation, writing a thesis provides an opportunity to conduct original research. The weight of the thesis has been increased from 1.5 FCEs to 2.0 FCEs.

We considered for the Fall 2013 courses whether the relationship between course learning objectives and MMSt program outcomes was clearly established in course syllabi. As we noted above in the MI section *Syllabi and Program Learning Outcomes* (see above), since the guidelines were approved in Spring 2013 (Appendix L) faculty have been remarkably responsive to ensuring that their syllabi make the link transparently evident.

Student surveys and program discussions

The most recent results from the Canadian Graduate and Professional Student Survey available at the time of the self-study were those of spring 2010. The data for MMSt program was

extremely negative.¹¹ As shown in Table 3.20, the students in the MMSt program rated various dimensions of the program and the overall quality of the program much lower than students in other professional master’s programs at U of T. Of particular concern, is the rating for the relationship between faculty and graduate students; only 35.3% of MMSt students rated this dimension as ‘excellent’ or ‘very good’ while 57.6% of students in other professional master’s programs rated the same dimension as ‘excellent’ or ‘very good’ and the rating for “relationship of program content to my research/professional goals”, with only 32.3% of MMSt students rating it as ‘excellent’ or ‘very good’, while 56.2% of students in other professional master’s programs rated the same dimension as ‘excellent’ or ‘very good’. Similarly the rating of overall quality of graduate teaching by faculty is concerning with only 47.0% of MMSt students rating the dimension as ‘excellent’ or ‘very good’ while 62.9% of students in other professional master’s programs rated the same dimension ‘excellent’ or ‘very good’. Students in the MMSt program rated the overall quality of the student life experience at the university lower than other professional master’s programs; 31.2% rated the quality of student life experience as ‘excellent’ or ‘very good’ while 41.3% of students at U of T rated the overall quality of the student life experience this way. Similarly only 34.4% of MMSt students rated the overall quality of their graduate program as ‘excellent’ or ‘very good’ while 61.9% of students in other professional master’s programs rated the quality of their program ‘excellent’ or ‘very good’. Finally in 2010, only 58.8% of MMSt students indicated they would ‘definitely’ or ‘probably’ recommend this university to someone considering their program, while 76.1% of students in other professional master’s programs indicated they would ‘definitely’ or ‘probably’ recommend this university to someone considering their program.

Table 3.20: Survey of MMSt Students and Professional Master’s Students at U of T

| Please rate the following dimensions of your program: | Excellent % | | V good % | | Good % | | Fair % | | Poor % | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|------|------------|------|---------|------|----------------|------|------------------|-----|--|--------------|--|------------|--|---------|--|----------------|--|------------------|--|--|----|----|----|----|----|----|----|----|----|----|
| | FI | UT | FI | UT | FI | UT | FI | UT | FI | UT | | | | | | | | | | | | | | | | | | | | | | |
| The intellectual quality of the faculty (n=34) | 20.6 | 48.8 | 50.0 | 35.5 | 26.5 | 11.6 | 2.9 | 3.3 | 0.0 | 0.7 | | | | | | | | | | | | | | | | | | | | | | |
| The intellectual quality of my fellow students (n=34) | 8.8 | 24.6 | 55.9 | 41.9 | 26.5 | 25.5 | 8.8 | 6.9 | 0.0 | 1.2 | | | | | | | | | | | | | | | | | | | | | | |
| The relationship between faculty and graduate students (n=34) | 11.8 | 20.6 | 23.5 | 37.0 | 47.1 | 28.3 | 8.8 | 11.1 | 8.8 | 3.0 | | | | | | | | | | | | | | | | | | | | | | |
| Overall quality of graduate level teaching by faculty (n=34) | 2.9 | 22.3 | 44.1 | 40.6 | 29.4 | 26.1 | 14.7 | 8.9 | 8.8 | 2.1 | | | | | | | | | | | | | | | | | | | | | | |
| Relationship of program content to my research/professional goals (n=34) | 8.8 | 22.0 | 23.5 | 34.2 | 38.2 | 28.4 | 29.4 | 11.7 | 0.0 | 3.7 | | | | | | | | | | | | | | | | | | | | | | |
| Overall, how would you rate the quality of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| your student life experience at this university? (n=32) | 3.1 | 13.0 | 28.1 | 28.3 | 50.0 | 32.2 | 18.8 | 19.7 | 0.0 | 6.8 | | | | | | | | | | | | | | | | | | | | | | |
| your graduate program at this university? (n=32) | 3.1 | 27.4 | 31.3 | 34.5 | 50.0 | 22.5 | 9.4 | 12.1 | 6.3 | 3.5 | | | | | | | | | | | | | | | | | | | | | | |
| General satisfaction: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="0" style="width:100%; border-collapse: collapse;"> <tr> <td></td> <td colspan="2">Definitely %</td> <td colspan="2">Probably %</td> <td colspan="2">Maybe %</td> <td colspan="2">Probably Not %</td> <td colspan="2">Definitely not %</td> </tr> <tr> <td></td> <td>FI</td> <td>UT</td> <td>FI</td> <td>UT</td> <td>FI</td> <td>UT</td> <td>FI</td> <td>UT</td> <td>FI</td> <td>UT</td> </tr> </table> | | | | | | | | | | | | Definitely % | | Probably % | | Maybe % | | Probably Not % | | Definitely not % | | | FI | UT | FI | UT | FI | UT | FI | UT | FI | UT |
| | Definitely % | | Probably % | | Maybe % | | Probably Not % | | Definitely not % | | | | | | | | | | | | | | | | | | | | | | | |
| | FI | UT | FI | UT | FI | UT | FI | UT | FI | UT | | | | | | | | | | | | | | | | | | | | | | |
| Would you recommend this university to someone considering your program? (n=34) | 20.6 | 47.9 | 38.2 | 28.2 | 32.4 | 15.3 | 8.8 | 6.2 | 0.0 | 2.4 | | | | | | | | | | | | | | | | | | | | | | |

¹¹ Though the CGPSS was also conducted in winter 2013 the UofT results were not available in November 2013.

While this data is disturbing, the OCGS review of 2008 had identified many of these problems as discussed in section 9. Given the transformation that has taken place with the Museum Studies program since that earlier review we were hopeful the results of the 2013 survey would show improvement. The program has been restructured, the possibilities for practica, internships, and exhibitions greatly increased, the faculty complement has been entirely replaced as well as expanded, and we have put in place much more rigorous approaches to selecting adjuncts.

As we brought the preparation of the self-study to a close Prof Cherry was provided with a copy of the raw data from the 2013 survey which she analyzed to produce a table showing a comparison between the 2010 and 2013 surveys. While the data shows that we need to do much more, it does show improvements (see Table 3.21). In fact every category, albeit some only a little, has gone up for excellence, and we saw a strong improvement in the “overall quality of graduate level teaching” and the relationship between the “overall quality of graduate level teaching by faculty”.

Table 3.21: Comparison of 2010 and 2013 CGPSS data for MMST Program Students

| Please rate the following dimensions of your program: | Excellent % | | V good % | | Good % | | Fair % | | Poor % | |
|---|--------------|------|------------|------|---------|------|----------------|------|------------------|------|
| | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 |
| The intellectual quality of the faculty (n=34); (n=47) | 20.6 | 38.3 | 50.0 | 38.3 | 26.5 | 19.1 | 2.9 | 2.1 | 0.0 | 2.1 |
| The intellectual quality of my fellow students (n=34); (n=47) | 8.8 | 14.9 | 55.9 | 40.4 | 26.5 | 25.5 | 8.8 | 17.0 | 0.0 | 2.1 |
| The relationship between faculty and graduate students (n=34); (n=47) | 11.8 | 27.7 | 23.5 | 34.0 | 47.1 | 23.4 | 8.8 | 12.8 | 8.8 | 2.1 |
| Overall quality of graduate level teaching by faculty (n=34); (n=47) | 2.9 | 19.1 | 44.1 | 25.5 | 29.4 | 42.6 | 14.7 | 10.6 | 8.8 | 2.1 |
| Relationship of program content to my research/professional goals (n=34); (n=47) | 8.8 | 10.6 | 23.5 | 36.2 | 38.2 | 36.2 | 29.4 | 8.5 | 0.0 | 8.5 |
| Overall, how would you rate the quality of: | | | | | | | | | | |
| your student life experience at this university? (n=32); (n=47) | 3.1 | 17.0 | 28.1 | 25.5 | 50.0 | 29.8 | 18.8 | 14.9 | 0.0 | 12.8 |
| your graduate program at this university? (n=32); (n=47) | 3.1 | 17.0 | 31.3 | 31.9 | 50.0 | 36.2 | 9.4 | 8.5 | 6.3 | 6.4 |
| | Definitely % | | Probably % | | Maybe % | | Probably Not % | | Definitely not % | |
| General satisfaction: | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 |
| Would you recommend this university to someone considering your program? (n=34); (n=47) | 20.6 | 26.1 | 38.2 | 41.3 | 32.4 | 17.4 | 8.8 | 6.5 | 0.0 | 8.7 |

MMSt Challenges and Opportunities

The MMSt program needs to respond to a more competitive educational environment as more comparable programs open within Canada and internationally. Moreover we need to continue to improve the design and delivery of our program. For instance we will need to respond with increased experiential learning environments for our students. Toronto is rich in museums and galleries and these offer us the possibilities of new kinds of educational collaborations which will provide new ways to enhance the educational experience of our students. There are opportunities to expand the areas of coverage in the Museum Studies program through adding concentrations in such areas as digital heritage. During 2013-14 the MMSt faculty have begun the process of adding concentrations to the MMSt program in such areas as Digital Heritage and Global Cultures.

PH.D. IN INFORMATION

Program description

The goal of the Ph.D. program is to enable students to achieve the competence required to complete an original doctoral thesis in Information. The information field has broadened in scope and become more interdisciplinary in nature in the past decade. The current curriculum creates a structure for attaining and demonstrating a working familiarity with the breadth of a highly interdisciplinary field, while also supporting innovative research that extends a quickly evolving field. The curriculum fosters a common conversation about the information field and supports the development of individual research projects. The concentrations are:

- Archives & Records Management
- Critical Information Studies
- Cultural Heritage
- Information Systems, Media & Design
- Knowledge Management & Information Management
- Library and Information Science
- Philosophy of Information

Students must complete 4.5 FCEs in required courses and 1.5 FCEs in electives courses. Students must pass a qualifying examination, defend a thesis proposal and complete and defend, in an oral examination the doctoral thesis. Students may undertake their doctoral program on a full-time (four years) or flexible time (six years) basis. The flexible time program is intended for practicing professionals whose employment is related to their intended field of research. Students enrolled in the flexible time program must spend at least two full-time terms on campus.

Program objectives

[Note the Program Objectives are currently being reviewed by the Faculty's Program Committee. Once this process has run its course this section will be updated.]

Admission requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. The requirements include an average of at least A- in a University of Toronto master's degree program, or its equivalent. Equivalency is normally determined by the number of courses and/or credits taken. Applicants holding an MLS or other master's degree earned in two or three semesters, or by completing 5.0 to 7.5 full-course equivalents (FCEs), will normally be required to take additional courses in the MI program.

Applicants whose primary language is not English and who have graduated from a non-Canadian university where the language of instruction and examination was not English, must demonstrate facility in English by submitting an acceptable score from one of several English language proficiency tests (see Appendix H).

The match between an applicant's research interest and the expertise within the faculty complement is considered in reviewing applications. The Faculty encourages applicants to contact potential supervisors and discuss their research interests. Applicants must submit a statement of research interest along with their CV, transcripts and three letters of reference. In

some cases, the admissions committee may require examples of previous work and/or an interview before making a decision.

Curriculum and Program delivery

The current curriculum came into effect September 2011. The Ph.D. program involves two years of course work, a qualifying exam, a proposal preparation and defense and the writing and defending of a thesis. See Appendix T for the Ph.D. Qualifying Examination Procedure and Appendix U for the Procedure for Oral Defense of Doctoral Thesis Proposals. Students can enroll in one of nine collaborative programs. During the period of the review 23 students enrolled in collaborative programs: 13 in Knowledge Media Design, 8 in Book History and Print Culture and one in Environmental Studies and one in Sexuality Diversity Studies.

The program requirements include:

- INF 3001H Research in Information: Foundations
- INF 3002H Research in Information: Contemporary Issues
- INF 3003H Research in Information: Frameworks and Methods,
- INF3006Y Thesis Proposal Preparation
- INF3007Y Colloquium I
- INF3008Y Colloquium II
- Elective courses worth 1.5 FCEs

The coursework helps students to place their work within a broad historical scope of scholarship, while encouraging cutting edge, cross-disciplinary, synthetic research. The thesis proposal preparation course helps students integrate disparate paradigms and disciplines into a novel, feasible, and useful research project. The Colloquium courses help students place themselves and their research within that field, and provide exposure to scholarly practice. For a description of all the Ph.D. courses see Appendix V. The syllabi for courses are available in the iSchool course repository at <http://current.ischool.utoronto.ca/courses> --to see the actual syllabi you require a UofT login:

Assessment of learning

In the first and second year of the Ph.D. program students are assessed in their individual courses, they must prepare a poster for the annual Ph.D. research days and their progress is assessed in the annual review process, discussed below. Students are expected to write their qualifying exam by the end of their second year.

In the third and fourth year of the program students are expected to meet regularly with their supervisor and their thesis committee. They must present their research at the annual Ph.D. research days; they receive feedback on their presentation from a panel of faculty members and an external scholar.

Each year, students must submit an annual progress report, signed by their advisor/supervisor and their CV. All faculty members are invited to review and comment on the reports and attend the annual review meeting in which the progress of each student is assessed. The meeting extends over two days and the progress of each student is discussed in detail. The students receive a written summary of the committee's discussion of their progress.

In 2012-2013, the Director of Doctoral Studies began reviewing the progress of individual students who are experiencing problems. The Director consults with supervisors responsible for

the student to determine strategies, recourse, and next steps to help move the student forward.

Student funding and awards

Funding for students in the Ph.D. program consists of internal awards including endowed scholarships, prizes, bursaries and awards, external awards which include Ontario or Canada scholarships/grants as well as Research Assistantships (RAs) and Teaching Assistant (TA) support.

University of Toronto Funding Commitment package

The University of Toronto Funding Commitment funding package may consist of U of T Fellowships, grants and awards, and teaching and research assistantships. The Funding Commitment package is available to all full-time students in their first four years who:

- Do not work full time (full time: ≥ 35 hours per week, or defined as full time)

- Do not have $\geq \$30,000$ in earnings per year

- Do not hold a major scholarship (e.g., SSHRC, OGS, MITACS, NSERC)

The Funding Commitment package consists of:

- Tuition and fees for up to four years in the first instance, with possibilities for funding in a fifth year;

- Living expense stipend for years 1-4, is \$15,500, consisting of:

 - Approximately 60% as a Fellowship and 40% of Teaching Assistantships (TAships), or

 - A Research Assistantship to a maximum of \$15,500 per annum.

In order to receive the package, students must work as a Teaching Assistant (TA) in courses offered by the Faculty of Information, for a total of 150 hours per year in each of the first four years of their studies. In the first year, only 100 hours of work is done for a course, and the remaining 50 hours are paid for attending training sessions.

For students in the funded cohort who receive an external, competitively-reviewed award valued at or over \$15,000 per annum (e.g.: OGS, SSHRC, MITACS, NSERC, NSF), that award will stand in lieu of the stipend portion of the University's Funding Commitment package. Students with these awards are exempt from the Funding Commitment package requirement that they serve as teaching or research assistants. The Faculty of Information will continue to meet either domestic or international tuition fees (as appropriate for the student), and in recognition of their success, the Faculty will award them an Academic Excellence Award of \$2,000 for each year that they hold the external award, and remain in the funded cohort. These students continue to be eligible to work as teaching or research assistants if they wish to supplement their funds, and if the Faculty has available positions. Awards under \$15,000 have no impact on the Funding Commitment package from the University. The Faculty is concerned that the funding package provides an insufficient level of support for students to live above the Ontario poverty line.

Table 3.22: Ph.D. Internal and External Funding and Teaching Assistantships

| | Internal (Endowed Scholarships, Bursaries, Prizes, Awards) | External (Scholarships/Fellowships) | TAships |
|-----------|--|--|--------------|
| 2007-2008 | \$245,449.00 | \$138,332.00 | \$175,772.32 |
| 2008-2009 | \$347,745.03 | \$135,002.00 | \$207,305.53 |
| 2009-2010 | \$333,846.24 | \$90,000.00 | \$209,041.61 |
| 2010-2011 | \$300,439.28 | \$131,666.00 | \$286,076.04 |
| 2011-2012 | \$423,060.39 | \$171,666.00 | \$367,603.56 |
| 2012-2013 | \$519,491.71 | \$116,666.00 | \$322,310.82 |

Internal and External Scholarships/Fellowships and TAships

The amount of internal and external scholarships/fellowships and TAships held by doctoral students during the period of the review is shown in Table 3.22. As shown in Table 3.22 the funding from internal endowed scholarships, prizes, bursaries and awards ranged from a low of \$245,449 in 2007-2008 to a high of \$519,491 in 2012-2013. In the same period funding from external scholarships ranged from a low of \$90,000 in 2009-2010 to a high of \$171,666 in 2011-2012. Student funding from TA ships ranged from a low of \$175,772 in 2007-2008 to a high of \$367,603 in 2011-2012; this increase reflected a conscious decision to bring the balance of the student funding package in line with practices elsewhere and to decrease the fellowship allocation. The funds for TAships in Table 3.21 include the portions making up their funding packages.

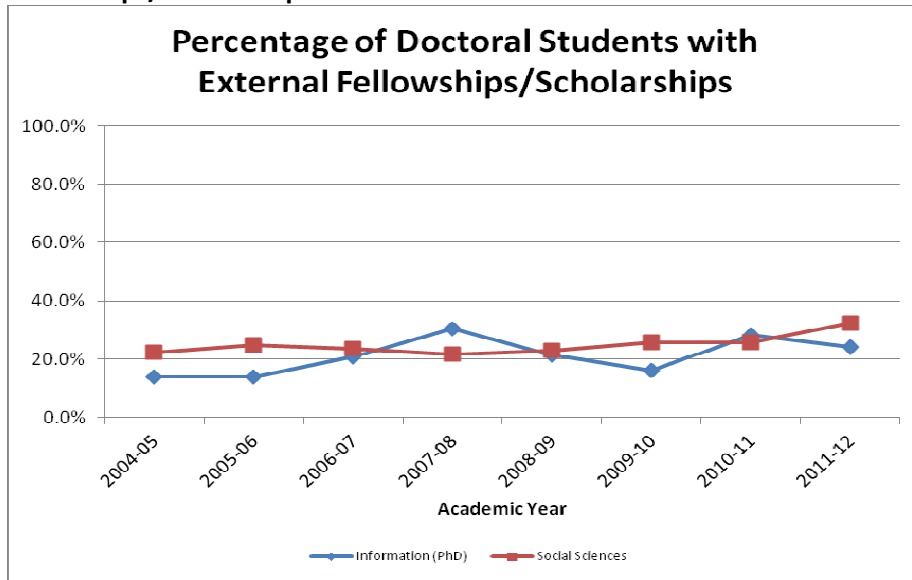
Percentage of doctoral students with external funding

As shown in Table 3.23 and Figure 3.11, during the period of the review the percentage of students in the Ph.D. program holding external fellowships and scholarships ranged from a low of 16.1% to a high of 30.4%. During this time, the percentage of social science students at U of T holding external fellowships and scholarships ranged from a low of 21.9% to a high of 32.2%.

Table 3.23: Doctoral Students and External Funding

| Academic Year | Information (Ph.D.) | | | Social Sciences | | |
|---------------|--|--------------|---------------------------------|---|--------------|----------------------------------|
| | Students with Fellowships / Scholarships | All Students | % with Fellowship / Scholarship | Students with Fellowship or Scholarship | All Students | % with Fellowship or Scholarship |
| 2004-05 | 4 | 29 | 13.8% | 263 | 1,172 | 22.4% |
| 2005-06 | 4 | 29 | 13.8% | 293 | 1,175 | 24.9% |
| 2006-07 | 6 | 29 | 20.7% | 275 | 1,164 | 23.6% |
| 2007-08 | 7 | 23 | 30.4% | 259 | 1,185 | 21.9% |
| 2008-09 | 6 | 28 | 21.4% | 280 | 1,212 | 23.1% |
| 2009-10 | 5 | 31 | 16.1% | 324 | 1,258 | 25.8% |
| 2010-11 | 9 | 32 | 28.1% | 335 | 1,307 | 25.6% |
| 2011-12 | 9 | 37 | 24.3% | 400 | 1,242 | 32.2% |

Figure 3.11: Percentage of Doctoral Studies with External Fellowships/Scholarships



Success rates

As shown in Table 3.24 during the period of the review, the number of Ph.D. students applying for and being awarded OGS and SSHRC scholarships has gradually grown. In Table 3.24 numbers without brackets indicate the number of applications forwarded to the School of Graduate Studies. Numbers in brackets indicate the number of applications received. While in 2007-2008, only four students applied for OGS scholarships and none applied for the SSHRC scholarships, in 2012-2013 11 students applied for OGS scholarships and 16 students applied for SSHRC scholarships though only four applications were forwarded to SGS (SGS sets a quota for the number of SSHRC doctoral scholarship applications that the Faculty can forward. In recent years the quota has been 4.) The success rate for the OGS scholarships ranges from a low of 17% in 2010-2011 to a high of 75% in 2011-2012. The success rate for SSHRC scholarships ranges from a low of 0% in 2008-2009 when neither applicant was successful to a high of 75% in 2011-2012 when three of the four applications that were forwarded to SGS were successful.

Table 3.24: OCGS and SSHRC Scholarships Awarded to iSchool Doctoral Students

| Ontario Graduate Scholarships (OGS) | | | | | | |
|---|-----------|-----------|-----------|-----------|-------------------|-----------|
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Applications | 4 | 4 | 4 | 6 | 8 | 11 |
| Awards made | 2 | 1 | 1 | 1 | 6 | 5 |
| Success rate | 50% | 25% | 25% | 17% | 75% | 45% |
| Social Sciences and Humanities Research Council (SSHRC) | | | | | | |
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011 - 2012 | 2012-2013 |
| Applications | 0 | 2 | 2 | 4 (8) | 4 (6) | 4 (16) |
| Awards made | 0 | 0 | 1 | 1 | 3 | 2 |
| Success rate | N/A | 0% | 50% | 25% | 75% | 50% |

Notes:

1) These tables do not include successful awards from incoming students as they did not go through our ranking.

2) Success rate for OGS includes all successful applications, even those who may have later declined the award in order to receive a SSHRC award or a similar awards

Numbers indicate the number of applications forwarded to the School of Graduate Studies. Numbers in brackets indicate the number of applications received. SGS sets a quota for the number of SSHRC doctoral scholarship applications that the Faculty can forward. In recent years the quota has been 4.

Faculty initiatives to foster the professional development of doctoral students

The Faculty has given a number of workshops that foster the Ph.D. students' professional development (e.g., workshops on peer reviewing and developing grant proposals), as well as providing funding for attending conferences, and organizing Ph.D. research days, discussed below. Furthermore, the University offers a course (THE500 *Teaching in Higher Education*) that supports Ph.D. students and Post-Doctoral Fellows in their professional preparation for an academic career (see <http://www.wdw.utoronto.ca/index.php/programs/the500/overview>). As previously mentioned, students are required and funded to take 50 hours of TA training in their first year. The University provides a certificate program for teaching assistants and writing support discussed in section 7 of this self-study.

Quality indicators

Students:

Applications, Offers and Registrations

During the period under review, the number of applicants varied from a low of 28 in 2008-2009 to a high of 57 in 2010-2011. During the same time, the number of offers remained steady with a slight increase in 2012, but the number of registrants increased from five in 2007-2008 to a high of 10 in 2011-2012. The offer rate is similar to that of other doctoral programs in the social sciences and across the university as a whole; the acceptance rate was slightly higher in 2010-11 and 2011-12 than that of other doctoral programs in the Social Sciences at U of T and across the University as a whole as shown in Figures 3.13 and 3.14. What is notable is that in the past three years we have improved our offer to new registration conversion rate. While this may be

true, during consultations some doctoral students raised concerns about the numbers of doctoral students and the shortage as a result of faculty who could supervise or serve on committees.

Table 3.25: Applications, Offers and New Registrations - Ph.D. in Information

| | 2004-5 | 2005-6 | 2006-7 | 2007-8 | 2008-9 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------------|--------|--------|--------|--------|--------|---------|---------|---------|---------|
| Applications | 62 | 46 | 43 | 48 | 28 | 53 | 57 | 46 | 36 |
| Offers | 10 | 11 | 9 | 9 | 9 | 10 | 9 | 12 | 13 |
| New Registrants | 5 | 8 | 6 | 5 | 6 | 5 | 8 | 10 | 10 |

Figure 3.12: Acceptances, Offers and Registrations for Ph.D. in Information

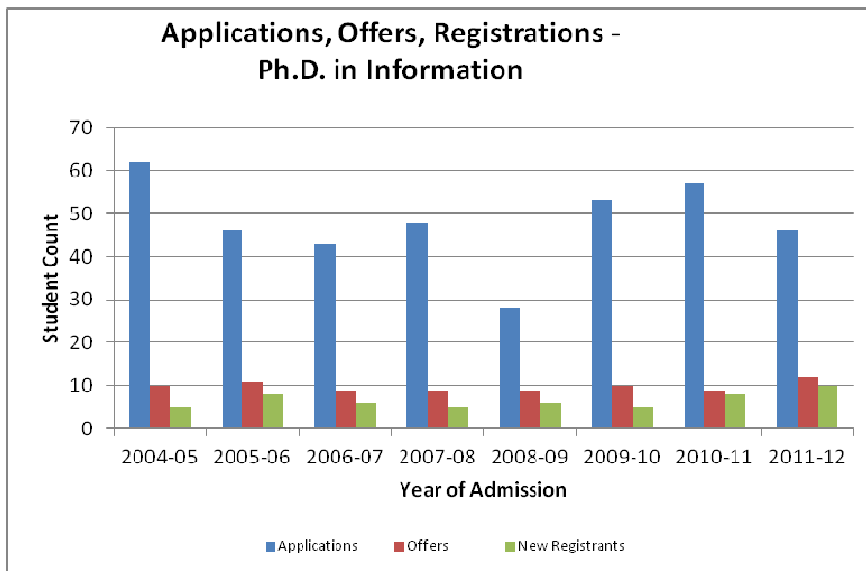
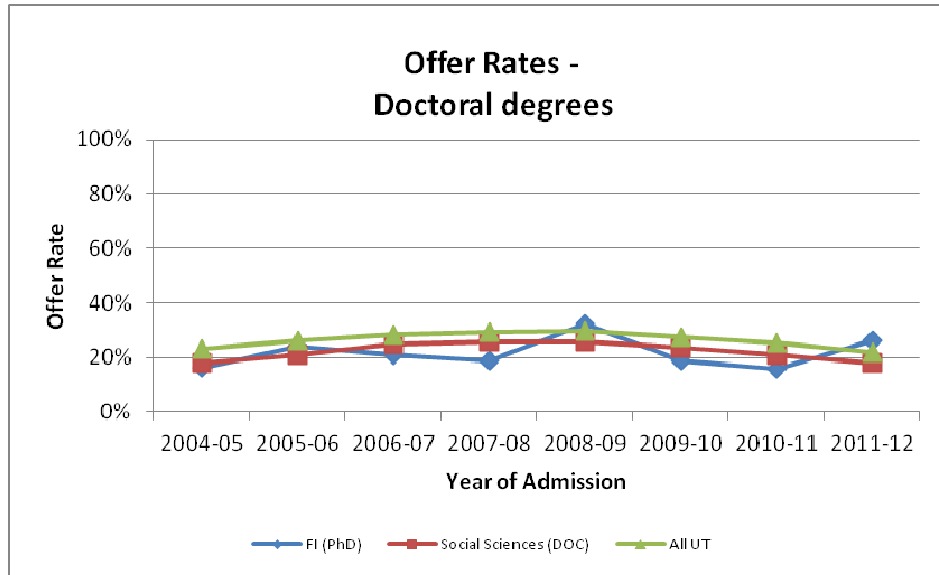
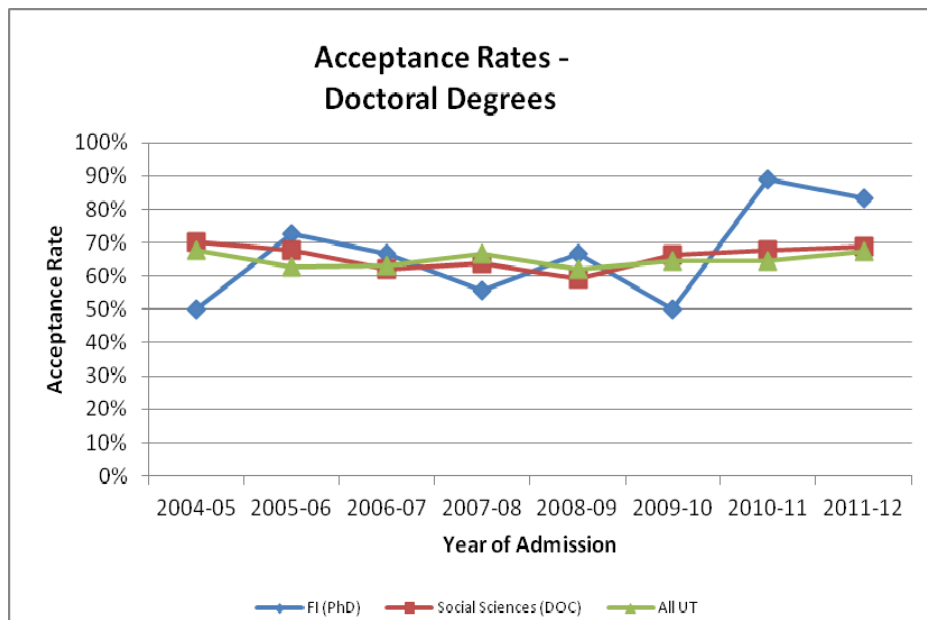


Figure 3.13: Comparison between Offer Rates for Doctoral Degrees: Information, UofT Social Sciences, and All of UofT



Note: 'Offer rate' calculated by dividing the number of offers by the number of applications for a given academic year.

Figure 3.14: Comparison between Acceptance Rates for Doctoral Degrees: Information, UofT Social Sciences and All of UofT



Attrition Rates

As shown in Table 3.26, between September 2007 to August 31 2013, 44 Ph.D. students enrolled in the program, one of whom transferred from the University of British Columbia with advance standing. By August 31, 2013, five of these students had withdrawn from the program and one had completed. The other 38 students were still in progress. Of the 47 students who entered the program from 2001-2006, 21 students were still in progress after 21 terms (7 years).

Table 3.26. Student Attrition/Completion, Ph.D. in Information

| Year entered | New | After 12 terms (4 years) | | | After 18 terms (6 years) | | | After 21 Terms (7 years) | | |
|--------------|-----|--------------------------|----|----|--------------------------|----|----|--------------------------|----|----|
| | | WD | CO | IP | WD | CO | IP | WD | CO | IP |
| 2001-2002 | 7 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 2 | 2 |
| 2002-2003 | 10 | 0 | 0 | 8 | 0 | 2 | 6 | 0 | 2 | 6 |
| 2003-2004 | 11 | 6 | 0 | 4 | 6 | 1 | 3 | 6 | 1 | 3 |
| 2004-2005 | 5 | 2 | 0 | 3 | 2 | 0 | 3 | 2 | 0 | 3 |
| 2005-2006 | 8 | 0 | 0 | 8 | 0 | 4 | 4 | 0 | 6 | 2 |
| 2006-2007 | 6 | 0 | 0 | 6 | 0 | 1 | 5 | 0 | 1 | 5 |
| 2007-2008 | 5 | 0 | 0 | 5 | 0 | 0 | 5 | x | x | x |
| 2008-2009 | 6 | 0 | 0 | 6 | 1 | 1 | x | 1 | 1 | x |
| 2009-2010 | 5 | 0 | X | x | x | x | x | x | x | x |
| 2010-2011 | 8 | 2 | X | x | 2 | x | x | 2 | x | x |
| 2011-2012 | 10 | 1 | x | x | 1 | x | x | 1 | x | x |
| 2012-2013 | 10 | 1 | x | x | 1 | x | x | 1 | x | x |

WD Permanent withdrawals, lapse and program/degree changes
 CO Completed degree
 IP In progress
 X Not Applicable

Student in-course reports on teaching

Due to the small size of classes in the doctoral program, course evaluation data is not available. However, in the 2010 Canadian Graduate and Professional Student Survey, discussed below, 64.7% of students rated overall quality of graduate teaching by faculty as very good, and 17.6 rated it as good. No students rated overall quality of graduate teaching by faculty as excellent.

Ph.D. time-to-completion

As shown in Table 3.27, during the period of the review the number of graduates from the Ph.D. program has ranged from a low of two in 2008-2009 and 2011-2012 to high of seven in 2010-2011. As shown in Table 3.27 and Figure 3.15 the mean time-to-completion for Ph.D. students has increased from 6.59 years in 2007-2008 to 7.83 years in 2011-2012, well above the mean time-to-completion for Ph.D. students in the Social Sciences division at U of T and the University as a whole. In 2009-2010 the mean time-to-completion, was a low of 5.89. In 2011 the Faculty introduced a new curriculum. One of the goals of the new curriculum was to reduce the mean time-to-completion. While it is too early to determine if the new curriculum will reduce our mean time-to-completion, seven of the 10 students who entered the program in 2011, successfully completed their qualifying examinations before the beginning of their second year as recommended. We do not, however, envision substantially improving the Ph.D. students' mean time-to-completion in the near future as the majority students currently in the program are enrolled under the old curriculum. For example, of the five students who entered the program in September 2009, all required an extension at the end of their third year as they had not entered candidacy as required; of the eight students who entered the program in September 2010, only four students had entered candidacy by the end of their third year. Furthermore, there are 13 doctoral students at various stages of completion who have been in the program for six years or more, including one student who has yet to enter candidacy.

During our consultations doctoral students asked us to be more explicit about what they could expect from their supervisors. While the School of Graduate Studies (SGS) at UofT¹² offers extensive guidance as to supervision best practices (see Appendix AM) from both a faculty and a student perspective, we will examine doctoral supervision guidance on a Faculty level to promote best practices and a suitable level of consistency between supervisory approaches. We will (a) raise awareness among supervisors and students of the SGS guidelines on supervision of doctoral students; (b) ask supervisors to confirm as part of the PTR (Progress Through the Ranks) process that in supervising their doctoral students they are following SGS guidelines and, when the guidance is drawn up, Faculty best practice; (c) promote discussion among faculty about best practices in terms of supervision and the sharing of approaches and strategies as an initial step towards creating greater consistency in supervisory practices; and (d) the Faculty agreed at its 30 October 2013 Faculty meeting to establish a faculty-doctoral student *ad hoc* working group including four doctoral students and four faculty to consider the SGS guidelines and whether they were sufficient to meet the needs of doctoral students and faculty in Information or whether a localized version was necessary.

¹² <http://www.sgs.utoronto.ca/Documents/supervision+guidelines.pdf>

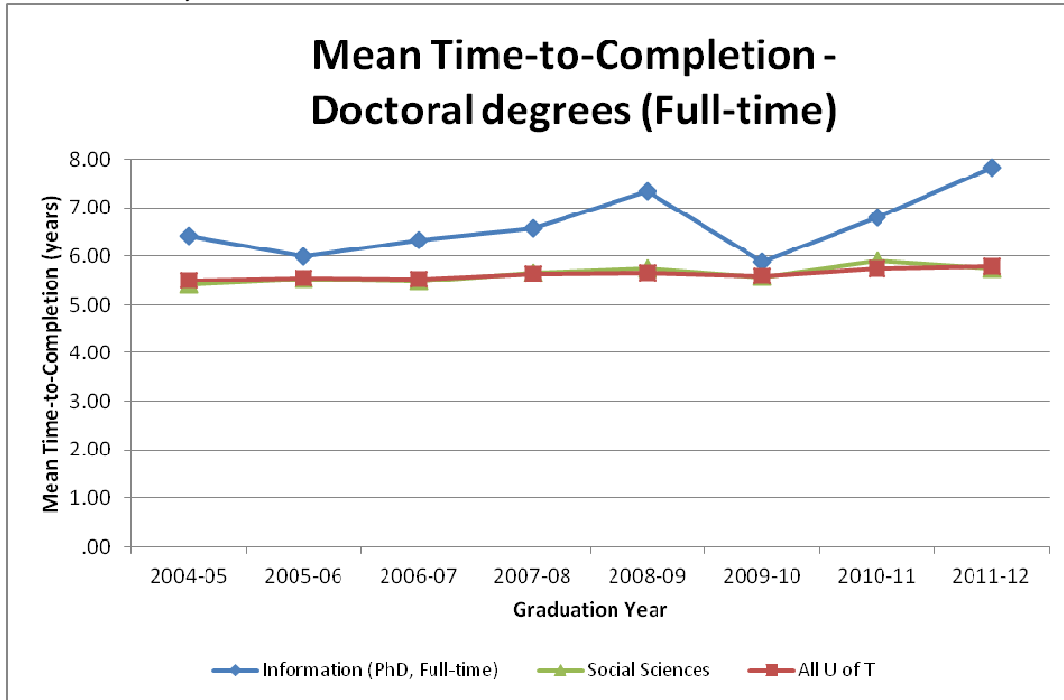
Table 3.27: iSchool Ph.D. Time-to-completion compared to Social Sciences and All UofT

| Graduation Year | Information (Ph.D., full-time) | | Social Sciences | | All U of T | |
|-----------------|--------------------------------|------------------|---------------------|----------------|---------------------|------------------|
| | Number of Graduates | Mean TTC (years) | Number of Graduates | Mean TTC years | Number of Graduates | Mean TTC (years) |
| 2004-05 | 4 | 6.42 | 175 | 5.42 | 648 | 5.49 |
| 2005-06 | 1 | 6.00 | 195 | 5.51 | 643 | 5.54 |
| 2006-07 | 2 | 6.34 | 188 | 5.48 | 636 | 5.53 |
| 2007-08 | 4 | 6.59 | 190 | 5.67 | 711 | 5.63 |
| 2008-09 | 2 | 7.33 | 164 | 5.76 | 697 | 5.67 |
| 2009-10 | 3 | 5.89 | 171 | 5.57 | 738 | 5.58 |
| 2010-11 | 7 | 6.81 | 197 | 5.91 | 789 | 5.75 |
| 2011-12 | 2 | 7.83 | 163 | 5.74 | 805 | 5.79 |

Notes:

1. Time-to-completion (TTC) calculations only include sessions in which students are registered. Sessions on leave or lapsed sessions are not part of the TTC values.
2. Time-to-completion values are based on a student's first to last registered session. For students that transfer from a research master's to a Ph.D. degree, TTC is counted from the first session of the master's program to the last session of the doctoral program.
3. Comparative data for the Division and all U of T include all research/professional master's or doctoral degrees in the corresponding attendance class (i.e., full- or part-time).
4. In some years, the number of graduates is very low. In these cases, the mean time-to-completion may not be representative and should be interpreted with caution.

Figure 3.15: Comparison of Mean Time-to-Completion for Doctoral Degrees: Information, Social Sciences, and All of UofT



Graduates

Employment and Publications of Graduates

As shown in Appendix W, Ph.D. students who graduated during the time of the review are working in a variety of positions. Five graduates have tenure track positions at North American universities including, University of British Columbia, University of Toronto at Mississauga, University of Ottawa, Lakehead University, and McGill University. Two other graduates were hired into tenure track positions at the University of Maryland, but both have subsequently left. Two currently hold post-doctoral appointments and three more have completed post-doctoral appointments. Six graduates work as researchers, research associate or research assistants, and four more work as a librarian or archivist; of the graduates working as librarians one is the University of Lethbridge's copyright advisor and the other is an Assistant Professor in the Department of History, Ateneo de Manila University. Finally, one graduate is an adjunct faculty member at the Ontario College of Art and Design University and four are sessional instructors. Almost all of the graduates have published in peer-reviewed journals and presented papers and posters at peer-reviewed conferences and some have published book chapters either during their time in the program or since graduation. The number of works each student has published ranges from a low of zero for one graduate who has become a sheep farmer to a high of 44.

Assessment of the Program

In 2011, the iSchool Caucus conducted a survey of iSchool Doctoral Programs that provides some comparison data among the 19 schools that responded. With 45 students enrolled in the program we were in the top half in size, with 10 programs having 32 full-time students or fewer and only 3 schools having more part-time students. The survey asked, "What is the average time to degree in years"; for nine schools the average time-to-completion was less than 6 years, but one school stated it was unclear and another, UBC, did not yet have any graduates. The survey asked the minimum number of credits required to graduate. Eight programs required fewer credits to graduate than our Ph.D. program, seven required more; and one university that had two doctoral programs, did not answer this question.¹³ We note that the students in our program have access to one of the top three library systems in North America after Harvard and Yale as ranked by the Association of Research Libraries in 2013.

Quality enhancement

In 2009, the Faculty established Ph.D. research days. These events provide our doctoral students with an opportunity to present their research to our Faculty. Each year a scholar from a different university has been invited to serve as the external respondent, along with iSchool faculty, on the review panel that assesses the students' research and presentations. To date the external respondents have been Distinguished Professor Nick Belkin, Rutgers; Professor John Budd, University of Missouri; Professor Emeritus Bernd Frohmann, Western University; Associate Professor Tarleton Gillespie, Cornell University; and Associate Professor and Associate Dean, Pam McKenzie, Western University. As discussed above, students in their first and second year

¹³ Hendry, D., Zhang, P., & Howarth, L. (2012). Survey of iSchool doctoral programs: Summary. Presented at workshop: Enhancing iSchools' doctoral education: What's next? iConference, Toronto, February 6–10, 2012.

participate in a juried poster section that showcases their work. Students in the third or fourth year (or beyond) of the doctoral program are required to present in a public forum.

In 2009 the Dean established an annual the pool of at least \$ 30,000 to fund travel awards to enable Ph.D. students to present their research ideas and work in progress at national and international conferences. At the Ph.D. consultations concerns were raised that access to these funds might be restricted—there has been only one change to the policy and this requires that students are in good standing in the program. The list of publications of our current doctoral students reflects these opportunities (see Appendix X).

In 2011, the iSchool introduced a new curriculum for the Ph.D. program and changed the admission requirements to reflect a higher standard regarding previous graduate work, and to emphasize the importance of a statement of research interest in the admissions process. The curriculum changes focus and clarify the process of conducting doctoral research, as previously discussed and we hope that these changes will reduce time-to-completion and withdrawal rates, open possibilities for advancing the discipline of information itself, and better prepare students for a career of scholarly practice.

Student surveys and program discussions

The most recent results from the Canadian Graduate and Professional Student Survey available at the time of the self- study were those of spring 2010¹⁴. The data for the Ph.D. students was alarming. Ph.D. students at the iSchool rated the quality of academic advising and guidance and the quality of the program much lower than doctoral students rated UofT as a whole. Only 29.4% of iSchool Ph.D. students rated the quality of academic and advising as ‘excellent’ or ‘very good’ compared to 48.3% of Ph.D. students at U of T as a while, and 33.4% iSchool Ph.D. students rated the quality of the program as ‘excellent’ or ‘very good’ compared to 66.1% of all Ph.D. students at U of T as a while. Furthermore, only 64.7% of iSchool Ph.D. students indicated they would ‘definitely’ or ‘probably’ recommend this university to someone considering their program compared to 80.4% of Ph.D. students at U of T as a whole.

Table 3.28: 2010 Ph.D. Student Survey

| Please rate the following dimensions of your program: | Excellent % | | V good % | | Good % | | Fair % | | Poor % | |
|---|-------------|------|----------|------|--------|------|--------|------|--------|-----|
| | FI | UT | FI | UT | FI | UT | FI | UT | FI | UT |
| The intellectual quality of the faculty (n=17) | 35.3 | 56.1 | 52.9 | 33.5 | 5.9 | 8.1 | 0.0 | 1.8 | 5.9 | 0.4 |
| The intellectual quality of my fellow students (n=17) | 23.5 | 33.0 | 47.1 | 44.4 | 17.6 | 16.8 | 11.8 | 5.0 | 0.0 | 0.8 |
| The relationship between faculty and graduate students (n=17) | 5.9 | 21.5 | 29.4 | 36.0 | 35.3 | 26.3 | 23.5 | 11.8 | 5.9 | 4.4 |
| Overall quality of graduate level teaching by faculty (n=17) | 0.0 | 19.8 | 64.7 | 39.5 | 17.6 | 27.2 | 11.8 | 10.4 | 5.9 | 3.0 |
| Quality of academic advising and guidance (n=17) | 5.9 | 17.7 | 23.5 | 30.6 | 35.3 | 27.5 | 11.8 | 16.2 | 23.5 | 7.9 |

¹⁴ The CGPSS was also conducted in February – March 2013 but the results were not available in November 2013.

| | | | | | | | | | | |
|--|--------------|------|------------|------|---------|------|----------------|------|------------------|-----|
| Overall, how would you rate the quality of: | | | | | | | | | | |
| your student life experience at this university? (n=15) | 6.7 | 16.7 | 33.3 | 30.2 | 40.0 | 32.2 | 13.3 | 13.9 | 6.7 | 7.1 |
| your graduate program at this university? (n=15) | 6.7 | 30.4 | 26.7 | 35.7 | 46.7 | 21.7 | 13.3 | 8.2 | 6.7 | 3.9 |
| | | | | | | | | | | |
| | Definitely % | | Probably % | | Maybe % | | Probably Not % | | Definitely not % | |
| General satisfaction: | FI | UT | FI | UT | FI | UT | FI | UT | FI | UT |
| If you were to start your graduate/professional career again, would you select the same field of study? (n=17) | 17.6 | 49.4 | 52.9 | 30.2 | 23.5 | 13.5 | 0.0 | 5.6 | 5.9 | 1.3 |
| Would you recommend this university to someone considering your program? (n=17) | 41.2 | 51.1 | 23.5 | 29.3 | 17.6 | 12.1 | 11.8 | 5.1 | 5.9 | 2.4 |

The data in Table 3.29 provides more details regarding the Ph.D. experience at the iSchool. The data seem to indicate that the research experience for students in the Ph.D. program at the iSchool is similar if not richer than all Ph.D. students at U of T, but the iSchool Ph.D. students rate some behaviours of their dissertation advisor much lower than other Ph.D. students at U of T as a whole. For example, while only 55.1% of Ph.D. students at U of T indicated they had published as a sole or first author, and 71.6% had delivered papers or presented a poster at national scholarly meetings, 60.0% of Ph.D. students at the iSchool indicated they had published as a sole or first author, and 75.0% had delivered papers or presented a poster at national scholarly meetings. The iSchool students, however, had less experience collaborating with faculty in writing grant proposals (43.8% for iSchool Ph.D. students compared to 58.6% for Ph.D. students at U of T as a whole). While the research experience of iSchool Ph.D. students is similar to other Ph.D. students, their ratings of their advisor are lower for the advisors' knowledge of the formal degree requirements, serving as an advocate, and returning work promptly. While 89.7% of Ph.D. students at UofT as a whole 'agreed' or 'strongly agreed' with the statement that their advisor was knowledgeable about formal degree requirements only 78.6% of iSchool Ph.D. students 'agreed' or 'strongly agreed' with the statement, and only 66.7% of Ph.D. students at the iSchool 'agreed' and none 'strongly agreed' that their advisor served as an advocate compared to 93.1% of Ph.D. students at the University as a whole who "agreed" or "strongly agreed" with this statement. Finally, only 61.6% of iSchool Ph.D. students indicated their advisor returned their work promptly compared to 84.8% of Ph.D. students at U of T as a whole who 'agreed' or 'strongly agreed' with the statement.

Table 3.29: Ph.D. Experience at the iSchool

| 1. Research Experience | | | | | | |
|---|-------|------|------|------|-------|------|
| Participation in the following areas: | Yes % | | No % | | N/A % | |
| | FI | UT | FI | UT | FI | UT |
| 1. Conducting independent research since starting your graduate program (n=16) | 93.8 | 95.3 | 6.3 | 1.9 | 0.0 | 2.8 |
| 2. Training in research methods before beginning your own research (n=16) | 100.0 | 92.7 | 0.0 | 3.3 | 0.0 | 4.1 |
| 3. Faculty guidance in formulating a research topic (n=16) | 93.8 | 97.1 | 0.0 | 1.1 | 6.3 | 1.8 |
| 4. Research collaboration with one or more faculty members (n=16) | 81.3 | 82.5 | 12.5 | 8.1 | 6.3 | 9.3 |
| 5. Collaboration with faculty in writing grant proposals (n=16) | 43.8 | 58.6 | 31.3 | 22.6 | 25.0 | 18.8 |
| 6. Attended national scholarly meetings (n=12) | 75.0 | 73.1 | 25.0 | 26.9 | | |
| 7. Delivered papers or presented a poster at national scholarly meetings (n=12) | 75.0 | 71.6 | 25.0 | 28.4 | | |
| 8. Co-authored in refereed journals with your program faculty (n=6) | n/a | 58.2 | n/a | 41.8 | | |

| | | | | | | | | |
|--|------------------|------|---------|------|------------|------|---------------------|-----|
| 9. Published as sole or first author in a refereed journal (n=10) | 60.0 | 55.1 | 40.0 | 44.9 | | | | |
| 2. For each of the following statements, indicate the extent that it describes the behaviour of your dissertation advisor. | | | | | | | | |
| | Strongly agree % | | Agree % | | Disagree % | | Strongly disagree % | |
| My dissertation advisor: | FI | UT | FI | UT | FI | UT | FI | UT |
| Was knowledgeable about formal degree Requirements (n=14) | 14.3 | 45.3 | 64.3 | 44.4 | 7.1 | 8.5 | 14.3 | 1.8 |
| Served as my advocate when necessary (n=12) | 0.0 | 53.3 | 66.7 | 39.8 | 16.7 | 5.1 | 16.7 | 1.7 |
| Gave me constructive feedback on my work (n=13) | 15.4 | 52.3 | 69.2 | 39.7 | 0.0 | 5.8 | 15.4 | 2.2 |
| Returned my work promptly (n=13) | 15.4 | 48.3 | 46.2 | 36.5 | 23.1 | 11.0 | 15.4 | 4.2 |
| Promoted my professional development (n=11) | 9.1 | 48.7 | 63.6 | 38.7 | 9.1 | 9.6 | 18.2 | 3.0 |

As we brought the preparation of the self-study to a close Prof Cherry was provided with a copy of the raw data from the 2013 survey which she analyzed to produce a table showing a comparison between the 2010 and 2013 surveys. The data shows some improvements, but it indicates more needs to be done. In the excellent category we improved in all but one area. In some such as the “relationship between faculty and graduate students” or “overall quality of graduate level teaching” we increased our percentages in the excellent category.

Table 3.30: Comparison of 2010 and 2013 CGPSS data for Ph.D. students

| Please rate the following dimensions of your program: | Excellent % | | V good % | | Good % | | Fair % | | Poor % | |
|--|--------------|------|------------|------|---------|------|----------------|------|------------------|------|
| | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 |
| The intellectual quality of the faculty (n=17); (n=24) | 35.3 | 41.7 | 52.9 | 37.5 | 5.9 | 20.8 | 0.0 | 0.0 | 5.9 | 0.0 |
| The intellectual quality of my fellow students (n=17); (n=24) | 23.5 | 25.0 | 47.1 | 54.2 | 17.6 | 12.5 | 11.8 | 8.3 | 0.0 | 0.0 |
| The relationship between faculty and graduate students (n=17); (n=24) | 5.9 | 16.7 | 29.4 | 25.0 | 35.3 | 25.0 | 23.5 | 29.2 | 5.9 | 4.2 |
| Overall quality of graduate level teaching by faculty (n=17); (n=23) | 0.0 | 13.0 | 64.7 | 30.4 | 17.6 | 34.8 | 11.8 | 21.7 | 5.9 | 0.0 |
| Quality of academic advising and guidance (n=17); (n=24) | 5.9 | 12.5 | 23.5 | 25.0 | 35.3 | 33.3 | 11.8 | 16.7 | 23.5 | 12.5 |
| Overall, how would you rate the quality of: | | | | | | | | | | |
| your student life experience at this university? (n=15); (n=23) | 6.7 | 4.3 | 33.3 | 39.1 | 40.0 | 34.8 | 13.3 | 13.0 | 6.7 | 8.7 |
| your graduate program at this university? (n=15); (n=24) | 6.7 | 12.5 | 26.7 | 41.7 | 46.7 | 29.2 | 13.3 | 16.7 | 6.7 | 0.0 |
| | | | | | | | | | | |
| | Definitely % | | Probably % | | Maybe % | | Probably Not % | | Definitely not % | |
| General satisfaction: | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 | '10 | '13 |
| If you were to start your graduate/professional career again, would you select the same field of study? (n=17); (n=25) | 17.6 | 32.0 | 52.9 | 44.0 | 23.5 | 24.0 | 0.0 | 0.0 | 5.9 | 0.0 |
| Would you recommend this university to someone considering your program? (n=17); (n=25) | 41.2 | 40.0 | 23.5 | 44.0 | 17.6 | 12.0 | 11.8 | 0.0 | 5.9 | 4.0 |

Ph.D. Challenges and Opportunities

While many explanations have been offered for the higher than average time-to-completion for our Ph.D. candidates when compared to UofT Social Sciences or UofT as a whole (e.g. the iSchool runs a flex-time program which enables those who have full-time jobs to enroll in our program and it normally takes flex-time students longer to complete or the fact that we are currently attempting to ensure that long-standing doctoral students complete their studies, for instance this year a candidate who started in our program 11 years ago completed—it is easy to see how one outlying candidate could skew the average), none is acceptable. Our new Ph.D. curriculum is a step in the right direction as it makes it clear to students the milestones which they must meet if they are to remain in good standing in our program and counseling those who are not progressing through the program satisfactorily to withdraw from the program. Addressing the challenge may require that as well as managing the milestones we set for our students that as faculty we need to consider if there is more we can do more to support them.

4. RESEARCH

The University of Toronto iSchool is committed to supporting excellence in research and scholarship. Our programs described in Section 3 benefit from the research prowess and leadership of our Faculty. During the past seven years our Faculty have been engaged in research which clusters in thirteen major research themes (see Table 4.). In Appendix Y we have presented details of their specific research areas, the grants they have held, and a summary list of their publications since either July 2007 or the year in which they joined the iSchool if it was after 2007. Appendix Z we have provide research profile of the Faculty. Recognizing that in some instances more detailed information about the scholarship and publishing of faculty is helpful we have included in Appendix A the full CVs of our faculty. As is evident in the previous section of this report on our academic programs they are closely tied to our research initiatives and reflect the research culture of the iSchool. In Appendix K we have included a list of MI theses completed since 2007-2008, in Appendix AA we have included a list of Doctoral dissertations completed during the period, in Appendix W we have included a details of the publications of those doctoral students who completed their doctoral studies after July 2007, and in Appendix X we have included details of the publications of our current doctoral students. While this evidence demonstrates the intensity of the innovative research undertaken in the Faculty, it also is a strong indicator of our vibrant research culture.

FACULTY PUBLICATIONS

In the period 2007-2013, tenured and tenure track faculty members whose primary appointment is the iSchool published ten monographs (two single-authored, two co-authored and six edited/co-edited). In addition, in the summer of 2013 six faculty members had books in press, which are scheduled for publication in the Fall 2013. During the time of the review, they also signed contracts for six new books with major academic presses (Oxford, Cambridge, MIT and University of Toronto). Faculty members have served, or, are serving on thirty-two editorial boards, and have edited or co-edited ten special issues of journals during this period. Three currently serve as editor or associate editor of three journals; and two serve as associate editor of scholarly book series. Faculty members won six awards for their publishing, including the Fredson Bowers Memorial Prize awarded by the Society of Textual Scholarship for the best article on editorial theory/textual scholarship in the preceding two years, the Hugh A Taylor prize from the Association of Canadian Archivists for the paper published in *Archivaria* that “presents new ideas or refreshing syntheses in the most imaginative way”, the “Most Influential Paper After Ten Years Award” from the Requirements Engineering 07, IEEE, the best full paper award at the 2013 DCMI International Conference on Dublin Core and Metadata Applications and in 2012 and in 2013 an Outstanding Paper Award as part of the Emerald Literati Network Awards for Excellence.

CITATION PATTERNS

Appendix AR includes citation and publication data drawn from Thompson Reuters, US and Canadian University Science Indicators, Deluxe Edition 2011 and Standard Edition 2011. This table includes data for the area Information Science and Library Science only, and includes anyone at the University of Toronto who published in the area. Our faculty members, similar to

those in other iSchools, publish in many other areas, e.g., archival science, communication, and museology. **As noted by Cox, “Publishing activity in a wide range of journals and on a variety of topics adds to the complexity of iSchool scholarship.”**¹⁵ While it is difficult to find a measure that is broadly acceptable we have opted here to present h-index metrics. Table 4.1 shows all tenured and tenure track faculty members whose primary appointment is the iSchool along with the year their Ph.D. was awarded, h-index and the number of citations for the most highly cited publication. It is important to note that the h-index and other bibliometrics will serve some disciplines (sciences) better than others (humanities) and using any citation metric therefore runs into the problem of assessing diversity -- especially when, as Cox indicates, diversity is one of the goals.

Table 4.1: Faculty Citation Patterns (Source: Scholarometer at 1 September 2013)

| Name | Date of Ph.D. | h-index | Number of Citations for Most Highly Cited Item |
|-----------------------------|---------------|---------|--|
| Full Professors | | | |
| Chun Wei Choo | 1993 | 33 | 1616 |
| Andrew Clement | 1986 | 20 | 300 |
| Wendy Duff | 1996 | 16 | 110 |
| Lynne Howarth | 1990 | 7 | 20 |
| Heather MacNeil | 1999 | 14 | 79 |
| Seamus Ross | 1992 | 13 | 62 |
| Brian Cantwell Smith | 1982 | 15 | 646 |
| Eric Yu | 1995 | 45 | 2067 |
| Associate Professors | | | |
| Nadia Caidi | 2001 | 10 | 82 |
| Costis Dallas | 1987 | 8 | 14 |
| Juirs Dilevko | 2000 | 11 | 59 |
| Alan Galey | 2006 | 4 | 7 |
| Kelly Lyons | 1994 | 13 | 163 |
| David Phillips | 1998 | 10 | 64 |
| Leslie Shade | 1997 | 16 | 129 |
| Siobhan Stevenson | 2005 | 5 | 30 |
| Assistant Professors | | | |
| Periklis Andritsos | 2004 | 12 | 176 |

¹⁵. Cox, R.J. et al. (2012). Assessing iSchools. *Journal of Education for Library and Information Science*, 53 (4), 303-316.

| | | | |
|--------------------|------|----|-----|
| Christoph Becker | 2010 | 11 | 73 |
| Fiorella Foscarini | 2009 | 4 | 9 |
| Sara Grimes | 2010 | 8 | 66 |
| Jenna Hartel | 2007 | 7 | 66 |
| Patrick Keilty | 2011 | 2 | 7 |
| Cara Kmpotich | 2008 | 3 | 14 |
| Irina Mihalache | 2011 | 0 | 0 |
| Matt Ratto | 2003 | 8 | 276 |
| Aviv Shachak | 2005 | 9 | 49 |

As shown in Table 4.2, the h-indexes for the faculty range from a high of 45 to a low of 0; we have some highly cited full professors as well as four assistant professors with an h-index of less than five. Citation counts and h-indexes, however, are only one reflection of the impact of research. Faculty disseminate their findings to the general public through various media outlets. For example, Matt Ratto's research has been featured in the Chronicle of Higher Education, Huffington Post, Maclean's magazine, CP24, CTV-TV, CHCH-TV "Square Off", Metro News, 640 am Talk Radio, Canada.com, Newstalk 1010tar, TVO's the Agenda, Globe and Mail, North Toronto Post (postcity.com) and CBC's The National, Spark, Quirks and Quarks, CBC Online, and Metro Morning. Other examples are provided in Section 8.

These data indicate that faculty members are conducting relevant and innovative research and are having an impact within the academic community and society at large.

RESEARCH FUNDING

The level of research funding for the Faculty as a whole for the years 2005 – 2012 is shown in Table 4.2 and Figure 4.1. As shown in Table 4.3, during the period covered by this Self-study the level of funding from the Three Councils has increased from \$412,407 in 2007 to \$567,697 in 2012.

Table 4.2: Research Funding: iSchool at UofT Award Amount – Pro-rated to Grant Year (April to March)

| Funding Source | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|----------------------------------|-----------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|
| Three Councils | \$588,172 | \$704,055 | \$412,407 | \$170,972 | \$292,169 | \$399,361 | \$431,745 | \$567,697 |
| Institutional Initiatives | \$259,905 | \$414,221 | \$305,208 | \$283,228 | \$240,648 | \$811,820 | \$327,811 | \$5,628 |
| Government, Other | \$63,293 | \$600,033 | \$1,020,614 | \$502,290 | \$852,456 | \$224,391 | \$317,467 | \$224,792 |
| Corporate | \$90,040 | \$62,807 | \$122,607 | \$175,402 | \$138,472 | \$62,118 | \$35,836 | \$14,160 |

| | | | | | | | | |
|-----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Not-for-profit | \$131,098 | \$91,257 | \$120,741 | \$1,451,575 | \$955,559 | \$2,630,594 | \$394,130 | \$346,779 |
| Total | \$1,132,508 | \$1,872,373 | \$1,981,577 | \$2,583,467 | \$2,479,304 | \$4,128,284 | \$1,506,989 | \$1,159,056 |

Table 4.3 shows the number of active research awards for the years 2005 – 2012. In the period covered by this self-study, the number of active awards from the Three Councils increased from 10 in 2007 to 20 in 2012 and the number from other government sources increased from 3 to 11.

Table 4.3: Research Funding: iSchool at UofT Active Researcher Award Count Pro-rated to Grant Year (April to March)

| Funding Source | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Three Councils | 12 | 12 | 10 | 11 | 8 | 12 | 14 | 20 |
| Institutional Initiatives | 3 | 5 | 4 | 2 | 2 | 5 | 3 | 1 |
| Government, Other | 2 | 2 | 3 | 1 | 4 | 4 | 5 | 11 |
| Corporate | 2 | 1 | 4 | 2 | 1 | 1 | 2 | 1 |
| Not-for-profit | 2 | 1 | 4 | 7 | 10 | 9 | 6 | 3 |
| Total | 21 | 21 | 25 | 23 | 25 | 31 | 30 | 36 |

Data Source: UTBI Research Datacube (last updated in May 2013)

Notes:

1. The data above reflect funding award instalments paid to principal investigators by administering unit (i.e., not necessarily the unit in which a faculty member holds a primary appointment) within each grant year.
2. Please note that the Grant Year runs from April to March (e.g., 2001 refers to April 1, 2000 to March 31, 2001)
3. Award amounts are pro-rated over the period in which the award is held. In cases of extension or retroactive payments, award amounts may be divided unequally over the period.
4. Research data is dynamic and changes with each refresh, but this is especially true with the most recent grant year. **Please regard the 2012 grant year data as an approximation and subject to change.**
5. The Research Cube data includes award amounts administered both by U of T units and any of its affiliated institutions paid through a research fund. However, the data for 2012 does not include funding for awards administered through affiliated institutions (e.g., hospitals), as the data were not available at the time of data collection.
6. The category 'Institutional Initiatives' describes any awards for which applications are made at the institutional level (though they may be initiated by a faculty member).

Figure 4.1: Faculty of Information: Research Funding from the Three Councils, Institutional Initiatives, Other Government Sources, Corporate Sources and Not-for-Profit Sources

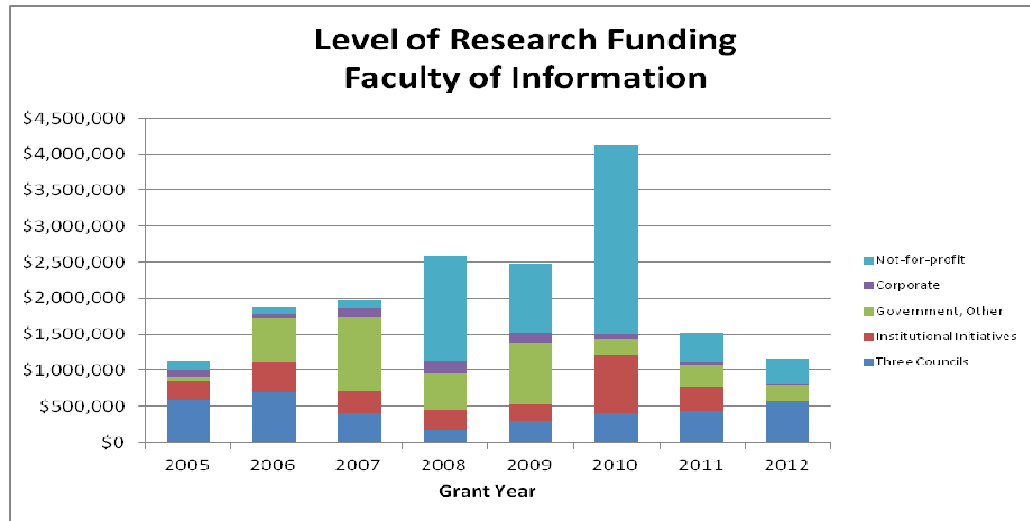


Figure 4.1 shows annual research funding by sources for the Faculty of Information for the period, 2005-2012. During the years 2007 to 2010 Adaptive Technology Research Centre was part of the Faculty and received considerable funds during this time as shown in Table 4.5 below.

Table 4.4: iSchool at UofT: Research Funding with ATRC Funding Included

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | Grand Total |
|------------------------------------|------------------|------------------|-------------------|--------------------|--------------------|-------------------|--------------------|--------------------|---------------------|
| Three Councils - | \$588,172 | \$704,055 | \$412,407 | \$170,972 | \$292,169 | \$399,361 | \$431,745 | \$567,697 | \$3,566,578 |
| ATRC | | | | \$1,197 | \$1,197 | \$1,197 | | | \$3,591 |
| FAC OF INFORMATION | \$58,8172 | \$704,055 | \$412,407 | \$169,775 | \$290,972 | \$398,164 | \$431,745 | \$567,697 | \$3,562,987 |
| Institutional Initiatives – | \$259,905 | \$414,221 | \$305,208 | \$283,228 | \$240,648 | \$811,820 | \$327,811 | \$56,288 | \$2,648,469 |
| ATRC | | | | | | \$490,851 | | | \$49,0851 |
| FAC OF INFORMATION | \$259,905 | \$414,221 | \$305,208 | \$283,228 | \$240,648 | \$320,969 | \$327,811 | 5628 | \$2,157,618 |
| Government, Other – | \$63,293 | 600,033 | \$1,020,614 | \$502,290 | \$852,456 | \$224,391 | \$317,467 | 224792 | \$3,805,336 |
| ATRC | | \$600,000 | \$900,000 | \$478,749 | \$832,721 | \$170,316 | | | \$2,981,786 |
| FAC OF INFORMATION | \$63,293 | \$33 | \$120,614 | \$23,541 | \$19,735 | \$54,075 | \$317,467 | 224792 | \$823,550 |
| Corporate - SubTotal | \$90,040 | \$62,807 | \$122,607 | \$175,402 | \$138,472 | \$62,118 | \$35,836 | 14160 | \$701,442 |
| ATRC | | | \$20,833 | \$88,542 | \$78,125 | | | | \$187,500 |
| FAC OF INFORMATION | \$90,040 | \$62,807 | \$101,774 | \$86,860 | \$60,347 | \$62,118 | \$35,836 | 14160 | \$513,942 |
| Not-for-profit - SubTotal | \$131,098 | \$91,257 | \$120,741 | \$1,451,575 | \$955,559 | \$2,630,594 | \$394,130 | 346779 | \$6,121,733 |
| ATRC | | | | \$1,388,823 | \$885,475 | \$2,496,801 | | | \$4,771,099 |
| FAC OF INFORMATION | \$131,098 | \$91,257 | \$120,741 | \$62,752 | \$70,084 | \$133,793 | \$394,130 | 346779 | \$1,350,634 |
| Grand Total | \$113,250 | \$187,237 | \$198,1577 | \$2,583,467 | \$2,479,304 | \$412,8284 | \$1,506,989 | \$1,159,056 | \$16,843,558 |

Figure 4.2 shows the pattern of grants for the Faculty without the grants for ATRC for the period 2005 to 2012. The figure shows that though research funds dropped to under a million dollars in 2008, 2009, and 2010, they increased to over 1.5 million in 2011 and have fallen slightly in 2012. The Faculty conducts a variety of types of research, from small projects requiring very small amounts of funding to research requiring large infrastructure investments.

Figure 4.2: iSchool Research Funding without ATRC

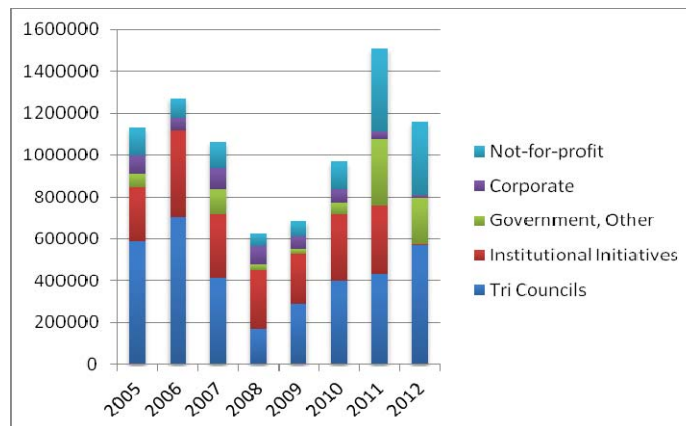


Table 4.5, Table 4.6 and Figure 4.3 provide comparative data for levels of research funding for all faculties and departments in Division II Social Sciences at U of T.

Table 4.5: Research Funding, Division II Social Sciences Award Amount - Pro-rated to Grant Year (April to March)

| Funding Source | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Three Councils | \$11,809,932 | \$12,380,486 | \$11,082,214 | \$10,662,012 | \$10,814,063 | \$12,499,927 | \$11,718,153 | \$11,782,462 |
| Institutional Initiatives | \$5,676,025 | \$5,233,092 | \$4,971,029 | \$6,003,078 | \$6,113,864 | \$6,201,560 | \$5,179,985 | \$5,292,867 |
| Government, Other | \$3,994,404 | \$5,505,728 | \$4,755,981 | \$3,533,465 | \$5,488,791 | \$6,501,823 | \$5,533,213 | \$6,944,759 |
| Corporate | \$711,411 | \$557,531 | \$560,453 | \$677,689 | \$594,380 | \$333,080 | \$214,233 | \$242,607 |
| Not-for-profit | \$4,985,446 | \$5,216,277 | \$5,056,196 | \$6,310,391 | \$6,461,702 | \$7,000,854 | \$4,268,080 | \$3,697,013 |
| Total | \$27,177,218 | \$28,893,114 | \$26,425,873 | \$27,186,635 | \$29,472,800 | \$32,537,244 | \$26,913,664 | \$27,959,708 |

Table 4.6: Research Funding, Division II: Social Sciences Active Award Count – Pro-rated to Grant Year (April to March)

| Funding Source | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Three Councils | 422 | 468 | 416 | 492 | 495 | 452 | 491 | 481 |
| Institutional Initiatives | 53 | 54 | 66 | 51 | 62 | 57 | 47 | 47 |
| Government, Other | 60 | 64 | 61 | 50 | 56 | 45 | 50 | 58 |
| Corporate | 12 | 5 | 14 | 14 | 11 | 5 | 7 | 6 |
| Not-for-profit | 147 | 147 | 174 | 156 | 151 | 112 | 92 | 92 |
| Total | 694 | 738 | 731 | 763 | 775 | 671 | 687 | 684 |

Figure 4.3: Level of Research Funding: Division II: Social Sciences.

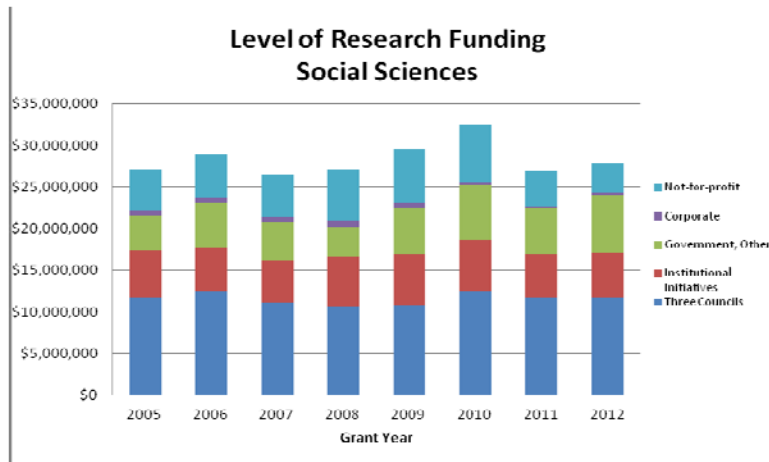


Table 4.7 shows the participation rates for faculty from the Master of Museum Studies program and the Master of Information compared to faculty in all social sciences departments and all U of T departments. We note that we now have 3 faculty members in museum studies who are eligible for Tri-council funding; one museum faculty member received a SSHRC partnership grant in spring 2013. As Table 4.7 shows, participation rates for MI faculty increased from 47% in 2008 to 75% in 2010. The participation rate for all Social Sciences departments (Division II) has stayed steady around 55% across the five years, and for all U of T departments participation has remained around 65%.

Table 4.7: Participation Rates for Tri-Council Funding

| Department | Eligible | | | | | Participating | | | | | Percent Participating | | | | |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|---------------|---------|---------|---------|---------|-----------------------|---------|---------|---------|---------|
| | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Museum Studies | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | 0% | 0% |
| Information | 12 | 17 | 15 | 21 | 20 | 8 | 8 | 9 | 11 | 15 | 67% | 47% | 60% | 52% | 75% |
| All Humanities Departments | 378 | 391 | 407 | 409 | 422 | 160 | 176 | 168 | 160 | 184 | 42% | 45% | 41% | 39% | 44% |
| All Social Sciences Departments | 561 | 593 | 615 | 627 | 629 | 273 | 314 | 337 | 312 | 352 | 49% | 53% | 55% | 50% | 56% |
| All UT Departments | 1,776 | 1,850 | 1,904 | 1,924 | 1,949 | 1,130 | 1,210 | 1,232 | 1,219 | 1,286 | 64% | 65% | 65% | 63% | 66% |

Data Sources:

1. Eligible: Fall 2005 to 2009 Academic Databases (Vice-Provost, Faculty and Academic Life).
2. Participating: Research Information System data for 2006-07 to 2010-11 (e.g., for 2006-07 data - faculty who held (April 2006 to March 2007) or applied for (June 2005 to December 2006) a grant in a tri-council CRC-eligible program).

Notes:

1. Faculty members included in the 'Eligible' columns were selected from the Fall 2005, 2006, 2007 & 2008 Academic Database (Vice-Provost, Faculty & Academic Life) using the following criteria:
 - a. Group Type: PVP (Principals, Vice-Presidents) and ACD (academics); HRIS codes
 - b. Tenured/Tenure stream
 - c. Professorial ranks only
 - d. Full-time and part-time
 - e. Paid via U of T payroll
2. Faculty members included in the 'Participating' columns were selected from Research Services' internal records if they fulfilled one of the following criteria:
 - a. Holds a grant from a Tri-Council CRC-eligible program, with an instalment between April and March of each year. (Due to the nature of the data used, those with deferred instalments were missed.)
 - b. Applied for a grant from a Tri-Council CRC-eligible program between June of the preceding year and December of the stated period (e.g., June 2005 to December 2006 for 2006-07).
3. 'Participating' faculty not included among those defined as 'eligible' were disregarded.
4. 'Percent Participating' refers to the participating faculty of the current year and the eligible faculty of the previous Fall session to reflect the cycle of application and funding. (e.g., percent participating for 2006-07 is based on eligible faculty in Fall 2005).
5. Faculty members are grouped according to their unit of primary appointment.
6. An asterisk (*) indicates that the count of eligible faculty members was 3 or lower. Participation rates are suppressed in these cases.

Success in Tri-council grant applications

Tables 4.8 to Table 4.12 provide data on the success rates of specific Tri-council grant programs. For the years 2007 to 2011, iSchool faculty applied for four NSERC discovery grants and received two as shown in Table 4.8. Table 4.9 provides data for UofT and nationally.

Table 4.8: NSERC Discovery Grant, Numbers of Applications and Grants for UofT iSchool

| Competition Year | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------|--------------------|------|------|------|------|------|------|------|
| FI | Unsuccessful | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | Successful | 0 | 0 | 1 | 1 | 0 | 1 | 0 |
| | Total Applications | 0 | 0 | 1 | 1 | 0 | 1 | 1 |

Note: Success rate information is normally reported at the institutional level. Application numbers are too low to calculate meaningful success rates at the Faculty level. However, the raw data are provided for information and general comparison against U of T and national data.

Table 4.9: NESRC Discovery Grant, Numbers Applications and Grants Awarded for UofT and Nationally

| Competition Year | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------|--------------|-------|-------|-------|-------|-------|-------|-------|
| U of T | Applications | 211 | 226 | 220 | 226 | 207 | 219 | 230 |
| | Awarded | 167 | 177 | 168 | 176 | 148 | 159 | 177 |
| | Success rate | 79.1% | 78.3% | 76.4% | 77.9% | 71.5% | 72.6% | 77.0% |
| National | Applications | 3,285 | 3,617 | 3,434 | 3,257 | 3,379 | 3,499 | 3,501 |
| | Awarded | 2,399 | 2,544 | 2,450 | 2,091 | 1,963 | 2,018 | 2,183 |
| | Success rate | 73.0% | 70.3% | 71.3% | 64.2% | 58.1% | 57.7% | 62.4% |

*Note: The National data for the 2011 competition are not yet available.

Data source: Data for Unit, Faculty and U of T derived from Research Information Systems data, 2005 to 2011. National data from NSERC reports, 2005 to 2010.

From 2007 to 2010, as shown in Table 4.10 iSchool faculty applied for 16 SSHRC standard grants and achieved a 50% success rate, approximately the same success rate as other faculty at U of T; both are higher than the national average as shown in Table 4.11.

Table 4.10: SSHRC Standard Research Grant, Numbers of Applications and Grants for UofT iSchool

| Competition Year | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------------|--------------------|------|------|------|------|------|------|
| FI | Unsuccessful | 1 | 1 | 2 | 2 | 1 | 3 |
| | Successful | 0 | 1 | 2 | 4 | 2 | 0 |
| | Total Applications | 1 | 2 | 4 | 6 | 3 | 3 |

Note: Success rate information is normally reported at the institutional level. Application numbers are too low to calculate meaningful success rates at the Faculty level. However, the raw data are provided for information and general comparison against U of T and national data.

Table 4.11: SSHRC Standard Research Grant, Numbers Applications and Grants Awarded for UofT and Nationally

| Competition Year | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|------------------|--------------|-------|-------|-------|-------|-------|-------|
| U of T | Applications | 207 | 225 | 236 | 217 | 223 | 224 |
| | Successful | 95 | 108 | 109 | 103 | 121 | 128 |
| | Success rate | 45.9% | 48.0% | 46.2% | 47.5% | 54.3% | 57.1% |
| National | Applications | 2,513 | 2,534 | 2,731 | 2,880 | 2,717 | 2,749 |
| | Successful | 1,014 | 841 | 904 | 941 | 986 | 1,017 |
| | Success rate | 40.4% | 33.2% | 33.1% | 32.7% | 36.3% | 37.0% |

Data source: Data for Unit, Faculty and U of T derived from Research Information Systems data, 2005 to 2010. National data from SSHRC reports, 2005 to 2010.

In 2011, the Standard Research Grant program was restructured into the Insight Grant and Insight Development Grant programs. While it is too early to compare success rates, we note iSchool faculty applied for two Insight grants and one was successful, and for four Insight Development grants of which 3 were successful as shown in Table 4.12. Although not represented in this report in 2013 faculty in the iSchool had phenomenal success in the SSHRC partnership grant development program.

Table 4.12: SSHRC Insight Grant and Insight Development Grant

| SSHRC - Insight Grant | | | SSHRC - Insight Development Grant | | | |
|-----------------------|--------------------|---|-----------------------------------|--------------------|------|---|
| Competition Year | 2011 | | Competition Year | 2011 | 2012 | |
| FI | Unsuccessful | 1 | FI | Unsuccessful | 1 | 1 |
| | Successful | 1 | | Successful | 3 | 0 |
| | Total Applications | 2 | | Total Applications | 4 | 1 |

Note: Success rate information is normally reported at the institutional level. At the departmental level, application numbers are too low to calculate meaningful success rates. However, the raw data are provided for information and general comparison against U of T and national data.

| Competition Year | | 2011 | Competition Year | | 2011 | 2012 |
|------------------|--------------|-------|------------------|--------------|-------|-------|
| U of T | Applications | 160 | U of T | Applications | 57 | 58 |
| | Successful | 63 | | Successful | 22 | 25 |
| | Success rate | 39.4% | | Success rate | 38.6% | 43.1% |
| National | Applications | 1,799 | National | Applications | 630 | 936 |
| | Successful | 486 | | Successful | 246 | 329 |
| | Success rate | 27.0% | | Success rate | 39.0% | 35.1% |

Data source: Data for Unit, Faculty and U of T derived from Research Information Systems data, 2011 to 2012. National data from SSHRC reports, 2011 to 2012.

RESEARCH THEMES

Tabl 4.13 shows the themes identified in the research of faculty members in the period 2007-2013. Faculty members use their research expertise in the classroom and in supervising master's and doctoral students' theses.

Table 4.13: Themes in Research of Faculty Members, 2007-2013

| | Research Theme | Faculty Members |
|----|---|--|
| 1 | Archival access, digital preservation, digital curation | Becker, Duff, Foscarini, Galey, MacNeil, Ross, |
| 2 | Collection management | Dilevko, Krmpotich |
| 3 | Communications & culture | Grimes, Keilty, Phillips, Mihalache, Shade |
| 4 | Culture & technology, cultural heritage | Cantwell Smith, Dallas, Duff, Galey, Grimes, Keilty, MacNeil, Phillips, Ross |
| 5 | Diversity studies | Phillips, Keilty |
| 6 | Information behavior | Choo, Dallas, Duff, Hartel, Shachak |
| 7 | Information policy | Caidi, Clement, Shade, Stevenson, Phillips |
| 8 | Information systems: requirement analysis, service science, big data, | Andritsos, Becker, Lyons, Shachak, Yu |
| 9 | Knowledge management, records management | Choo, Foscarini, Howarth, Shachak, Yu |
| 10 | Materiality, critical making, science & technology studies | Cantwell Smith, Dallas, Howarth, Krmpotich, Ratto, Phillips |
| 11 | Representation & organization | Cantwell Smith, Howarth, Keilty, MacNeil |
| 12 | Surveillance, privacy, identity | Clement, Phillips, Shade |
| 13 | Textual studies, book history, digital humanities | Dallas, Galey, Krmpotich, MacNeil, Ross |

BENCHMARKS OF RESEARCH SUCCESS

Strategic Directions for Research at the iSchool (see Appendix AB) delineates measures for research quality and research quantity at the iSchool. Measures for research success include level of research funding, citations and honors discussed above and publications as evidenced in faculty members' CVs (see Appendix A) and their list of grants and publications in Appendix Y. In addition, invited talks, contributions to international standards organizations and coverage of faculty members' research in the media are important benchmarks of research success.

Between the close of 2007 and May 2013, iSchool faculty gave 114 invited talks¹⁶ including keynotes at conferences, and talks at other universities and institutions. Faculty were invited to speak at the following international universities: University of Bergen, Leeds University, University of Amsterdam, Technical University of Berlin, University of Texas at Austin, Lancaster University, University of Dundee, Victoria University of Wellington, Yale University, Northwestern University, University of Haifa, American University of Athens, University of Oxford, University College London, University of Cambridge, University of Cork, University of California at Berkeley, University of Wollongong, New South Wales, Australia, Peking University and Tilburg University. They have also given invited talks at most major universities in Canada, e.g., Universities of Alberta, British Columbia, Calgary, Dalhousie, and Queen's, and Western University.

Faculty members have been engaged in the development of national and international standards. Duff served on the Society of American Archivists' Technical Subcommittee on Encoded Archival Context which developed a standard for encoding archival descriptions for the web; she also served on the Canadian Council of Archives' Standards Committee. Howarth served on the Review Group for the International Standard Bibliographic Description. Foscarini served as a panel reviewer for the Model Requirements for the Management of Electronic Records (MoReq2), a standard of the European Commission. Dallas served as a scientific advisor to the Education and Development Initiative which established an interoperable standard for delivery of Greek and European digital content. In 2012, Emeritus Professor Lynne Teather was awarded the Queen's Diamond Jubilee Medal in recognition of her exceptional contributions to Canadian culture and heritage.

Faculty members have disseminated findings from their research through print, radio and television media. In May 2013, David Phillips co-produced, co-directed, and co-developed a collaborative theatre piece entitled "Work and Play at the Threshold of Visibility." This incorporated and extended his scholarly work on the performance of identity under conditions of pervasive surveillance. It was funded in part through his SSHRC grant on "Spatiality, Identity, and the Infrastructure of Ubiquitous Computing." Other examples of media presence of iSchool research are discussed in the section 8.

¹⁶ This does not include the multitude of invited papers, lectures and presentations given within the local area.

5. ORGANIZATION AND FINANCIAL STRUCTURE

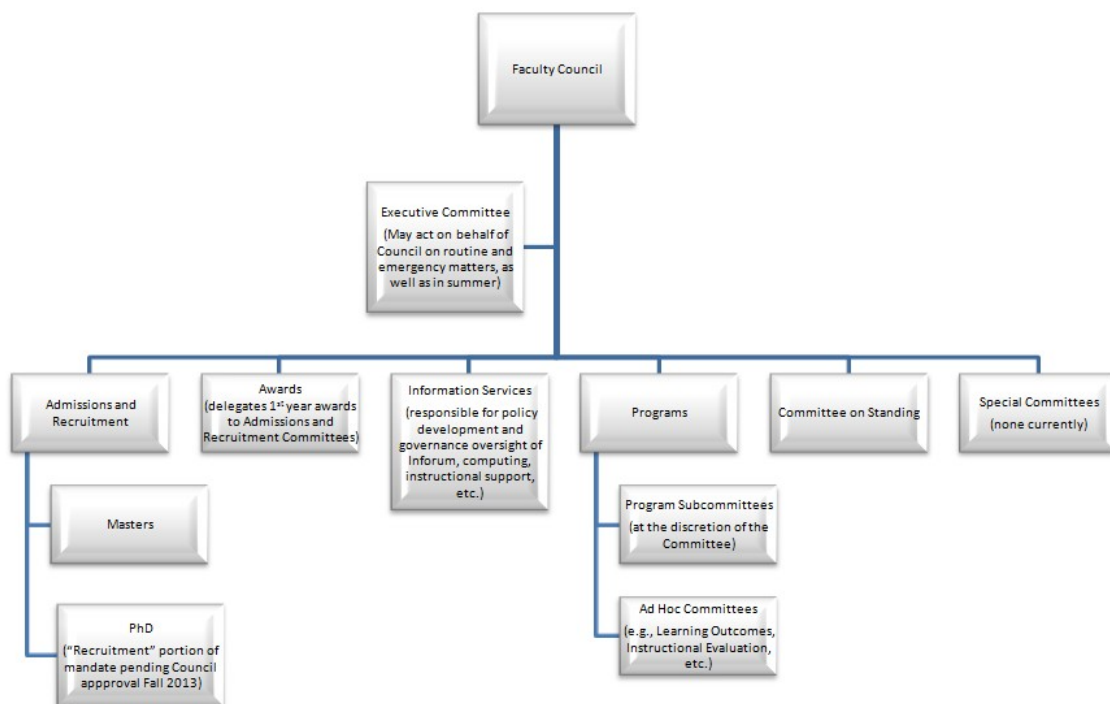
GOVERNANCE AND ADMINISTRATION IN THE FACULTY OF INFORMATION

General: University of Toronto and the Faculty of Information

The University of Toronto as a whole is created and administered according to the University of Toronto Act (1971), which defines the University as a corporation known formally as, and governed by, the Governing Council of the University of Toronto. Under the authority of the Act, the Governing Council (or, prior to 1971, its predecessor bodies) has the authority to create Faculties and other divisions.

The Faculty of Information is an autonomous professional and research Faculty within the University governed by a Constitution, which creates the Faculty Council. As an autonomous body, the Faculty has its own budget, hires its own faculty and staff as University employees, admits its own students, and, within bounds circumscribed by the Act and by policies duly approved by the Governing Council, the senior administration of the University, the School of Graduate Studies (for all graduate programs), sets its own policies and defines its own programs. As a primarily graduate Faculty, many of the decisions made within the Faculty are

Figure 5.1: iSchool Committees of Faculty Council



subject to the oversight of the School of Graduate Studies. All decisions on academic planning made by Faculty Council are reported to the Office of the Vice-President and Provost and to the Governing Council through its Committee on Academic Policy and Programs.

Constitution and Bylaws

The core governance document for the Faculty is the Constitution, approved by the Academic Board of the Governing Council (see Appendix AC). It creates the Faculty Council, sets its membership, and defines its overall role as the body responsible for determining the academic policy of the Faculty, setting the contents and requirements of programs offered by the Faculty, to admit students to the Faculty, and to offer awards to students. These and related tasks may be variously delegated to committees and subcommittees created by the Faculty's Bylaws (see Appendix AD).

The Bylaws are the instrument by which the Constitution is operationalized. Unlike the Constitution, for which authority rests in the hands of the Governing Council, the Bylaws are created and amended by Council. The Bylaws elaborate on the powers of Council set by the Constitution, define standing and *ad hoc* committees (along with their membership and mandates), delegate authority to those committees, and determine the role of the Executive Committee of Council. In addition to the Executive Committee, which is empowered to act on behalf of Council for routine or emergency matters, Council has created five standing committees: Admissions and Recruitment, Awards, Information Services, Programs, Committee on Standing. The Bylaws define the role and mandate of each committee, determine the extent to which they may act under delegated authority of Council, and empower them to determine their own subcommittees. These Committees (and their sub-committees) are the main mechanisms by which the Faculty discharges its business.

Authority of the Faculty Council

The Faculty Council has the authority to define admissions standards, offer awards, set curriculum (including program structure and courses), approve type C Extra-Departmental Units (EDUs), and approve its own bylaws. Most of these functions are carried out by Council committees.

Overall, the main role of the Faculty Council and its Committees is to oversee the academic policy of the Faculty. It is *not* responsible for the administration of the Faculty, though the Faculty administration must operate within the policies set by Council.

Extra-Departmental Units Created by Council

During the period of the review the Faculty Council has established five EDUs. Each institute is mandated to report routinely to the Faculty Council and to the Dean.

[Coach House Institute \(CHI\) \(2010\)](#)

Located in the historic McLuhan Coach House, the Coach House Institute is a gathering place for scholars from all disciplines to meet, share, and develop scholarly interests in the impact of digital technologies on culture, society, and the world. The Coach House Institute is home to the University of Toronto's McLuhan Program in Culture and Technology. The Institute will be reviewed in 2014-15.

[Digital Curation Institute \(DCI\) \(2010\)](#)

Launched in 2010 with the international conference Curation Matters, the Digital Curation Institute is composed of scholars, researchers, faculty and students from an array of disciplines,, who have come together to investigate the principles, theories, technologies, and tools related to the creation, management, use, interpretation and preservation of digital resources. The DCI will be reviewed in 2015-16.

[Identity, Privacy, and Security Institute \(IPSI\) \[jointly with the Faculty of Applied Science and Engineering\]](#)

In 2007 IPSI was established in order to create an interdisciplinary program of research, education, outreach, industry collaboration and technology transfer around the complex interplay of issues in identity, privacy and security. Its goal is to develop new approaches to security and identification that maintain the privacy, freedom and safety of the user and the broader community.

[iSchool Institute \(iSI\) \(2010\)](#)

The iSchool Institute is the largest professional learning centre for information professionals based in Canada. As the continuing education and public outreach arm of the Faculty of Information, the iSchool Institute offers certificate programs, online distance learning courses, professional development workshops and free public lecture series.

[Knowledge Media Design Institute \(KMDI\) \(2009\)](#)

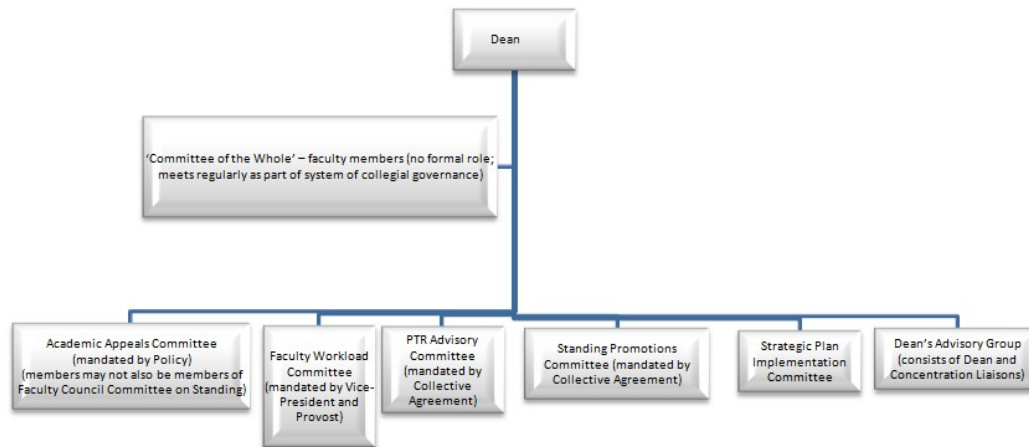
KMDI studies the human-centred development of new digital media and the interaction between new technology, media, and social practices. Research partners include other universities, the private sector, non-profit organizations, and governments. The Institute will be reviewed in 2015-16.

DEAN AND ADMINISTRATION

The Dean serves as the chief administrative officer of the Faculty, and is responsible for setting the overall strategic direction of the Faculty (subject to Faculty Council approval), managing the budget, leading academic planning processes, evaluating faculty member and other direct reports, and overseeing the administration of the Faculty and its programs. All administrative authority within the Faculty of Information flows from the Dean, who is responsible for the hiring of staff and faculty to allow the Faculty to meet its various mandates and operating plans. The Dean reports to the Provost and is a member of the Principals and Deans group which meets regularly.

Essentially, working within the Faculty's governance structure, the Dean is responsible for the running of the Faculty and its programs. In order to fulfill this mandate, the Dean is required to report to Council regularly and must comply with Faculty and University policy, but otherwise holds substantial authority which may be delegated to program directors, and Faculty officers such as the Assistant Dean for Administration or the Registrar, Directors of academic programs, and Advisory Committees (See Figures 5.2, 5.3 and 5.4). These individuals act under the authority of the Dean to act to ensure the effective and smooth running of the Faculty.

Figure 5.2: Administrative and Advisory Committees



Administrative and Advisory Committees

The Dean has several mandated administrative committees for which he is responsible including the Faculty Workload Committee, the Standing Promotions Committee and the PTR (Performance Through the Ranks) Advisory Committee, and the Academic Appeals Committee. The Dean may choose to create advisory committees or boards as necessary to assist in the fulfillment of the decanal mandate. For example the Workload Policy Committee, developed the iSchool Workload Policy (see Appendix AE). Currently, the Dean convenes regular meetings of the faculty in a sort of “committee of the whole”, as well as meeting the concentration liaisons in a group known as the Dean’s Advisory Group (DAG).

FINANCIAL SITUATION

The Faculty’s current financial situation is the result of the enrolment increases predicted prior to 2007 when we embarked on our expansion plan, and confirmed in the 2007 Provostial Review, not materializing in the last few years. Since new faculty hires had to start taking place at the front end of this growth trajectory, we expected a modest short-fall in the first few years, and had a substantial carry-forward to serve as a cushion. However, by 2011 this carry forward had been consumed by these shortfalls plus the unexpected costs of the attempt to make a home at 90 Wellesley and a \$314,668 settlement upon the departure of the Adaptive Technology Resource Centre (ATRC). Their departure was necessitated by the fact that hosting the ATRC was costing the Faculty about half a million dollars per year. Additionally we have subsidized our continuing education operation (The iSchool Institute) with \$192,561 between 2011 and 2013. In 2010 the Canada Research Chair Interdisciplinary Adjudication Committee did not to renew the Tier 1 Canada Research Chair (CRC) held by a member of our faculty; this resulted in a loss of \$200,000 per year. The Connaught program of automatic start-up grants for new faculty ended in 2009, and since then, when start up research funding has been given to incoming faculty, we have drawn it from operating funds. As with the rest of the University, the rate of UTFA (University of Toronto Faculty Association) salary increases and the change in benefits for sessional instructors during this time has been difficult to offset from revenue. Salary increases through ATB (Across the Board) and PTR have averaged around 5% per year in each of the past four years.

As Table 5.1 shows, there have been shortfalls from expected Master of Information student-based revenue in almost each year since 2008-09, over or nearly one million dollars on two occasions so far. The Museum Studies Program and the Doctoral Program have continued to meet their targets. As a result of this declining MI enrolment in the fiscal year 2013-14 the Faculty could not meet its financial obligations if the Provost had not provided one million dollars in transitional funding.

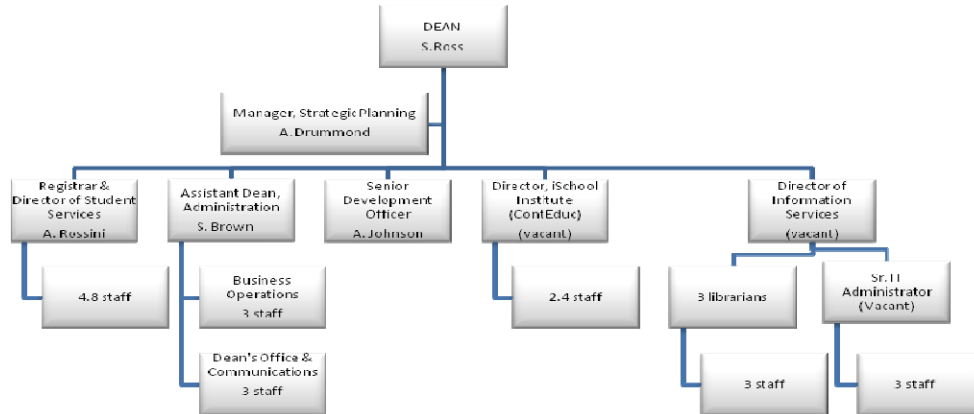
In 2013-14 we have reduced the number of sessional and overload stipendiary instructors we hired for Fall Term 2013 by almost half, and other operational cuts will be made wherever possible, e.g. reducing the number of photocopiers as leases expire. Our high percent of student aid provided from operating funds was reduced in 2012-13, when 10 students had research assistantships paid from grants, but the 2013-14 crop of new research grants has only provided for three of these so far. Since Fall 2011 we linked about \$6500 of each funded doctoral student's annual support package to a required teaching assistantship.

Table 5.1: Summary of Expense Budget and % Payroll

| Year | Base Budget from Centre | Adjustment to Actuals from Previous Yr | Pension Deficit Payment | Total Budget after Adjustments | Salaries, Wages, Benefits | Salaries as a % of Budget |
|------------|--|--|-------------------------|--------------------------------|---------------------------|---------------------------|
| 2007-08 | \$6,630,902 | | -\$63,716 | \$6,567,186 | \$5,246,920 | 80% |
| 2008-09 | \$6,749,657 | \$239,168 | -\$69,176 | \$6,919,649 | \$5,904,848 | 85% |
| 2009-10 | \$7,731,147 | -\$1,011,111 | -\$71,663 | \$6,648,373 | \$6,275,841 | 94% |
| 2010-11 | \$8,483,900 | \$284,057 | -\$74,739 | \$8,693,218 | \$6,867,284 | 79% |
| 2011-12 | \$8,432,609 | -\$284,865 | -\$70,261 | \$8,077,483 | \$7,136,337 | 88% |
| 2012-13 | \$9,224,361 | -\$375,991 | -\$66,158 | \$8,782,212 | \$7,238,547 | 82% |
| 2013-14* | \$8,160,488 | -\$853,933 | N/A** | \$7,306,555 | \$7,412,162 | 101% |
| 2013-14*** | \$9,160,488 | -\$853,933 | N/A** | \$8,306,555 | \$7,412,162 | 89% |
| Note: | In 2007-08 through 2010-11, the Faculty also paid \$ 901,391 in total toward ATRC salaries, which were not offset by any revenue from ATRC. | | | | | |
| | * All figures except the Adjustment to Actuals are estimates. Shows position without \$1,000,000 in transitional funding provided in 2013-14 to offset income shortfall. | | | | | |
| | ** At this point, pension deficit repayments were incorporated into Univ. Wide Costs. | | | | | |
| | *** Shows actual position this year with \$1,000,000 in transitional funding. | | | | | |

The 2004 expansion plan included the addition of staff, but sensibly the positions actually added have focused on the needs of student recruitment – a web developer in 2010, student recruitment officer in 2012 (admissions was streamlined to help accommodate this), and a careers officer in 2011 who supports the practicum and internship courses, student placement, and who would be in a position to support a Co-op Program, should we be able to set one up – and we acquired our long-desired Senior Development Officer in 2011.

Figure 5.3: Support Services and Information Services



Meanwhile the administrative staff continues to try to do more with less. And the Faculty has been doing more and more each year. An expanded, vibrant complement of faculty members have generated many more events: a much larger annual colloquium series (see Appendix AF), hosting the Oxford Internet Institute 2013 (OII) Doctoral Summer School, an annual student conference, development and delivery of a MOOC, showcases of internship projects and Museum Studies exhibitions, Ph.D. research days presentations, more visiting scholars, and so forth. In 2011 and 2012 we hosted three major conferences – the 2012 International iSchool Conference, the 2012. iPRES Conference, and the McLuhan100 celebration in 2011 – and while they were all well-managed and not a financial drain, they put considerable strain on staff time. In 2010-11 the members of the information technology staff jointly won a University of Toronto Excellence Through Innovation Award for their work on the iSchool Cloud Project, the IT Learning and Teaching Tools Loan Program, and the Visual Accessibility Accommodation and Repetitive Strain Injury Reduction Project. During the self-study consultation with administrative staff it was reported that ‘doing more with less’ had reached the unsustainable point where it was creating stress and sapping staff morale.

There is a large number of internal Faculty initiatives, beneficial to good administration in themselves, which have increased staff work load: tightened expense report procedures; a new doctoral program in 2011 with a more thorough and formal review process and follow up for students at risk, two sets of departmental exams, and increased documentation; a weekly Student Services newsletter to all students, and a general tightening up of Student Services procedures, and responsibility for the oversight of KMDI operations. New professors require training in research procedures, and we have instituted additional tracking in the research proposal development stage. Reporting requirements for non-Tri-Council grants like CFI and European Union rest with the division and can be onerous. Proliferation of short-term academic

contracts, interdivisional teaching arrangements, and collaborative programs require more maintenance than traditional models.

At the same time there is a longer list of tasks downloaded from the centre to the divisions, or required by new policy or legislation, over this period of time. Again, these are not necessarily bad things, but there are no extra people to do them. Some things included in this category would be: retrieving data from the SGS shared database; responding to all potential applicants via the Hobson's admission system; the role of the Freedom of Information Liaison; the Academic Budget Review process in the autumn, the SESU process in making changes to HR structure; expanded key deposit procedures; ramped up health and safety activities requiring committees, meetings, monthly inspections, and documentation; absence tracking in HRIS; expanded union procedures and documentation governing sessional instructors and TAs, soon to include Post Doctoral Fellows; increasing variety and complexity of different student award programs (federal, provincial, matching, donor-based etc.); more detailed SGS reporting mechanisms for curriculum development and changes, sometimes requiring consultation with the Office of Academic Programs and Policy; and retention of the official record of all governance approval materials as required by UTQAP.

Given these trends, it is questionable whether our academic programs could be delivered and our administrative responsibilities discharged if any material cuts to staffing are made. There are always opportunities for streamlining and consolidation of course, and some were suggested by the Information Services Task Force. The simplified organizational chart in Figure 5.3 shows current administrative staff distribution. There was concern in the consultations with Administrative and Information Services teams about the number of vacant posts and the impact that this was having on staff workload and service provision.

However, if the Faculty can get through this transitional period and turn MI recruitment around, as the new concentrations take hold in the marketplace, there are many reasons for optimism. Enrolment in the undergraduate IDM program at UTM is still slightly undersubscribed at the moment, but growing. This is part of our effort to diversify our teaching and to integrate it more broadly across the University. Undergraduate Course Development Fund (UCDF) agreements have filled some of the financial shortfall. The recently agreed (2013) inter-divisional teaching agreement with Institute for Institute of Health Policy, Management and Evaluation (IHPME) will provide a revenue boost as it ensures the Faculty is equitably remunerated for contributing to the running of this program. We are exploring similar opportunities elsewhere.

6. RESOURCES AND INFRASTRUCTURE

There has been more positive change and development in facilities at the Faculty in the last five years than in the previous twenty-five put together. This has been made possible by the provision of a Graduate Expansion Capital Fund by the Provost, and in response to anticipated increases in faculty and student numbers.

By 2009, the Faculty of Information was spread across five buildings (Bahen, Bissell, McLuhan Coach House, New College Residence, and Robarts). Beginning in August 2012, the iSchool took occupancy of the entire Bissell Building with two satellite laboratories in Robarts (1st and 7th Floors for Semaphore), and a small amount of high-profile office and teaching space in the McLuhan Coach House.

The Bissell Building has always been an awkwardly angular place to inhabit, full of large internal spaces that are difficult to use, classrooms with columns in the middle, and other very small triangular rooms. Additionally the number of rooms we would gain was considerably less than the 38 we had in New College Residents, so in the summer of 2012 we embarked on a program of internal rearrangement and refurbishment to maximize the efficient use of the building. This included cutting windows in some interior walls to lighten the famous Brutalist style, installing a fob lock system throughout, putting a central mailbox system into a little-used closet space to free up another small room, amalgamating three small lunch/break spaces into one better appointed one, replacing some walls that the Rotman School of Management (the previous occupant of that area) had removed, acquiring Rotman's useful doctoral student cubical group, and of course carpet cleaning, painting and cleaning out and repurposing of basement storage areas. We called this collection of projects "Repatriation." The Doctoral Student Association (DSA) used some of their own funds to carve out and equip a collaborative workspace within their area, which has proven very popular with their members. Doctoral students and faculty members are much more integrated in the new Bissell Building than they have ever been before.

Also in 2012 we completed a modest renovation of the McLuhan Coach House at 39A Queen's Park to enable it to house up to eight persons whose research and teaching interests are in the McLuhan orbit – McLuhan Visiting Fellows, doctoral students, a visiting professor, the director of the Coach House Institute -- and to accommodate classes in the new Culture and Technology concentration of the MI degree.

On the departure ATRC in 2010 the space it occupied in Robarts Library was turned over to the Semaphore Project, under our direction, and renovations were funded by a \$1,124,732 CFI grant. Semaphore now houses two professors, a UTM professor whose graduate appointment is with us and who is a research partner in Semaphore, several doctoral students, and four post-doctoral fellows, as well as the experimental space devoted to the very successful Critical Making Lab.

As a result of these developments, we have been able to create a number of spaces called for in the Faculty's Strategic Plan (see Appendix F):

- An Electronic Records and Digital Preservation Lab, on the 3rd floor, directed by the most recent faculty hire (Professor Becker), to experiment with different digital curation, preservation and access strategies.

- The Digital Games Research Laboratory, in Semaphore, where faculty and students investigate how children interact with computer games and how their learning is shaped by the experience.
- A Databases Research Lab, on the 6th floor, to research such areas as database interoperability, analysis of complex data sets, security, and data architecture. Prof. Andritsos has applied for a small CFI grant to equip the laboratory (award was announced in November 2013).
- The M-Lab, supporting the Museum Studies Program with a combination of display, storage and workshop space.
- A small undergraduate common room for the IDM Program students from UTM who are now at a stage to attend classes here.
- Accommodation for the Knowledge Media Design Institute, under our wing since 2009, and formerly housed in the Bahen Building.

Increasing class sizes in the MI program have called for larger classrooms, and the Graduate Expansion Capital Fund has been applied to the creation of three in the Bissell Building (See Table 6.1).

- Our existing electronic classroom in Rooms 224-225 was expanded from a capacity of 19 per side/38 when the centre wall is retracted to a capacity of 32 per side/64 total by removing defunct air conditioning units, reorienting the front of the class, installing a coordinated dual audio-visual system, and bringing in the necessary additional air supply, necessarily all the way from the Robarts sub-basement.
- From underused space in both wings of the 5th floor we created two classrooms (Rooms 538 and 507) with flexible furniture that can accommodate a large conference table arrangement, a lecture set-up for up to 106 persons, or break-out groups/exams in numerous configurations. Numerous classes, Faculty Council meetings, and most large faculty meetings now take place in these rooms.

Table 6.1: iSchool UofT: Capital Projects 2007 to 2012

| Expenditures Summary | | Capital Projects |
|----------------------|--------------------------------|------------------|
| Year | Description | \$ Amount |
| 2010 | Rm. 224/225 Renovation | 229,015 |
| 2011 | Creation of Rm. 538 | 278,120 |
| 2011 | Contribution to Semaphore | 108,000 |
| 2012 | Creation of Rm. 507 | 264,823 |
| 2012 | McLuhan Coach House Renovation | 169,878 |
| 2012 | “Repatriation” | 309,904 |
| Total | | 1,359,740 |

Unfortunately the Graduate Expansion Capital Fund cannot be applied to the renewal of equipment in existing facilities used by students when no physical renovations are required. We will be able, however, to apply it to the next proposed major changes to facilities in the Faculty – the implementation of the Information Services Task Force Report. Any of the recommendations there which will impact student classroom and study space on the fourth and fifth floors can use the capital funding. There is some poorly used space in the middle of the 1st floor (under ground level) which we would like to develop for classroom or research laboratory use; this will require collaboration with the Office of Space Management which controls adjacent classrooms.

Given the reality of recent MI enrolment and the necessary curtailment of our faculty hiring program, our space in the Bissell Building is adequate for the moment, although changes in the way research is conducted in our field and the way teaching is best delivered is resulting in a need for more lab spaces and these cannot be easily accommodated in our current space. As enrolment patterns continue to shift our use of available space in Bissell, Robarts, and the Coach House must remain flexible and adaptable. Our long-term plans for a new building are discussed in the advancement plan (see Appendix G). We are investigating how the space assigned to the INFORUM is used in an effort to maximize the contribution it makes to the educational experience of our students and the research initiatives of our faculty.

7. ACADEMIC SERVICES & PROFESSIONAL SERVICES

The Faculty aims to offer an intellectually vital, positive, supportive and engaging environment in which students can pursue their studies. Faculty members, led by the Graduate Coordinator, provide academic counseling. Each student is assigned a faculty advisor upon entry to the MI and MMSt program who is there to assist students with their academic needs and explain the program structure and requirements. In addition, the Office of Student Services, led by the Registrar, provides one-on-one student advice on financial issues, Faculty policies and procedures. Student Services staff are available to students during work hours from Monday to Friday, stay open late one evening per week, and offer extended hours during evening recruitment sessions.

In addition, students have numerous points of contact throughout the year with faculty. These include information sessions and social gatherings:

- Annual Assembly of students and faculty;
- Orientation sessions, offered throughout the admissions process and early in the school year;
- Student Council; the Master of Information students, the Master of Museum Studies students and the doctoral students have discrete student councils;
- Numerous student clubs, e.g. Canadian Library Association, Student Chapter, and the Association for Information Science and Technology, Student Chapter;
- Placement services, such as the Job Site;
- Employers' Open House
- Academic talks and research colloquia;
- Weekly 'iTea' meetings (see Appendix AG for a list of iTea's and attendance for 2012-2013);
- Student-run journal (The Faculty of Information Quarterly is an open-access journal. The journal is located at <https://jps.library.utoronto.ca/index.php/fiq>); and,
- Student conferences. For an overview of the 2012-2013 student conference held on March 22-24 see <http://theorypracticepraxis.com>. Two hundred and twenty-five people attended the conference.

The Careers Officer provides specialized services that help students develop their job seeking skills. Throughout the year, she organizes career workshops, employer events, and other career opportunities available in the information and museum fields. Workshops include:

- Professional Communication
- Career Options
- Resume & CV
- Cover Letter
- How to Network
- Job Interviews
- LinkedIn & Portfolios
- How to Get Experience
- Workplace Etiquette.

In one-on-one advising sessions, she discusses various topics including career options, resume preparation, job seeking strategies, interviewing techniques and typical interview questions and answers. She fosters new connections and professional relationships with institutions and

organizations not previously connected to the iSchool. Finally, the Careers Officer not only maintains a public job site but circulates positions that are not advertised publicly to students through the Faculty's intranet.

The iSchool Institute provides opportunities for students to foster their professional development.

- Students participate in the iSchool Institute courses
- In 2011 and 2012 the iSchool Institute offered for a special six-week seminar series for iSchool students: *Entering the Information Profession: Professional Preparation Strategies for New Info Professionals* and recent graduates.
- In Spring 2013, the iSchool Institute and Student Technology Fund organized a special 2-day workshop: Programming/Database Concepts for the Web using PHP and MySQL.

The iSchool Institute provides jobs opportunities for student assistants, volunteer opportunities, work on special projects, etc. The iSchool Institute represents evidence of the Faculty's long term commitment to professional education in information; this has both real and symbolic cache for the Faculty.

UNIVERSITY OF TORONTO SERVICES

In addition to the Faculty services, students have access to numerous resources and services at the University of Toronto. The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked third among academic research libraries in North America, behind Harvard and Yale. The Library Report (see Appendix AH) submitted by Larry Alford, Chief Librarian identifies resources and services available to iSchool students

In addition, the University has a central [Office of Student Life Programs and Services](#) which is mandated to provide resources to assist students in achieving success and personal development. Eleven services fall under the Student Life Programs and Services unit:

- Accessibility Services
- Academic Success Centre
- Career Centre
- Centre for Community Partnerships
- Counselling and Psychological Service (CAPS)
- First Nations House
- Hart House
- Health Services
- International Student Centre
- Multi-Faith Centre for Spiritual Study and Practice
- Student Housing Service

As University of Toronto students, the students are members of the [Athletic Centre](#), which, along with Hart House, provides exercise space, equipment and sports facilities for student use.

As graduate students at the University of Toronto, the M.I., M.M.St and Ph.D. students can attend free non-credit writing courses offered by the SGS Office of English Language and Writing Support (ELWS). The ELWS provides one-on-one consultations (approximately 40 minutes long) for graduate students who seek individualized assistance with their writing. For more

information on this program see <http://www.writing.utoronto.ca/writing-centres/graduate-students>.

The University of Toronto provides the Teaching Assistants' Training Program (TATP) which is a certificate program. It is a peer-training program providing pedagogical support for teaching assistants and graduate students. For information on the program see http://www.teaching.utoronto.ca/gsta/About_TATP.htm

iSCHOOL INFORMATION SERVICES: INFORUM, INFORMATION TECHNOLOGY & WEB SERVICES

Information Services is an iSchool administrative unit that coordinates, manages, and delivers information resources and services in support of the academic mission of the Faculty. The unit supports the academic, research, and professional activities of faculty and students.

The Inforum is the information hub and a gathering place for the iSchool community. Located on the 4th and 5th floors of the Bissell building, the Inforum is where students, staff and faculty can: borrow and use information technology and library resources; ask for research and technology assistance; and attend workshops. The Inforum facilitates collaborative face-to-face interactions individual study, and digitally mediated interaction. It is the site of exhibitions and displays, student work opportunities, and public talks.

Information Services is integrated into the academic mission of the Faculty through its participation within the curricula. Librarians have faculty status and sit on various committees of Faculty Council, including the Information Services Committee and the Programs Committee. The Outreach & Instructional Services Coordinator, a iSchool librarian, coordinates requests from MI, MMSt and Ph.D. course instructors for in-class and ad hoc instruction by Information Services staff.

Teaching activities include: serving as course instructors, course associates, and guest lecturers within courses (e.g. INF3002, INF1320, INF2145, INF1300, INF1310, INF2127, MSL2325, MSL1150 and MSL2331). The Outreach & Instructional Services Coordinator coordinates the *iSkills* workshop series.

For the Fall 2013 semester, KMDI, Semaphore, Information Services, Tech Fund, and the Careers Officer have collaborated to offer over 40 workshops to iSchool students. Workshop topics range from research skills to information architecture, project management, and visual and oral presentation skills. New workshops include information design, 3D manipulation and printing, app development, and exhibit modeling. An online workshop repository contains workshop descriptions, handouts, exercises, presentations, videos, evaluation links, and related material.

Reference and research services support include: facilitating access to, and effective use of, e-resources; development of effective search strategies; and one-on-one research consultations. For faculty members, the Reference Services Coordinator, a Faculty librarian, provides customized reference resources for courses; literature searches; and consultations related to course assignments, lectures, and research projects. Research services are provided to staff members in support of administrative and planning functions. For details on Information Services support for iSchool Faculty see Appendix AI *Information Services to iSchool Faculty*.

In Fall 2013, Information Services launched a Personal Librarian Program which matches each incoming Master's student with a librarian. The program offers enhanced personal academic support to our students.

Students, staff and faculty at the Faculty of Information further benefit from access to the University of Toronto Library collection (see Library Report, Appendix AH). Additionally, Information Services maintains a unique collection of print and other library resources within information and museum studies. This collection consists of over 130,000 volumes housed on site at the Inforum. Another 10,000 volumes are held at the University of Toronto Library's off-site storage location at Downsview.

The Inforum collection directly supports iSchool courses and research interests of faculty and students. The Collections & Public Services Coordinator, a Faculty librarian, carries out the selection. Since 2008-2009, the Faculty has received an annual acquisitions budget of \$160,942 from the central Library. Between 2008-2009 and 2010-2011, this budget was supplemented by a "top up" fund from the Faculty, for the acquisition of e-resources that were not acquired by the central Library at the time. In 2010, Faculty Council approved the policy to reduce print journal subscriptions at the Faculty, and in 2011, an Information Services Committee-appointed working group developed a cancellation guidelines for print journal subscriptions that duplicated centrally-subscribed online journals. Since 2011, Information Services staff have gradually reduced the number of print journal subscriptions, which has helped to offset the end of the "top up" fund.

Library technicians, who split their time with public services are responsible for acquisitions, serials, and cataloguing of the Inforum collection. Information Services has explored the option of transferring the cataloguing function to other libraries, but the Inforum collection is organized by the Dewey Decimal Classification system, and only one other library at the University has staff expertise in this scheme. Information Services has considered vendor shelf-ready programs, but the cost of subscribing to such a service, as well as the staff time that would be involved in regularly reviewing the quality of vendor-supplied records, do not make this option feasible at this time. Information Services has improved its efficiency by merging acquisitions and cataloguing processes whenever possible, thus reducing staff handling time; ensuring that every publication ordered has, at a minimum, a brief, publicly viewable record in the Library catalogue; extending the rush cataloguing service with a two business-day turnaround time to all users; publishing monthly lists of new book arrivals on the iSchool website; and inviting iSchool faculty and doctoral students to browse the shelves of in-cataloguing material.

In addition to collecting scholarly publications, Information Services acquires a wide selection of professional literature, making the Inforum collection an ongoing resource for librarians across the University, as well as for information and museum practitioners outside of the University. Information Services offers a free external user's borrowing card to alumni, visiting researchers, and other professionals who are interested in consulting the Inforum collection.

Information Services provides experiential learning opportunities by employing current students and alumni through part-time and contract positions. Information Services currently employs seven iSchool master's students as Information Desk Assistants. These students are members of project implementation teams, and actively participate in collection development, reference and research services, communication, exhibitions, IT, outreach, instruction, and public services. Between 2006 and 2011, Information Services hosted 11 internships for School master's students.

Information Services maintains the infrastructure of the Course Repository, where course syllabi are archived. IT staff from Information Services manage classroom technology support for iSchool courses throughout the Bissell building. A library technician administers the Reading List Service, which ensures that readings assigned by Faculty instructors are made available through Blackboard, linked to existing e-resources, or made available as a print copy, either at the Inforum or at another library at the University. Information Services manages a technology collection, from which students can borrow: laptops, tablets, digital video and still image cameras, eBook readers, and *Raspberry Pi* boards.

Information Services maintains a networked environment for students, staff, and faculty. The Faculty provides software applications for word processing, bibliography preparation, graphics and presentation creation, design, email, database and spreadsheet creation, statistical and data analysis, and standard web browsers, which IT staff install, and maintain. IT staff provide the infrastructure support for the two websites maintained by the Faculty: the main site at <http://www.ischool.utoronto.ca> and the Current Students Portal at <http://current.ischool.utoronto.ca>, which hosts internal web services such as the Course Repository; the faculty, staff and student directory; the Job Site; and documents related to Faculty governance. A virtual infrastructure developed and supported by Information Services includes: VMware-driven servers; iFiles, a secure file transfer service; V-apps, an open source virtual desktop and application delivery platform; faculty research and course websites; the internal mailing list server; and a TeamMate audit management server for the University's Internal Audit department.

Information Services provides IT resources and services for Faculty research projects, including software installation, server resources, and user support. The Inforum has been studied as a model of a service system, and a librarian has collaborated with a faculty member in an ethnographic study of the use of mobile phones in hybridized information centre.

At its meeting on October 12, 2012, the Information Services Committee (ISC) agreed on the establishment of a Task Force on Strategic Directions for Information Services, to propose a plan for the future shape and services of Information Services, and to identify and rank priorities. After extensive consultation, the Task Force filed its report in May 2013, setting the future direction for Information Services (see Appendix AJ). Faculty Council approved the report on May 27, 2013. Faculty Council delegated oversight of the implementation of reports recommendations to its Information Services Committee.

8. INTERNAL AND EXTERNAL RELATIONSHIPS

Faculty members are involved in activities across the university in the broader academic community and it plays an important role in many professional organizations.

Building strong relationships within the University of Toronto starts by fostering robust relationships among the faculty and students at the iSchool. During the time of the review, the number of faculty members conducting research, presenting conference papers and publishing with fellow faculty members and students has increased. For example, Professors Wendy Duff, Heather McNeil, Joan Cherry and Lynne Howarth, all senior faculty, conducted a research project on the convergence of libraries archives and museums, Lynne Howarth, full professor and Cara Krmpotich, assistant professor, are working on a project on memory making funded by SSHRC, and Chun Wei Choo, full professor and Fiorella Foscarini, assistant professor recently submitted a SSHRC proposal to study organizational culture. Writing and publishing projects among faculty include a book co-edited by Leslie Shade, associate professor, and Andrew Clement, full professor, and others. Two assistant professors Patrick Keilty and Periklis Andritsos have written an article "Level-wise Exploration of Linked and Big Data Guided by Subject Classification" which will be published in *Classification Research Online*. Many faculty members also publish with doctoral students, master's students and post-doctoral fellows. Kelly Lyons, associate professor, has published papers with numerous master's students as well as several doctoral students including Lysanne Lessard and Zack Hayat, Seamus Ross (Dean and Professor) has published two papers with doctoral student Nathan Moles. Professor Alan Galey, associate professor, has published an article with a post-doctoral fellow, master's students and Professor Wendy Duff, full professor.

Faculty members collaborate with other scholars at the University as members of research teams, organizing conferences and colloquium series, serving on doctoral committees and on University committees. Professor Caidi is an affiliated member of the Centre de Recherché en Etudes Franco-Ontariennes, Professor Ratto organized the *DIY Citizenship Conference* with Professor Megan Boler, Department of Theory and Policy Studies, OISE/UT, and Professor Galey has served on the Program Committees of the Book History and Print Culture Collaborative Program and the Toronto Centre for the Book committee. Professor Phillips has been collaborating with the Centre for Drama, Theatre and Performance Studies: he was a keynote speaker at their graduate student organized *FOOT Conference on Performance and Technology* and the Centre provided him rehearsal and performance space to mount his play "Work and Play."

In Appendix AK we have presented the major events hosted by the Faculty during the period of the review. The Faculty through its Coach House Institute organized the *McLuhan 100 Then/ Now / Next* and *the Dew Line Festival* from November 7-10, 2011 which involved more than 100 speakers from around the world. In 2008 it hosted *Reclaiming the World: The Future of Objectivity*, with 10 invited speakers and over 300 attendees. Our Digital Curation Institute was launched in 2010 with a major international conference (*Curation Matters*¹⁷) and hosted the *iPRES2012*¹⁸. The Faculty itself hosted in 2012 the *iConference*¹⁹. Through the efforts of our

¹⁷ <http://current.ischool.utoronto.ca/events/2010/curation-matters-first-digital-curation-institute-conference>

¹⁸ <https://ipres.ischool.utoronto.ca/>

Information Services team Masters' students were engaged at the international conferences hosted by the iSchool, iConference 2012 and iPRES 2012. In the Summer of 2013 the iSchool teamed up with the Oxford Internet Institute to host the OII Doctoral Summer School.²⁰ Our Museum Studies Program ran two conferences one in 2010 to mark the 40th Anniversary of the founding of the program (Taking Stock: Museum Studies and Museum Practices in Canada A Success²¹) and another in association with the major museum education organization ICTOP (International Committee for the Training of Personnel).

The Faculty has a colloquium series that attracts attendees from across the university; information about the colloquium series can be found on the iSchool website. The 2013-14 series on "Feminist & Queer Approaches to Technoscience", is supported by a grant from SSHRC, and plans are already in play for an edited volume containing papers from the series.

Professors Cantwell Smith and Ross are Senior Massey Fellows and Ross is a fellow and Sara Grimes an associate fellow of St Michael's College. Cantwell Smith is affiliated with the Jackman Humanities Institute, and in 2013-2014 Professor Ratto will organize one of the Jackman Humanities Institute's Working Groups: *Humanistic Studies of Science & Technology* of which several iSchool faculty and students are members along with those of other units. The Museum Studies program is actively involved with the University of Toronto Art Centre (UTAC) and aims to deepen this interaction (see Appendix AL, Prospects for Collaboration and Future Integration).

Faculty members serve on doctoral committees in other departments. During the period of the review professors served on doctoral committees in the Department of Computer Science, the Department of Mechanical and Industrial Engineering, the Institute of Health, Policy, Measurement and Evaluation, the Faculty of Medicine, the Department of Philosophy, the Department of English, Department of Adult Education and Community Development, OISE/UT. Similarly many doctoral students and some master's thesis students have committees with members from other departments. Faculty members and faculty librarians have served on permanent status and promotion committees for the University of Toronto Library.

Faculty members teach students from across the University in a number of initiatives. The Faculty is a partner in nine collaborative programs: Addiction Studies, Aging Palliative & Supportive Care Across the Life Course, Book History and Print Culture, Environmental Studies, Jewish Studies, Knowledge Media Design, Sexual Diversity Studies, Women and Gender Studies, and Women's Health. Faculty members are very active in three of these programs: Book History and Print Culture, Knowledge Media Design and Sexual Diversity Studies. Professor Alan Galey taught BKS 1000Y in 2008-2009 and 2009-2010 as well as BKS 1001H in Fall 2010 and BKS 1002H winter 2013. Professor Andrew Clement served as the Interim Director of KMD Collaborative Program in Fall 2012 and in Fall 2013 taught one of the core courses; Professor Patrick Keilty served on the Steering Committee for the Bohnham Centre for Sexual Diversity and the Sexual Representation Collection Committee. M.I., MMSt and Ph.D. students enroll in these programs as previously discussed.

¹⁹<http://current.ischool.utoronto.ca/news/2012/iconference-attracts-nearly-500-information-professionals-toronto>

²⁰<http://www.ischool.utoronto.ca/content/ischool-hosting-2013-oxford-internet-institute-summer-doctoral-programme-0>

²¹<http://current.ischool.utoronto.ca/events/2010/taking-stock-museum-studies-and-museum-practices-canada-success>

Four faculty members were cross-appointed with other departments during the period of the review: Periklis Andritsos, Eric Yu, and Kelly Lyons with the Department of Computer Science and Brian Cantwell Smith with the Department of Philosophy. We are active in teaching across the University through the Interdivisional Teaching program established in 2011. In addition, three have been involved in interdivisional teaching: Cara Krmpotich in the Department of Anthropology, Sara Grimes in the Book and Media Studies Program, University of St. Michael's College and Brian Cantwell Smith in the Department of Philosophy. Students in the Master of Health Informatics in the Institute of Health, Policy, Measurement and Evaluation are required to take two courses at the Faculty of Information: INF 1003 *Information Systems, Services and Design* and INF 2183 *Knowledge Management and Systems*. The Faculty is the graduate home of four faculty members based at the Mississauga campus (see Faculty CVs: Banks, Caraway, Cohen, and McEwen).

Faculty members are very actively involved with academics from other universities. A review of faculty members' CVs (see Appendix A) shows that they collaborate with other scholars on SSHRC partnership grants, SSHRC Major Collaborative Research Initiatives, NSERC Network Grants, Ontario Research Fund for Research Excellence projects, and numerous projects funded by the European Commission. Professor Cantwell Smith is a member of the Research Council of the Canadian Institute for Advanced Research. Internationally faculty members have collaborated closely or are part of research teams in Austria, England, Germany, Greece, Italy, and New Zealand; Professor Seamus Ross has a professorship at the University of Glasgow, Professor Costis Dallas at Pantheon University, and Professor Christoph Becker is a Senior Scientist at the Vienna University of Technology. Professor Lynne Howarth was distinguished researcher in Information Organization from 2011-2013 at the University of Wisconsin (Milwaukee) and a Distinguished Scholar in biblioteconomia at Florence University in 2011.

Faculty members have served as external assessors for tenure and promotion cases at major universities, such as University College London, University of Michigan, University of Maryland, University of Texas at Austin, Nanyang Technical University (Singapore), University of Illinois, University of British Columbia, University of California at Los Angeles, University of North Carolina (Chapel Hill) and the University of Glasgow. They have served as external reviewers for doctoral dissertations at major universities, such as University of Pretoria, Faculty of Engineering, and Information Technology, University of Sydney, Faculty of Arts and Technology, Department of Communication, Victoria University of Wellington, University of Tampere, Sweden, McGill University, University of Amsterdam, and the Technical University of Aachen, Germany. Faculty members have taught courses and summer schools at the University of Lugano, Technology Enhanced Communication for Culture Heritage, Institut für Publizistik -und-Kommunikationswissenschaft (Department of Communication), University of North Carolina at Chapel Hill, University of Vienna, and in the Executive Master's in Information Management, Amsterdam, special module in Knowing Organization.

The Faculty attracts visiting scholars. As shown in Table 8.1, during the time of the review 18 scholars visited the faculty with visits ranging from a month to a year. The Patricia Fleming Visiting Fellowship funded two book scholars, both who visited the faculty for two months. Four scholars came from Canadian Universities, two from American universities and two others from universities in The Netherlands. The remaining nine scholars came from various countries in Europe, Asia, Russia, Israel, and New Zealand. During the McLuhan Centenary year the Faculty's Coach House Institute hosted four McLuhan Centenary Visiting Fellows and it has hosted more subsequently.

Table 8.1: Visiting Scholars between July 2007 and September 2013

| Name | Affiliation | Country | Dates | Host |
|----------------------------------|--|-----------------|------------------------|---|
| Dr. Sydney Shep | Victoria University of Wellington | New Zealand | 2 months in 2009 | Patricia Fleming Visiting Fellowship |
| Professor Eun Gyoung Seo | Hansung University | Korea | Jul. 2009 to Jul. 2010 | Prof. Duff |
| Jennifer Esmail | Rutgers University | USA | Sep. 2009 - Aug. 2010 | Prof. Smith |
| Barbara J. McDonald | Scholarly Communication Librarian | Canada | Sep. - Dec. 2009 | Prof. Newman |
| Dr. Ard Huizing | Universiteit van Amsterdam Business School | The Netherlands | Oct. 2009- Mar. 2010 | Prof. Choo |
| Mr. Nikolaj Gandrup Borchorst | Aarhus University | Denmark | Aug. - Nov. 2010 | Prof. Clement |
| Mr. Marcin Trybulec | Maria Curie Sklodowska University | Poland | Feb. 2011 | Prof. Ross |
| Prof. Eric Ketelaar | University of Amsterdam | The Netherlands | May – Jul. 2011 | Prof. Duff McLuhan Centenary Fellow |
| Dr. Eric McLuhan | | Canada | Jul. 2011- Jun. 2012 | McLuhan Centenary Fellow |
| Dr. Paolo Granata | University of Bologna | Italy | Jul. 2011- Jun. 2012 | McLuhan Centenary Fellow |
| Prof. Stephen Kline | Simon Fraser University | Canada | Jul. 2011- Jun. 2012 | McLuhan Centenary Fellow |
| Professor Daniel Robinson | University of Western Ontario | Canada | Jul. 2011- Jun. 2013 | McLuhan Centenary Fellow |
| Dr. Arnon Sturm | Ben-Gurion University of the Negev | Israel | Sep. 2012- Aug. 2014 | Prof. Yu |
| Professor Daphne Kyriaki-Manessi | Technical Educational Institute of Athens | Greece | Sep. - Dec. 2012 | Prof. Howarth |
| Elizabeth Hanson | | U.S.A | Oct. – Nov. 2012 | Patricia Fleming Visiting Fellowship |
| Professor Irina Privalova | Russian State Univ. of Trade and Economics | Russia | Jan. - Feb. 2013 | Prof. Ross |
| Prof. Liang (Helena) Liao | Shanghai University | China | Dec. 2012 – Dec. 2013 | Prof. Dallas |
| Professor Hiroki Ita | Kanto Gakuin University | Japan | Apr. 2013 – Mar. 2014 | Prof. Smith |

Faculty members and librarians were active reviewers for granting agencies (e.g. SSHRC, NESRC, European Commission, NSF, Ontario Centres of Excellence program), conference programs, journals and book publishers, with six serving on research grant review panels and adjudicating committees, and two as chair (see their CVs in Appendix AZ).

Faculty members were active in professional associations, serving on more than twenty-six committees and with one serving as president of the Association for Library and Information

Science Education (ALISE), the major association for university faculty in graduate programs in library and information science in North America and two serving as president of the Canadian Association for Information Science/ L'Association canadienne des sciences de l'information.

Faculty members have used their expertise and research to assist governments, serving as an expert witness to the Canadian House of Commons, providing pro-bono services to agencies, serving as consultants, and as advisory board members. Several faculty have served as expert advisors to the European Commission.

The Outreach and Instructional Services Librarian has provided training to external audiences. These ventures promote the Faculty's expertise within the business sector. The Collections and Public Services Coordinator has taught a workshop on eBooks and eReading at one of the branches of the Toronto Public Library as part of the branch's free, public Saturday programming.

The iSchool Institute partners with Canadian chapters of ARMA International, the Ontario Library Association and the Special Libraries Association. Working with Dysart & Jones Associates they have organized a series of symposia. To date they have held one on Creative Making and another on MOOCs, e-learning and gamification. Eva Piorkowski, Acting Director of the iSchool Institute, has been a member of the Task Force and Advisory Committee for the UNESCO Institute for Lifelong Learning, Hamburg - ALADIN project (Adult Learning Documentation and Information Network). The iSchool Institute has partnered with the Canadian Urban Libraries Council (CULC/CBUC) to establish the Public Library Leadership Fellows (PLLF) program. The program is a part-time 18-month professional certificate program.

Many MI and MMSt students work in museums, libraries, archives and other information organizations, as part of their program. The MMSt internships (see Appendix Q), the MMSt exhibitions (see Appendix R) and a number of the MI courses, e.g., INF 2173 and INF 2158 include a component of work in an institution.

Faculty members are often asked to discuss issues and events relevant to their research and area of expertise. They have appeared on TVOs *The Agenda* (Ratto), *CBC's Quirks and Quarks* (Ratto), *Spark* (Clement, Ratto, and Ross), *Fresh Air* (McEwen), *Q* (Grimes), *the Current* (Duff) and *Metro Morning* (Grimes, McEwen, and Ratto) as well as *Global News* (Shade, Newman). They have been interviewed by the press including *McLean's* (Ratto) *Huffington Post* (Ratto, Shade, Clement, Grimes), *Chronicle for Higher Education* (Ratto, Galey), *Globe and Mail* (Ratto, Brower, Caidi, Grimes), *New York Times* (Galey) *Toronto Star* (Ratto, Shade, Grimes, Clement, Brower), *Ottawa Citizen* (Krpmotich, Brower, Duff), *National Post* (Shade, Krmpotich, Brower), *Sioux Lookout Bulletin*, (Caidi), and *The Christian Science Monitor* (Grimes). They have given two TEDxLibrariansTO talks.

Finally, three faculty members (Clement, Shade, Krmpotich) have created films to reach different audiences and others have participated in community activities, giving lectures at the Ontario Science Centre (Clement, Grimes), The Banff Centre (Mihalache), the Canadian Museum of Civilization (Krpmotich) and even a Jane Walk (Clement).

9. PREVIOUS REVIEW RECOMMENDATIONS

Since 2007, we have undergone four reviews: a Provostial Review in 2007, Ontario Council of Graduate Studies review of the MMSt program in 2008, Ontario Council of Graduate Studies review of Ph.D. program and MI program in 2009 and ALA accreditation review of the MI program in 2010. In this section, we first discuss the recommendations of the Provostial review and we describe how the Faculty has addressed them. The discussion of recommendations from the other reviews are organized by program: MMSt, Ph.D. and MI.

2007 PROVOSTIAL REVIEW OF THE FACULTY OF INFORMATION STUDIES

In 2007, the Provost commissioned a review of the Faculty. The reviewers, Deans Jose-Marie Griffiths (then at University of North Carolina at Chapel Hill) and John Leslie King (University of Michigan), visited the faculty on December 13-14 and submitted their report on February 14, 2008. They outlined strengths of the Faculty, but also highlighted challenges and made a number of recommendations. The reviewers' report addressed high level issues related to the Faculty rather than details about specific programs (see Table 9.1).

Table 9.1: 2007 Provostial Review of the Faculty of Information Studies: Reviewers Recommendations and Faculty Action

| Statement of 2007 Provostial Reviewers | Actions taken by the Faculty in Response |
|---|--|
| <p>The reviewers stated that while senior faculty members “are dedicated and accomplished scholars”, they “have been acting largely as a co-activity.” The reviewers commented that this model does not work very well if the ambition is to change the field and that if “FIS wishes to be a world leader, the senior faculty are going to have to lead the way by cooperating with one another, with the junior faculty members, with the FIS dean and leadership, with the university’s leadership, and with leadership in the external community of Toronto.”</p> | <p><i>The Faculty has taken some steps to address this situation, e.g., strengthening the mentoring of new faculty members by senior faculty members. As noted in Section 8, faculty members are collaborating with each other and with students and post doctoral fellows.</i></p> |
| <p>The report identifies the challenge posed for MI programs which must provide “students with the means for intellectual development” while at the same time ensuring that “students are prepared to enter the professional work force upon graduation” and noted that “most professional master’s students prefer a strong focus on development of professional skills” and that some students felt the Faculty fell short on this matter.</p> | <p><i>Though the Faculty has introduced new curricula, this challenge remains as evidenced in the 2013 iSchool graduate student conference that focused on “Theory, Practice and Praxis”. The reviewers also recognized the need for a revised MI curriculum, which we subsequently put in place as discussed above. The Inforum and the Careers Officer have initiated a series of iSkills workshops.</i></p> |

| Statement of 2007 Provostial Reviewers | Actions taken by the Faculty in Response |
|--|--|
| The report also highlighted the challenge of the fiscal environment and problems with space, which divided the faculty across two locations. | <i>Since that time, a development/advancement plan was created (see Appendix G); a development officer was hired and in summer, 2012, the Faculty gained occupancy of the entire Bissell building and brought the faculty members back together.</i> |

2008 MMST PROGRAM AS REVIEWED BY ONTARIO COUNCIL OF GRADUATE STUDIES

In 2006 the Museum Studies Program was transferred from a stand-alone program under the School of Graduate Studies (SGS) to a program within the Faculty. Eighteen months later, the OCGS Review of the Museum Studies program (MMSt) took place. The reviewers noted the program had a “difficult history of what was perceived as an ‘orphan’ program that lacked resources and direction.” In their report the reviewers raised many serious concerns; the Faculty subsequently addressed the concerns raised as follows (Table 9.2):

Table 9.2: 2008 MMSt Program as Reviewed by OCGS Review: Recommendations and Faculty Action

| Statement of 2008 OCGS MMSt Program Reviewers | Actions taken by the Faculty in Response |
|--|---|
| The reviewers raised concerns that the program would continue to be adequately supported and suggested that the importance of the Museum Studies program be stressed in the hiring of a new Dean. | <i>The new Dean, Seamus Ross, is fully supportive of the Museum Studies program and conducts research in the cultural heritage area.</i> |
| The review noted that a “critical problem with the program is a lack of leadership and of a permanent core faculty.” It also advised the Faculty hire individuals with “strong track records in research”. | <i>Since that time the Faculty has increased the faculty complement from one tenured faculty member to three faculty members with tenure track positions, one of whom serves as a director, and one part-time lecturer. The Director, Costis Dallas, has a strong track record of funded research and many years of experience working with museums around the world. One of the assistant professors now holds a SSHRC grant and has two book contracts.</i> |
| The report noted, “the Museum Studies curriculum at present is weak, | <i>Since that time the program introduced a new curriculum with well-articulated goals</i> |

| Statement of 2008 OCGS MMSt Program Reviewers | Actions taken by the Faculty in Response |
|--|--|
| <p>disorganized and too complex.” The reviewers suggested that the program reduce the number of core courses, restore the thesis option and not eliminate the exhibition course.</p> | <p><i>and objectives as previously discussed, reintroduced the thesis option and retained and strengthened the exhibition course.</i></p> |
| <p>The report recommended the program should reach out to other departments at the University and should “reestablish and expand its network of connections with the cultural sector at local, regional, and national levels.”</p> | <p><i>Since that time, one faculty member has taught a course in the Department of Anthropology and our connections with University of Toronto Art Centre have been strengthened (see Appendix AL). The program has also appointed the CEO (Janet Carding) of Royal Ontario Museum as an adjunct. In the exhibition course, students often work with a local museum to mount an exhibition, which has strengthened the program’s connections with local museums.</i></p> |
| <p>The report raised concerns over increasing enrolment and the need for career guidance.</p> | <p><i>The program has continued to increase its enrolments. However the program plans to develop new specializations. For example, the program is developing a specialization in Digital Cultural Heritage, an area with much potential growth. Furthermore the Faculty has hired a career officer who supports all students in the Faculty, and we note that according to the alumni survey, graduates of MMSt program are finding employment.</i></p> |

In conclusion, since the time of review the Museum Studies program has been transformed, from a program with a “difficult history of what was perceived as an ‘orphan’ program that lacked resources and direction” to a flourishing master’s program in an exciting field. In fact this program has only begun to achieve its potential.

PH.D. PROGRAM, AS REVIEWED BY ONTARIO COUNCIL OF GRADUATE STUDIES, 2009

In 2009, Professors Toni Carbo (Drexel) and Nicholas Belkin (Rutgers) reviewed the Ph.D. program as part of an OCGS review. In their report they suggested specific changes “to shape a somewhat unclearly defined Ph.D. program into more of a real program with all students having some shared knowledge (perhaps through required introductory seminars and a more focused comprehensive sense of the discipline), while preserving the critical flexibility for individuals” (see Table 9.3).

Table 9.3: Ph.D. Program 2009 OCGS Review: Reviewer Recommendation and Faculty Action

| 2009 OCGS Ph.D. Program Reviewers Comments | Actions taken by the Faculty in Response |
|---|---|
| They noted that “supervision of Ph.D. students is heavily skewed to a few faculty members.” | <i>As shown in Table 2.6 tenured/tenure-track 20 of the 26 Faculty members are now supervising doctoral students.</i> |
| Reviewers noted “some difficulty with the advising of Ph.D. students, in part, because there is no clear cut set of guidelines to assist new faculty in doing this. We also did not detect a clear sense of a shared understanding of what a faculty member’s responsibilities are in advising doctoral students.” | <i>The Director of Ph.D. Program is now responsible for reviewing with (all) faculty supervisors “best practice” as per SGS Guidelines (see Appendix AM) and iSchool program policies discussed below. As the problems with supervision remain persistent we have struck a Committee to examine what further steps we might take to address the challenges.</i> |
| “The variation in the degree of guidance for a program that seems to depend so strongly on independent work and close advising.” | <i>The new curriculum does not depend as much on independent work and the Faculty has created a number of documents outlining what is required for the qualifying exam (see Appendix T) and the thesis proposal (see Appendix U).</i> |
| “a very strong sense by each entering Ph.D. student that he or she can do what that individual wants ... almost a sense of resentment that there might be some additional requirements.” | <i>The new curriculum requires more course work and specifically states that “other courses appropriate for your research may also be required,” alerting students of this requirement.</i> |
| The report recommended “the possibility of having at least one or two required seminars for all entering Ph.D. students: one on the “state-of-the-discipline”, team taught by faculty members from different specializations, and perhaps a second on different types of research and research methods (perhaps bringing in individual members of the faculty yo [to] provide an overview of the type of research they do (such as historical, quantitative, etc.) and to describe their own research.” | <i>The new curriculum includes two foundational courses that introduce the students into the state-of-the-discipline as well as a research methods course. These courses are not team taught but they are taught by various faculty members.</i> |
| The report also suggested that the Faculty consider “some kind of comprehensive exam.” | <i>The new curriculum requires a qualifying exam.</i> |

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|---|---|
| The report suggested that the field “Information” needed “to be re-thought or at least re- named and described more clearly with potential paths for students.” | <i>The field “Information” was changed to the “Philosophy of Information.”</i> |
| Finally, the report also raised concerns over the time to completion “(an average of approximately 6 years for full-time students)” at the time of the review and the number of withdrawals from the program. | <i>This problem continues to plague the Faculty but we anticipate but the Faculty hopes that the new curriculum will reduce the mean time-to-completion in the medium term.</i> |

MI PROGRAM, AS REVIEWED BY ONTARIO COUNCIL OF GRADUATE STUDIES, 2009 AND ALA ACCREDITATION REVIEW 2010.

The MI program has been reviewed twice since 2007: in 2009 as part of an OCGS review, and in 2010 by the Committee on Accreditation (COA) of the American Library Association (see Table 9.4 and Table 9.5). The OCGS review raised a number of issues about the MI program including: the need to renovate the classrooms, some concerns over insufficient overlap among courses in different paths, as well as, concerns regarding two of the program’s seven fields, and concerns over increasing enrolments in light of economic challenges.

Table 9.4: 2009 MI Program OCGS Review: Reviewers Recommendations and Faculty Action

| 2009 MI Program Reviewers’ Comments | Actions taken by the Faculty in Response |
|---|---|
| The report highlighted an “urgent need for room renovation in the Bissell Building, including furniture, such as new chairs and tables for laptops to replace out-of-date chairs, especially in the basement. More provision also needs to be made for electrical outlets in study spaces for laptop use.” | <i>Since the time of the review, the Faculty has renovated rooms 224/225, benefited from the renovation by the Centre of room 205, created two new state of the art classrooms on the 5th floor (507 and 538), as discussed in Section 6. Renovations of other classrooms are planned.</i> |
| The report also noted “that there is insufficient overlap of courses in the different paths of the MI program, given both faculty resources and the interdisciplinary philosophy of the faculty of information... We believe it is important that the students and faculty are not divided too narrowly into paths; having courses across the paths would encourage | <i>The Faculty moved from paths to concentrations since this review. There are five courses that are required by more than one concentration or a concentration and the thesis option. Students are also permitted to take more than one concentration in their program.</i> |

| | |
|---|--|
| communication among them.” | |
| The report raised questions about two of the seven fields: Information and Cultural Heritage. | <i>We no longer offer these areas as fields (or concentrations) in the MI program.</i> |
| The report also noted concern over “whether it will be possible to meet anticipated enrollment figures in the MI program with the same admission standards, in light of the economic challenges and tightening job markets.” The report also suggested that “more support and attention needs to be paid to internships, job placement and co-op programs.” | <i>The Faculty hired a career officer to help with job placement, hosts an annual employers’ open house. However, the Faculty currently does not have an internship or co-op program for MI students and has had difficulty meeting its enrolment targets.</i> |

Table 9.5: 2010 ALA Review Commentary and Action taken by Faculty

| 2010 ALA Review Commentary | Actions taken by the Faculty in Response |
|---|--|
| <p>In 2010, the MI program was reviewed by the ALA Committee on Accreditation and granted continuing accreditation until 2017. However, the Committee had concerns that the program did not meet all of the requirements of their standards. Specifically, the standards require that the “program objectives are stated in terms of learning outcomes” and “the school applies the results of evaluation of student achievement to program development.” The Faculty was asked, “to identify and articulate student learning outcomes, how they are assessed and how the results are used for program improvements.”</p> | <p><i>In response to concerns about the way in which the Faculty was demonstrating that it addressed several ALA Standards we tasked a working group to establish guidance as to the ways in which we could articulate how we have demonstrated that graduating students have achieved our MI program outcomes (see Appendix L). In November 2012, the Committee on Accreditation acknowledged “that the program has satisfactorily responded to previous concerns.” They asked, however, that the Faculty provide “evidence of direct measures of students learning outcomes, with examples, at the program level” in its next Biennial Narrative Report. The Dean has requested the Programs Committee prepare the report.</i></p> |

THOUGHTS ON THE BENEFITS OF PREVIOUS REVIEWS

We have worked to respond to recommendations of reviewers through new developments and tactical changes of direction. Our current Strategic Plan (see Appendix F) benefited from Faculty-wide reflection on the reports of earlier reviews.

10. FUTURE DIRECTIONS: CHALLENGES AND OPPORTUNITIES

The Faculty of Information is confronting a challenging environment as we try to provide rich research and teaching coverage of the broadening Information domain. Our goal is to attract the best students and help them develop in ways that lead them to have successful careers that positively impact on Canadian society.

We have attracted a diverse cohort of students to our master's and doctoral programs. Our sense of community is stronger and our research more vibrant and central to issues of the information society. There is a will within the Faculty to work together to create new teaching and research possibilities. During the period of the review the faculty has increased in number. In fact 16 of the current twenty-six faculty joined the iSchool during this period. We have increased the diversity of academic research and teaching strengths and improved our links with the boarder community.

The Faculty is going through a transition and our successful establishing of concentrations and new programs will result in a stronger Faculty better able to educate students who can contribute to shaping Canadian society and better able to adapt to a changing education and professional marketplace.

FACULTY DEVELOPMENT AND SERVICES

Information disciplines continue to expand rapidly, creating new research and teaching needs and opportunities. Given these changes we need to strengthen our research complement in some areas and cautiously extend it in others. A review of ongoing and upcoming searches being conducted by some of the 52 iSchools shows that top-ranked institutions are investing in growing their Faculty complement. We need to continue to do so, but this can only happen under the University's Budget model if we increase our enrollment.

UNDERGRADUATE ENGAGEMENT AND INTERDIVISIONAL TEACHING

Under the Provost's Interdivisional teaching program we successfully offered within Arts and Sciences three courses in 2011-12 and will be offering four in 2013-14. In future years we would hope to expand our participation in this program to include other faculties such as engineering.

In the Fall of 2012 we launched our shared undergraduate program with UTM. This undergraduate specialist program in Information and Digital Media, titled Interactive Digital Media (IDM), builds on the Faculty's intellectual expertise and UTM's extensive background through its current Communications, Culture and Information Technology (CCIT) Program. The financial model that underpins interdivisional teaching is reflected in the agreement between the iSchool and the University of Toronto at Mississauga (UTM) governing our undergraduate program.

COMBINED UNDERGRADUATE – GRADUATE PROGRAMS

In Fall 2014 the Faculty of Information with the Institute of Communications, Culture and Information Technology (ICCIT) at UTM will launch a combined undergraduate and graduate program. After Faculty Council approved this proposal at its September 2013 meeting we have begun working with other undergraduate programs in the hope of replicating this initiative.

GRADUATE PROGRAM DEVELOPMENT AND ENHANCEMENT

Recruitment

Perhaps our enrollment targets are not sustainable. If this were the case then we must find a way to cut our expenditure, which, as is clear from the evidence presented in Table 5.1, would be a challenge as the vast majority of our expenditure is staff. Before concluding that our targets are too high we need to see if our recent reorganization of recruitment and admissions combined with our proactive marketing and outreach for the program will pay off.

During the past two years the Faculty of Information has developed a proactive approach to attracting students for our MI, MMSt and Ph.D. program. We have developed a strategic plan to guide recruitment (Appendix P) for the master's level programs, we have appointed a recruitment officer, produced new marketing materials, organized new kinds of events, and done much more active outreach. The engagement of faculty in the recruitment process has been energetic and active. As we move forward we will continue will monitor our progress with recruitment and refine our practices.

MI Program CO-OP

In our MI Program we offer students the opportunity to take a practicum; they are strongly encouraged to do so. For many students more engagement with the professional setting would provide a powerful vehicle to enable them to combine their in-class experiences with the experiential environment. We recognize our need to create more such opportunities. The Faculty's *Strategic Plan for 2012-2017* (Appendix F) notes our intention to launch a Co-op program and we are moving in this direction. During the consultations the MI students, alumni, and the iSchool Advisor Board members all supported our establishing a co-op. We have struck a committee to conduct the planning and the consultation.

Investigate Changes to the Program Structure

As a professional program we are committed to expanding the opportunities for students to engage in experiential learning. To this end, we plan to investigate the feasibility of restructuring our program to include numerous placements and co-ops for students in appropriate concentrations. We will explore the possibility of having students complete a practicum of 21 hours a week in each term after their first term, similar to the practica in the Faculty of Social Work at UofT, or to have the students complete two, two week practica in each term after their first term. In all students would have the opportunity to complete 3 practical engagements and participate in a future co-op program.

Advising

Arising from student comments during the self-study consultation process we are going to investigate the allocation of advising across a sub-set of the iSchool faculty to maximize existing strengths.

New MI (Master's of Information) Concentrations

We added some new concentrations in the past year in the areas of culture and technology and knowledge media design and there is room for more change. Two of the MI concentrations currently in place might be better folded into existing concentrations and we could valuably build on our strengths by adding new MI concentrations – Data Analytics/Data Science and Digital Preservation/Curation. We have had discussions over a number of years about the latter concentrations and have the bench strength to deliver them. In these areas there is evidence of demand for graduates²² and students find these areas of study engaging. Our MMSt program is in the process of launching concentrations in areas in which we are particularly strong and in which there is demand (e.g. Digital Heritage).

New MMSt (Master's of Museum Studies) Concentrations

The Museum Studies program is in the process of implementing an integrated learning model combining strong theoretical engagement with hands-on, on-the-job competency building, on the basis of strengthening its cooperation with University of Toronto galleries and major GTA museums in curricular and co-curricular activities, such as establishment of service assignments for an increasing number of courses, integration of MMSt students in collaborating museum initiatives such as documentation projects, programming, interpretation and exhibition work, and cooperation in the planning of events. A plan for a major modification of the MMSt program was initiated in 2012 and is currently undergoing consultation. We are considering establishing, apart from the general pathway, the five concentrations: a) Global Cultures; b) Collections; c) Curatorship and Exhibition Planning; d) Education, Interpretation and Programming; and, e) Digital Heritage. Its implementation will ensure that the program meet the changing needs and opportunities in the field of cultural heritage-related professional practice and scholarship in an era of globalization and digital connectedness.

A Centre for Museum Studies

Of fundamental importance is a research centre for Museum Studies (see Appendix AN). We have a vision of a restructuring of how museum education is conducted, which would be more experiential, more experimental, more hands-on, and provide a better platform for engaging students in theory, method, and practice. This move would enable us to maintain our leadership in museum education by strengthening the Museum Studies program's international reach and its ability to innovate in teaching and research, in the context of the global challenges faced by the museums and heritage sector.

A New Degree Offering

The Faculty's *Strategic Plan for 2012-2017* opens the door for our development of a Master of Communications. A study of the profiles of our faculty demonstrates that they have the expertise to make such a program a reality. It complements well our disciplinary strength in Information and it builds on the University's legacy of Innis and McLuhan.

²² See McKinsey report on Big Data (2011) and their more recent report on Open Data (2013) for evidence of demand for data professionals.

Student Funding

The tuition at the UofT iSchool is the highest of all comparable programs (i.e. COLIS Member Schools) in Canada (see Appendices, page XXX). To offset this we need to be much more proactive at securing scholarship funding to support our master's and doctoral students. The Advancement initiatives outlined in Appendix G are predominately focused on securing external funding for scholarships.

Collaborations

We have plenty of opportunities for collaboration with the UTL system and the current University Librarian has encouraged more collaborations on an increasing range of fronts. Recently he struck an iSchool-Library Committee to investigate student placement in the University Library.

Laboratory Developments

In the longer term, we need to establish more laboratories to support the research by our students and faculty. Achieving excellence in research can be enabled by the quality of the research accommodation and infrastructure, as well as by the support systems and information services (including technology) which sit behind them. Research in Information can be conducted using a variety of methods. The Faculty is strong in the application of many of these. One approach to research in this domain, that we would wish to use more widely, is experimentation. In such areas as critical making, privacy and surveillance, and human-computer interaction (HCI) we have demonstrated the tremendous value of laboratories of this kind. In addition to new laboratories we need to improve the resourcing and quality of space used to house our existing laboratories.

In the coming year we need to consider carefully whether we should carve these laboratories out of space in the Bissell Building by changing how we use space. The most ideal space for this purpose is in the Inforum, and our recent Task Force on Information Services (see Appendix AJ) encouraged us to develop in this way.

While developing these new labs in our current home, the Bissell Building, is, perhaps, marginally feasible, the Faculty may need a new building with space to support faculty and student expansion and to enable us to develop new laboratories. As the field changes we need to develop new kinds of learning environments. The kinds of laboratories and the scale at which they are required make them impossible to deliver. Even our flagship Semaphore lab is not located in Bissell, but is next door in the Robarts Library.

Doctoral Education

We face challenges with our doctoral program—mean time-to-completion and an inability to fund international students. We have put in place steps to address the challenges related to completion and we are monitoring these actions to ensure that they are effective. The changes in the structure of the program appear to have had positive impacts on progress of doctoral students. We are also working more proactively to encourage students to complete

Our inability to provide funding packages to International Doctoral students remains a concern as it weakens our program in comparison to our international peers. Currently we cannot afford financially to take international (visa) doctoral applicants, although in the long run we accept that if we want to continue to have an international profile (and to lay the foundation for the

longer-term expansion of our presence on the international stage), we will need to admit more students from beyond Canada into our programs.

RESEARCH FUNDING

While an increasing number of our faculty are securing research grants from SSHRC, NESRC and private foundations, the overheads which these grants bring do not cover the costs of administering the grants. This is not a problem unique to our Faculty, but as our revenue base is small it has an overall more significant impact on us than on larger Faculties with a larger financial base.

IMPROVING OUR WAYS OF WORKING

Faculty Structures and Decision Making

As previously noted, during consultations participants raised a number of issues related to how we engage to build consensus, and how we disseminate those conclusions. In 2014-15 we will strike a working group to review the management structure of the Faculty to advise the Dean as to future directions. More of a challenge to address was the report from the staff consultation that Faculty decisions are continuously revisited rather than progressed forward. Raise awareness among faculty, staff, students and alumni of the remits of Committees of Faculty Council and other Faculty committees and how the business of the Faculty is shaped by their work.

Ways of Working

While we need to investigate how we can improve our efficiency in the face of new regulations and practices which create more documentation obligations for Faculties, created by passing duties and tasks downstream to Faculties, it is essential that we pass some news up the line as to the challenges that this approach is creating at Faculty level. That said perhaps some administrative assessment might enable us to streamline Faculty processes as a way to alleviate some work related stress felt by staff. Were our financial position stronger we would, perhaps, examine the prospect of employing more clerical support personnel (or trainee interns) to support the work of key staff. We will investigate how increasing the use of work study students might contribute to reducing staff workload and increasing productivity. We have yet to review what we do to identify work that we can stop doing.

COMMUNICATE AND CELEBRATE

Going forward the Faculty needs to strength its external and internal communications and be more celebratory. While we understand well the external messaging and are getting better at it, we will have some ways to go with internal communications.

ACADEMIC PLANNING: STRATEGIC PLAN THEMES AND EXAMPLE INITIATIVES

The challenges faced by the Faculty are not new. We have discussed them internally during the past five years and have been seeking imaginative ways to address them. These discussions resulted in our producing a strategic plan, which identifies priorities and goals that we hope to achieve by the end of 2017 (see Appendix F). In the first section of this Self-Study we listed the Priorities and the Goals associated with them (see page 4). In the Table below we have taken

the Priorities and given examples of initiatives that we are in the process of undertaking to deliver on those priorities and to enhance our excellence in research and teaching.

| Priority | Example Initiative (Associated Goal in brackets, see Appendix F) |
|--|---|
| Lead in innovative scholarship to transform society and scholarship. | <ul style="list-style-type: none"> · Encourage research collaborations among iSchool faculty and students. (P1, G1) · Catalogue our current research portfolio to enable us to identify synergies we may have missed and new funding opportunities. (P1,G1) · Implement a support mechanism for internal peer review of grant applications. (P1,G2) · Foster research collaborations within the faculty, the University, nationally and internationally. (P1,G3) · Nominate faculty (teaching, research, service) and staff (service excellence) for awards. (P1,G4) |
| Enhance our international renown for life-long, enquiry centred education. | <ul style="list-style-type: none"> · Establish a co-op program and enhance our practica and internship initiatives.(P2,G1) · Establish combined undergraduate/graduate programs. (P2,G2) · Extend our master’s offerings (e.g., communications). (P2,G2) · Increase the number and value of scholarships, bursaries, and fellowships available to undergraduate and graduate students. (P2, G3) · Instill a vision of the scholar/practitioner in our students to ensure that they will return to study with us throughout their career. (P2,G4) |
| Shape the social space of information and sustainable growth. | <ul style="list-style-type: none"> · Develop partnerships where our expertise and that of the partner creates social value. (P3, G1) · Promote faculty research in a variety of ways including award nominations, web and social media presence, and by means of innovative knowledge dissemination for diverse audiences. (P3, G2) · Increase the number of internships as a way of supporting our current students and engaging graduates in scholar-practitioner ideals. (P3,G3) |
| Nurture leaders who contribute to enabling society to realize the positive social benefits information makes possible. | <ul style="list-style-type: none"> · Engage with the Faculty of Information Alumni Association to promote our new concentrations. (P4, G1) · Develop space for critical dialogues with faculty and staff about values, agendas, and social needs. (P4,G2) · Create conduits that enable us effectively to engage in knowledge transfer. (P4,G3) |
| Enrich our environment and culture for study, research, and work. | <ul style="list-style-type: none"> · Improve the physical space for collaboration and engagement. (P5, G1) · Establish an external iSchool Advisory Board. (P5,G2) · Align our recruitment and career placement initiatives. (P5,G3) · Engage all faculty, librarians, staff, and students in the Advancement process. (P5,G4) · Continue to refine our marketing strategy for our multi-year recruitment campaign. (P5,G5) · Attract resources to increase the faculty complement from 24 to 40 over the next seven years. (P5,G6) |

CLOSING REFLECTION

The future of the UofT iSchool depends upon our achieving the goals outlined in our strategic plan (Appendix P). This very much requires that we act collaboratively, decisively and swiftly. If we are to excel as an independent Faculty we will need to broaden our disciplinary breadth, expand our degree offerings, improve our communication with potential students and current and future employers, increase our successes in fundraising, enhance our research prowess, and act as a unified common body.

11. LIST OF APPENDICES

- A. Announcement of the 2013-14 Provostial Review and Details of Consultation Process
- B. 2007 Provostial Review
- C.1 OCGS review MMSt 2008
- C.2 OCGS review MMSt 2011
- D.1, D.2 OCGS review MI, Ph.D. 2009
- E.1, E.2 ALA accreditation review 2010
- F. iSchool at University of Toronto strategic plan 2012-2017: Pathways to our future
- G. Advancement priorities
- H. English language proficiency tests and acceptable scores
- I. Faculty advising at the iSchool
- J. Graduate degree level expectations (University of Toronto)
- K. MI theses completed 2007 -2013
- L. MI student learning outcomes
- M. List of MI courses
- N. Grade interpretation guidelines
- O. MI funding and awards
- P. Student recruitment strategic plan
- Q. Master of Museum Studies 2013 interns' experiences
- R. MMSt exhibitions 2007-2013
- S. List of MMSt courses
- T. Procedure for Ph.D. qualifying examination
- U. Procedure for oral defense of doctoral thesis proposals
- V. List of Ph.D. courses
- W. Publications and employment of Ph.D. graduates
- X. Publications and research interests of current Ph.D. students
- Y. Publications, grants and research areas of tenured and tenure track faculty

- Z. Faculty research @ Toronto's iSchool
- AA. Ph.D. dissertations completed 2007-2013
- AB. Strategic directions for research at the iSchool
- AC. Faculty of Information Council constitution
- AD. Faculty of Information Council bylaws
- AE. iSchool workload policy
- AF. iSchool colloquia 2013-14
- AG. iTeas 2012-2013
- AH. Library report 2013
- AI. Information Services to iSchool faculty
- AJ. Task force on strategic directions for Information Services final report
- AK. Major conferences and events hosted 2010-13
- AL. UTAC-Museum Studies Program Working Group report April 2013
- AM. SGS graduate supervision
- AN. Centre for Museology Information and Culture proposal
- AO. iSchool Admissions Viewbook 2014-15
- AP. Junior Professors Research Day 2013.
- AQ. 2013 Informed Magazine
- AR. Citation and Publication Data from Thompson Reuters, US and Canadian University Science Indicators (2011)