# UTQAP Template
## Cyclical Review: Terms of Reference

<table>
<thead>
<tr>
<th>Programs under review:</th>
<th>Undergraduate:</th>
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<tbody>
<tr>
<td></td>
<td>• Bachelor of Information, B.I.</td>
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</table>

**Graduate:**
- Diploma in Advanced Study in Information Studies, D.A.I.S.
- Master of Information, M.I.  
  *Concentrations:* Archives and Records Management; Critical Information Policy Studies; Culture and Technology; Human Centred Data Science; Information Systems and Design; Knowledge Management and Information Management; Library and Information Science; User Experience Design
- Master of Museum Studies, M.M.St.
- Doctor of Philosophy in Information Studies, Ph.D.  
  *Concentrations:* Archives and Records Management; Critical Information Policy Studies; Cultural Heritage; Information Systems and Design; Knowledge Management and Information Management; Library and Information Science; Media, Technology and Culture; Philosophy of Information

**Combined Degree Programs:**
- Master of Information / Master of Museum Studies

<table>
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<tr>
<th>Division under review:</th>
<th>Faculty of Information</th>
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**Commissioning officer:**  
Vice President and Provost

**Date of scheduled review:**  
Fall 2020

The Terms of Reference are intended to establish the parameters of the cyclical review process and provide the framework of the review report. (UTQAP reviews are still required even when accreditation reviews have been conducted.) Reviewers are asked to comment explicitly upon the following:
1 Program(s)

For each program under review, consider and comment on the following:

Objectives
- Consistency of the program with the University’s mission and Faculty academic plans.
- Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate Degree Level Expectations.

Admission Requirements
- Appropriateness of admission requirements to the learning outcomes established for completion of the program.

Curriculum and Program Delivery
- Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
- Appropriateness and effectiveness of the program’s structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated.
- Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.
- Opportunities for student learning beyond the classroom.
- Opportunities for student research experience.

Assessment of Learning
- Appropriateness and effectiveness of the methods used for assessing student achievement of the defined learning outcomes and degree-level expectations, especially in the students’ final year of the program.

Quality Indicators
- Assessment of program against international comparators.
- Quality of applicants and admitted students; enrolment.
- Student completion rates and time to completion.
- Quality of the educational experience, teaching, and graduate supervision.
- Implications of any data (where available) concerning post-graduation employability.
- Availability of student funding.
- Provision of student support through orientation, advising/mentoring, student services.
• Program outreach and promotion.

**Additional Graduate Program Criteria**

• Monitoring and management of students' time to completion in relation to the program's defined length and program requirements.
• Quality and availability of graduate supervision.
• Faculty commitment to student mentoring;
• Student quality, including for example grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
• Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience
• Sufficient graduate-level courses that students will be able to meet the requirement that all course requirements be met through courses at the graduate level.

**Quality Enhancement**

• Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.
• Extent to which initiatives have been undertaken to enhance the program’s accessibility (i.e., for students requiring physical or mental health accommodations) and diversity

### 2 Faculty/Research

• Scope, quality and relevance of faculty research activities.
• Appropriateness of the level of activity relative to national and international comparators.
• Appropriateness of research activities for the undergraduate and graduate students in the Faculty.
• Faculty complement plan.
• Appropriateness and effectiveness of the academic unit’s use of existing human resources. In making this assessment, reviewers must recognize the institution’s autonomy in determining priorities for funding, space, and faculty allocation

### 3 Relationships

• Strength of the morale of faculty, students and staff.
• Scope and nature of relationships with cognate Faculties, academic departments and units.
• Extent to which the Faculty has developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs.
• Scope and nature of the Faculty relationship with external government, academic and professional organizations.
• Social impact of the Faculty in terms of outreach and impact locally and nationally.

4 Organizational and Financial Structure

• The appropriateness and effectiveness of the Faculty organizational and financial structure, and its use of existing human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution’s autonomy in determining priorities for funding, space, and faculty allocation.
• The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
• Opportunities for new revenue generation.

5 Long-Range Planning Challenges

• Consistency with the University’s academic plan.
• Appropriateness of:
  ▶ Complement plan, including balance of tenure-stream and non-tenure stream faculty
  ▶ Enrolment strategy
  ▶ Student financial aid
  ▶ Development/fundraising initiatives
  ▶ Management and leadership.

6 International Comparators

Assessment of the Faculty and the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities.