

University of Toronto
Faculty of Information
Master of Information



Final Self-Study

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American Library Association

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Required Information

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Glossary of Abbreviations and Terminology

| | |
|-----|--|
| ABD | All but dissertation |
| ABR | Annual Budget Review |
| ACE | Academic and Campus Events |
| ACM | Department of Arts, Culture, and Media |

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|-------------------|--|
| ACORN | Accessible Campus Online Resource Network |
| ADA | Associate Dean Academic |
| ADFL | Associate Dean Faculty Life |
| ADR | Associate Dean Research |
| AsstDRSS | Assistant Dean-Registrarial and Student Services |
| ADTL | Associate Dean Teaching and Learning |
| AIWG | Accessibility Interests Working Group |
| ALA | American Library Association |
| AODA | the Accessibility for Ontarians with Disabilities Act |
| Appointed Faculty | Tenure Stream, Teaching Stream, and CLTA faculty members |
| ARM | Archives and Records Management Concentration |
| ARMA | the Association of Records Managers and Administrators |
| BHPC | Book History & Print Culture Collaborative Specialization |
| BI | Bachelor of Information |
| BIPOC | Black, Indigenous and Persons of Colour |
| BLS | Bachelor of Library Science |
| BNR | Biennial Narrative Report |
| BRN | Black Research Network |
| C&T | Culture & Technology Concentration |
| CAO | Chief Administrative Officer |
| CCT | Centre for Culture and Technology |
| CDHI | Critical Digital Humanities Initiative |
| CDP | Combined Degree Program |
| CEL | Community Engaged Learning |
| CFI | Canada Foundation for Innovation (see also JELF) |
| CGPA | Cumulative Grade Point Average |
| CGPSS | Canadian Graduate and Professional Student Satisfaction Survey |
| CHI | Coach House Institute |
| CIHR | Canadian Institutes of Health Research |

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| CIPS | Critical Information Policy Studies Concentration |
| CLO | Course Learning Outcome |
| CLTA | Contractually Limited Term Appointment |
| CUPE | Canadian Union of Public Employees Unit 3902 (Union representing non-appointed course instructors at UofT) |
| CRIS | Centre for Research Innovation and Support |
| CRO | Concurrent Registration Option |
| CS | Collaborative Specialization |
| CTSI | Centre for Teaching Support & Innovation |
| CUPE | Canadian Union of Public Employees |
| DAIS | Diploma of Advanced Study in Information Studies |
| DCI | Digital Curation Institute |
| DSA | Doctoral Students Association |
| DSI | Data Sciences Institute |
| DWG | Diversity Working Group |
| EDI | equity, diversity, and inclusion |
| EDIU | Equity, Diversity, and Inclusion Unit |
| EDU | Extra-Departmental Unit |
| ERP | [ALA] External Review Panel |
| FARIP | Final Assessment Report and Implementation Plan (UTQAP) |
| FCE | Full Course Equivalent |
| FIAA | Faculty of Information Alumni Association |
| FOI | Faculty of Information |
| FTE | Full Time Equivalent |
| GLAM | Galleries, Libraries, Archives, Museums |
| Glam Incubator | Research and support hub connecting Galleries, Libraries, Archives and Museums |
| GPP | General Program Pathway |
| HCDS | Human Centred Data Science Concentration |

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| HCI/UX | Human Computer Interaction/User Experience |
| H&A | Honours and Awards |
| IAACC | Indigenous Action and Anti-Colonialism Committee |
| ICCIT | Institute of Communication, Culture & Information Technology |
| ICM | Institutional Composite Mean: validated measure for course evaluations |
| ICWG | Doctoral Student Association Indigenous Connections Working Group |
| IDM | Interactive Digital Media BA program/degree |
| Inforum | the Faculty's former library and learning commons (space renamed as the Learning Hub) |
| IPSI | Identity, Privacy, and Security Institute |
| ISD | Information Systems & Design Concentration |
| ISI | Institutional Strategic Initiative |
| JELF | CFI's John Evans Leader fund |
| JD/MI | Juris Doctor/Master of Information combined program with Law |
| KMD | Knowledge Media Design Collaborative Specialization |
| KMDI | Knowledge Media Design Institute |
| KMIM | Knowledge Management & Information Management Concentration |
| LH | Learning Hub, the Faculty's learning commons |
| LIS | Library & Information Science Concentration |
| LSM | Learning Space Management (Formerly ACE) |
| Major mod | University governance term (UTQAP) to designate significant program changes |
| Minor Mod | University governance term (UTQAP) to designate delegated program changes |
| MI | Master of Information Program/degree |
| MISC | Master of Information Students Council |
| MIS | Master of Information Studies |
| MLS | Master of Library Science |
| MMSt | Master of Museum Studies Program/degree |
| MPOC | Museum Professionals of Colour |
| MRA | My Research Applications |

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| MRAC | Master's Recruitment & Admissions Committee (also M-RAC) |
| MTC | Media, Technology, and Culture Concentration in the PhD Program |
| MUSSA | Museum Studies Student Association |
| NFRF | New Frontiers in Research Fund (SSHRC) |
| NSERC | Natural Sciences and Engineering Research Council |
| OCAV | Ontario Council of Academic Vice-Presidents |
| OGS | Ontario Graduate Scholarship |
| OM | Dean's Office Manager |
| OUQCA | Ontario Universities Council on Quality Assurance (QC) |
| PLO | Program-level Student Learning Outcome |
| PM | Professional and Managerial Administrative Staff |
| PPAA | Policy and Procedures on Academic Appointments |
| PPGP | Policy and Procedures Governing Promotions |
| PPGPTS | Policy and Procedures Governing Promotions in the Teaching Stream |
| PTR | Progress Through the Ranks |
| QAF | Quality Assessment Framework |
| QC | Quality Council (OUQCA) |
| ROSI | Repository of Student Information |
| RTI | Research Tools and Instruments (NSERC) |
| SDS | Sexual Diversity Studies Collaborative Specialization |
| Sessional Instructor | University term for non-appointed instructors (Post-doc instructors, Graduate student instructors, CUPE instructors, etc.) |
| Sessionals | Collective noun used to describe sessional instructors as a group |
| SGS | School of Graduate Studies |
| SLO | Student Learning Outcome |
| SRI | the Schwartz Reisman institute for Technology and Society |
| SSHRC | Social Sciences and Humanities Research Council |
| TA | Teaching Assistant |
| TALInt | Toronto Academic Libraries Internship Program |

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| TASA | Technical & Accessibility Support Assistants |
| TATP | Teaching Assistant Training Program |
| TRC | Truth and Reconciliation Commission |
| U of T | University of Toronto (also UofT) |
| USW | United Steelworkers |
| UTFA | University of Toronto Faculty Association |
| UTL | University of Toronto Libraries |
| UTM | University of Toronto Mississauga campus |
| UTQAP | University of Toronto Quality Assurance Process |
| UTSC | University of Toronto Scarborough campus |
| UXD | User Experience Design Concentration |
| VPAP | Vice-Provost Academic Programs |
| VPRI | Vice-President Research & Innovation |
| WRC | Website Revitalization Committee |
| 2SLGBTQIA+ | two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and asexual while + stands for other ways individuals express their gender and sexuality outside heteronormativity and the gender binary |

Note on terminology

When referring to courses at the University of Toronto, the term half-course is normally taken to mean a standard one-term (twelve-week) course. Students today will take most of their courses in this form, but the term harkens back to a time when two-term courses (i.e. full courses) were the norm. That is also why the standard unit for quantifying the weight of a course in any University of Toronto degree program is the FCE (Full Course Equivalent). One half-course = 0.5 FCE.

The ALA Standards for Accreditation of Master's Programs in Library & Information Science, updated 2019, uses the terms, goals and objectives, which correspond respectively, to the University of Toronto terms, priorities and goals, as used in documents such as strategic plans. For the sake of consistency, this Self-Study uses the University terms, priorities and goals, throughout. In other words, the term goal throughout this document equates to objectives in ALA accreditation standards parlance.

Brief description of the program and its context

The University of Toronto's Faculty of Information (iSchool) offers a Master of Information (MI) degree program requiring completion of 16 half-courses (8.0 FCE) on a full-time (2 -year program) or part-time

(maximum 6-year program) basis. Students complete the program by completing one of eight concentrations. The eight concentrations highlight the iSchool's core research strengths, and allow students to explore aspects of information within particular professions or research traditions:

1. Archives & Records Management (ARM)
2. Critical Information Policy Studies (CIPS)
3. Culture & Technology (C&T)
4. Human Centred Data Science (HCDS)
5. Information Systems & Design (ISD)
6. Knowledge Management & Information Management (KMIM)
7. Library & Information Science (LIS)
8. User Experience Design (UXD)

Each concentration requires the completion of 8.0 FCEs as follows:

2.0 to 3.0 FCEs in concentration required courses*

5.0 to 6.0 FCEs in elective courses**

* Note: students who find themselves on a path to be able to complete a second concentration may submit a request to have the second concentration added to their transcript in the final session of their final year.

* *Note: of the total 8.0 FCEs, 0.5 FCE must come from each of the following four Professional Requirements areas: Technical, Managerial, Professional Values, and Critical Perspectives. This requirement can be fulfilled by required and elective courses for each concentration.

Students will choose one of the following three options:

- Concentration only,
- Concentration plus a thesis, or
- Concentration plus a co-op (CCO)

Each of the concentrations is combinable (though not all) with possible additional program options, including a thesis option, several collaborative specializations, a co-op option, and others (detailed under [Standard II.3](#)).

Approximately 340 students graduate each year with a Master of Information degree to pursue careers in the public and private sectors, in areas such as business, government, health, education, and technology. Examples of positions held by MI graduates include Archivist, Business Intelligence Developer, Children's Librarian, Data Analyst, Data and Statistics Librarian, Design Researcher and UX Designer, Government Information & Statistics Librarian, Grant Writer, Information Librarian, Information Management Associate, IT Consultant, Manager of Knowledge Management, Project

Coordinator of Information, Records Analyst, Research Analyst, and Software Architect. The Faculty has approximately 9,000 alumni worldwide.

The Faculty has been continuously accredited since 1935. Its last review was in 2016–2017, with confirmation of continued accreditation in 2017.

INTRODUCTION

Brief History of the Program

Library courses have been offered in Toronto since 1911. However, there was no full academic program in the province until 1928, when the Ontario Department of Education asked the University of Toronto to establish a library school. Winifred G. Barnstead was appointed director, assisted by Bertha Bassam, with the new facility located at the Ontario College of Education at Bloor and Spadina. The school accepted students who had a university degree, or honour matriculation and practical library experience. Graduates received a Diploma in Librarianship, and a Librarian's Certificate from the Department of Education. In the first year, there were 31 graduates; by 1936, nearly 300 students had come from across Canada to complete the program.

Following the lead of American library schools and McGill University in Montreal, the University of Toronto introduced a Bachelor of Library Science (BLS) degree in 1936 to further professionalize training. Just a year later, the BLS program received accreditation from the American Library Association; by 1951, the program had awarded 659 BLS degrees.

In 1950, Ms Barnstead introduced a second-year Master's program, soon accredited by ALA, and hired more instructors. The following year, the Faculty awarded the first Master's degree in librarianship in Canada to Esther Jacobsen. Ms Barnstead retired and was succeeded by Bertha Bassam who led the School until 1964.

An overall increase in professional standards for librarianship in North America and a high demand for librarians helped to formalize the School's position within the University. By 1962, the Library School received its own Council, representation on the University Senate, and increased financial support for students through bursaries, loans, prizes, and scholarships.

The new director, Brian Land, began his eight-year appointment in 1964, guiding the School through dramatic changes. The School severed ties with the Ontario College of Education, became a fully integrated unit within the University, hired new faculty members, discontinued the Bachelor's program, and was renamed the School of Library Science. The Faculty also moved to a three-storey building at 167 College Street and occupied two floors of a connected building at 256 McCaul. Students were formally recognized with two Council positions in 1968 and represented on most SLS committees by the early 1970s.

Following the initiative of McGill's library school, the one-year Master's program was expanded to four terms. Soon the possession of a Library Science Master's degree became the standard requirement for becoming a professional librarian.

In 1971, the School moved into a newly built facility at 140 St. George Street. Additionally, the School was the first institution in Canada to offer a Doctor of Philosophy in Library Science program. Three years later, it granted the first library science PhD in Canada to Claire England.

In 1972, the School attained faculty status and became the Faculty of Library Science, with Brian Land as its first Dean. Academic publishing doyenne Frances Halpenny took over decanal responsibilities later that year. During her tenure, several instructors completed their PhDs to further increase the Faculty's academic standards, and the first continuing education courses were offered.

In 1979, the Faculty joined a collaborative campus investigation into new technology, and cross-appointed instructors from other departments. The commitment to new technology, computing facilities, and curriculum changes, resulted, in 1982, in a new name: the Faculty of Library and Information Science (FLIS). In 1988–1989, a second graduate degree, requiring 1.5 years and a supervised major project and report to complete, was launched. The Master of Information Science degree, in addition to the MLS degree, was a highlight of the decanal term of Anne Schabas, appointed from 1984–1990. FLIS was firmly established as a pre-eminent library and information science school in North America during that time.

During the 1990s, the Faculty continued to upgrade teaching and computing facilities, and embarked on a major renovation of its library, completed in 1997 and re-named the Inforum. These initiatives reflected other changes at FLIS, including an archives stream introduced in the early 1990s and the designation of a new degree, Master of Information Studies, to encompass three streams of study, namely Library and Information Science, Archival Studies, and Information Systems. Correspondingly, in 1994 the Faculty's name was changed to the Faculty of Information Studies (FIS). Dean Adele Fasick led FIS from 1990 to 1995 and was succeeded by Lynne Howarth, who served as Dean until 2003. During this period, FIS welcomed the McLuhan Program in Culture and Technology, initiated membership in collaborative graduate programs Knowledge Media Design, Environmental Studies, Women's Health, Aging and the Life Course, and Addiction Studies, and co-founded (with English) the Book History and Print Culture collaborative specialization and the Toronto Centre for the Book. The Faculty's Professional Learning Centre, a continuing education program for alumni and others in the information field, expanded its stand-alone and certificate programs. By 2003, the Faculty had introduced two new programs: a Diploma of Advanced Study in Information Studies, and a four-year joint degree program in Information Studies and Law.

The appointment of Dean Brian Cantwell Smith in 2003 led to the Faculty joining the cohort known as the iSchools caucus. In 2006, the Faculty proudly welcomed the Master of Museum Studies program. In June 2008, the Faculty changed its name to the Faculty of Information. This decision was made to align the Faculty with the other 18 iSchools in North America and to communicate the mission of the Faculty more clearly and directly. After this decision, the Faculty began to be referred to colloquially as the "iSchool." Dean Smith completed his five year term at the end of June 2008. On January 1, 2009, Seamus Ross, formerly Professor of Humanities Informatics and Digital Curation at the University of Glasgow, began his seven-year term as the new Dean.

In 2009, the Faculty introduced the MI as an integrated program with five paths: Archives and Records Management; Critical Information Studies (renamed in 2014 to Critical Information Policy Studies); Information Systems and Design; Knowledge Management & Information Management; and Library & Information Science. Based on extensive consultation and feedback from course evaluations, the Faculty

revised the curriculum for the MI program, moving from five paths to seven concentrations: Archives and Records Management (ARM); Critical Information Policy Studies (CIPS); Culture & Technology (C&T); Information Systems & Design (ISD); Knowledge Management & Information Management (KMIM); Knowledge Media Design (KMD, restructured in 2016 as User Experience Design, or UXD); and Library and Information Science (LIS). The Faculty also reduced the number of broad core courses required for all MI students from four to one (i.e. INF1005/6 Information Workshops I/II) while maintaining five required courses in each concentration. In 2015, the Faculty introduced a Co-op Option to provide students with the opportunity to gain professional experience in the context of their academic program. Co-op students benefit from two four-month periods of full-time paid work in the private, not-for-profit, or public sectors. In 2016 the iSchool added an executive delivery option for the ISD Concentration.

In 2009–2010, the Faculty established three institutes: the Coach House Institute (renamed the McLuhan Centre for Culture and Technology in 2016 and the Centre for Culture and Technology in 2023), the Digital Curation Institute, and the iSchool Institute. In the same period, the Faculty also brought in an existing institute, the Knowledge Media Design Institute. These institutes reflect the research and teaching expertise of iSchool faculty, and the iSchool Institute was created to offer continuing professional education options for iSchool alumni.

In 2012, the Faculty acquired use of the whole Bissell Building, bringing the entire iSchool under the same roof, and established an undergraduate program (BA in Interactive Digital Media), which ran jointly with the University of Toronto Mississauga and housed at the Institute of Communication, Culture and Information Technology (ICCIT). The joint BA was closed by UTM in 2017.

In 2013, the Faculty Council endorsed a new Strategic Plan for 2012–2017 for the Faculty which described the academic and strategic priorities for the iSchool through 2017. ([Appendix I.1.4.a](#))

In 2013, the Faculty set six [student learning outcomes](#) for the MI Program and adopted the policy that every course syllabus must clearly map its learning outcomes to those of its respective program (MI, MMSt, and PhD).

The Faculty transferred the bulk of its continuing education offerings to the University's School of Continuing Studies in 2014, but retained under the banner of the iSchool Institute its certificate in Public Library Leadership. This high-profile program engages roughly 20 middle management librarians over an 18-month period to prepare them for more senior roles.

In December 2015, Seamus Ross completed his term as Dean and began two years of administrative leave. The Provost appointed Professor Wendy Duff as Interim Dean from January through June 2016, then as Dean from July 1, 2016 onward.

Recap 2017-2024

Faculty Leadership

The scheduled accreditation review of the University of Toronto's Faculty of Information comes at the beginning of a new chapter for the Faculty. The Provost [appointed Dr. Javed Mostafa as Dean](#) for a five-year term that began September 1, 2023. Dr. Wendy Duff completed a seven-year term as Dean at the end of August 2023. First appointed as [interim Dean in 2015](#), Dean Duff was appointed [as Dean in 2016](#) for a 2-year term. Dean Duff's appointment was extended three times, [first in 2019 for 6 months](#), then

in 2020 for 18 months, and finally in 2021 for 2 years. Dr. Marsha Chechik was appointed as Acting Dean from July 1 until December 31, 2022 while Dean Duff was on administrative leave.

Table i.1 Faculty of Information Academic Leadership Timeline

| Date | Event/Appointment | Term |
|------------------------|--|---|
| January 1, 2016 | <u>Appointment of Professor Wendy Duff as Interim Dean of the Faculty of Information</u> | From January 1, 2016 to December 31, 2016 or until a new Dean is appointed. |
| July 1, 2016 | <u>Appointment of Professor Wendy Duff as the Dean, Faculty of Information (iSchool) for a two-year term</u> | Beginning July 1, 2016 and ending June 30, 2018. |
| June 15, 2018 | <u>Announcement of Advisory Committee for the Dean, Faculty of Information</u> | |
| July 1, 2019 | <u>Extension of Professor Wendy Duff as Dean</u> | A six-month extension of Professor Wendy Duff as Dean of the Faculty of Information from July 1, 2019 to December 31, 2019, while the decanal advisory committee continues its work on the search for a new Dean. |
| January 1, 2020 | <u>Extension of Professor Wendy Duff as Dean</u> | An eighteen-month extension of Professor Wendy Duff as Dean of the Faculty of Information from January 1, 2020 to June 30, 2021. |
| August 12, 2020 | <u>Call for Nominations – Advisory Committee for the Dean</u> | |
| October 1, 2020 | <u>Advisory Committee for the Dean of the Faculty of Information Announced</u> | |
| May 6, 2021 | <u>Advisory Search Committee Dissolved</u> | |
| May 10, 2021 | <u>Search process for Dean put on Hiatus</u> | |
| July 1 2021 | <u>Extension of Professor Wendy Duff as Dean</u> | For a two-year term, from July 1, 2021 to June 30, 2023. |

| Date | Event/Appointment | Term |
|--------------------------|--|--|
| July 1, 2022 | Appointment of Professor Marsha Chechik as Acting Dean | For a six-month period from July 1, 2022 to December 31, 2022 while the current Dean, Wendy Duff is on administrative leave. |
| August 11, 2022 | Call for Nominations – Advisory Committee for the Dean | |
| October 31, 2022 | Announcement of the Advisory Committee | |
| September 1, 2023 | Appointment of Professor Javed Mostafa as Dean, Faculty of Information | For a five-year term from September 1, 2023 to August 31, 2028. |

Chronology of Programs and Curriculum Changes since November 2016

The Faculty of Information currently offers two master's programs, Master of Museum Studies (MMSt) and Master of Information (MI), as well as an undergraduate program Bachelor of Information (BI) and a Doctoral program (PhD). The MI Program has eight concentrations, a thesis option, and a co-op option. The eight concentrations are Archives and Records Management (ARM), Critical Information Policy Studies (CIPS), Culture and Technology (C&T), Human Centred Data Science (HCDS), Information Systems Design (ISD), Knowledge Management Information Management (KMIM), Library and Information Science (LIS), and User Experience Design (UXD). There have been significant changes within the Faculty since the submission of the last Self-Study in November 2016.

In 2017, we made a Major Modification change to the LIS Concentration – from five required courses to four required courses. This new curriculum was a complete update of the required course framework as a reflection of the evolving information landscape. With one less required course, and four redesigned foundational courses, students can optimize their degree with electives representing special topics and interests across all eight concentrations. The MI Program has particular depth in [LIS electives](#) that allow students to specialize in multiple areas of Librarianship. (See the response to [Standard II.1](#) for a discussion of how the new curriculum has been evaluated and adapted since its implementation.)

In 2017, we administratively suspended the undergraduate Specialist Program in Interactive Digital Media (IDM) offered through the Institute of Communication, Culture, Information and Technology (ICCI) at the University of Toronto Mississauga (UTM) and the Faculty of Information (FOI). We closed the Program in 2019 with an effective closure date of 2020. Though interest and enrolment in the IDM Specialist initially met expectations, student interest declined, and the program struggled to attract an appropriate number of qualified students.

In September 2018, we created a Combined Degree Program (CDP) between the Master of Museum Studies (MMSt) and Master of Information (MI) that replaced the existing Concurrent Registration

Option (CRO). The CDP enables students to acquire two full professional degrees (MI and MMSt) in three years. The change from the CRO to the CDP reduced the overall tuition paid by students (in that they no longer needed to pay both full time and part time fees in their final year) and aligned the structure of the Program with the norms of the broader University.

In 2019, we introduced a new concentration for the PhD program: Media, Technology, and Culture (MTC). This concentration draws greater attention to the material conditions that shape and are shaped by information technologies and culture by drawing heavily from the fields of media studies and communication studies for its intellectual grounding.

In 2019, we created an eighth concentration within the MI program. The Human Centred Data Science (HCDS) concentration aims to educate students to deliver data-driven technical solutions while, at the same time, facilitating ethical and responsible management of data.

In 2019, we opened a 2-year, second-entry Bachelor of Information (BI) Degree Program. The Bachelor of Information considers the interactions between information technologies and social worlds, providing students with the conceptual tools and practical techniques necessary to understand and effect change in a data-intensive society. The BI program integrates design thinking, critical scholarship, and experiential learning. We are currently working on a proposal to convert the BI to a 4-year, first-entry degree with an anticipated start date of September 2027.

In 2022, we updated our Faculty's [Policy on Defining Course and Program Learning Outcomes in Course Syllabi](#) to include the requirement that every course syllabus must clearly map its Course Learning Outcomes (CLOs) to the relevant Program Learning Outcomes (BI, MI, MMSt, PhD) and substantiate the achievement of the CLOs in course activities and assessments.

In 2022 we administratively suspended admissions to the graduate Diploma in Advanced Information Studies (DAIS). In 2023 we closed the Diploma with an effective closure date of 2025. Over the past several years there had been a steady decline in enrolment in the DAIS. The Faculty attributed this decline to the broader availability of continuing education and certification programs in the sector and determined that student needs for related academic content would be better met elsewhere.

In May 2023, based on the results of the 2021 University of Toronto's Quality Assurance Program Review (UTQAP) review and feedback from course evaluations, and following extensive consultation with faculty members, students, and alumni, we passed a Major Modification to revise the curriculum for the MI program effective September 2024. The changes made are as follows:

1. Close the General Program Pathway (GPP); all students in the MI will be required to declare a concentration upon admission.
2. Admit students to one concentration only.
3. Remove INF1005H and INF1006H as required courses for all concentrations; these workshop courses will become electives.
4. Add a requirement to each concentration to complete at least one course (0.5 FCE) from each of four professional requirement categories: Technical, Managerial, Professional Values, and Critical Perspectives. This requirement can be fulfilled by core and elective courses, and there is no increase in the total number of credits to complete the degree program,

regardless of option/concentration.

In 2023-2024 we conducted an audit of the MI courses to identify courses that fit the professional requirements criteria in preparation for the start of the new curriculum (see the response to [Standard I.1.2](#) for details). The professional requirements are courses that foreground particular professional skills and competencies in their CLOs. After reviewing the CLOs of the Faculty's courses we produced a list of courses that fulfilled the requirements. In February 2024, we passed a Minor Modification to appending tags (available on-site) to the official Course Descriptions of all the identified courses indicating that they can be used to fulfill a professional requirement. We also mapped the professional [requirements to the MI PLOs](#). Going forward, all proposers of new and revised MI courses will be asked to consider if the course can be used to fulfill a professional requirement as part of the governance process.

Following on from the Major Modification to the MI, in the summer of 2023 we administratively suspended admissions to three concentrations pending curricular review: C&T, CIPS, and KMIM. The Curriculum for C&T was updated in the spring of 2024 (effective September 2024) and the administrative suspension has been lifted. CIPS and KMIM remain suspended as we pursue curricular review. We are also reviewing and updating the HCDS curriculum and the UXD curriculum with expected implementation dates of September 2025. In addition, we recently reviewed and updated the PhD curriculum with the new curriculum effective September 2025. In the summer of 2024, we began working on updating the PhD Program Learning Outcomes and will take those through governance in the Spring of 2025.

Administrative Support

In 2019, the Faculty held an external review (available on-site) of the Inforum, the Faculty's in-house library and resource centre ([Appendix i](#)). The Review noted a misalignment between the Inforum and the evolving needs of a growing Faculty. The Review committee made a number of recommendations on both the administrative structure of the Inforum and the integration of its library holdings into the wider University of Toronto Library (UTL) collection, to better support the Faculty's priorities for space. In conjunction with implementing the recommendations, the Faculty underwent a process of assessing the service needs to support faculty members, students, and alumni.

As a result of that work, the Faculty re-envisioned the space on the fourth and fifth floor of the Bissell Building as the Learning Hub (LH). The re-envisioned space launched in 2021, coinciding with the hiring of an Assistant Professor, Teaching Stream as its founding Director. In addition to coordinating and supporting the existing program of iSkills (non-credit) workshops, the Learning Hub has a dual mission to support both faculty members and students. For faculty members, expert advice is available on matters of pedagogy, effective teaching, and technology support. For students, services include writing tutors and software support as well as a physical study and relaxation space.

In 2021, we reviewed our Career Services to better support Work Integrated Learning (WIL), particularly the co-op option in the MI that we introduced in 2015. The Career Services Review (2022) (available on-site) conducted by former Assistant Dean Barb Brown recommended an expanded and restructured career services team. The Faculty expanded the Careers Office to assist students and graduates in finding career work following graduation and to support WIL in the Faculty. In 2023-2024, The Director

of WIL reviewed our WIL process and reported on how to update them (report available on-site). We have been working to implement the recommendations and have revised our co-op processes in response.

In response to the Truth and Reconciliation Commission's 2015 [Calls to Action](#) focused on Museums and Archives (67-70), the [Canadian Government's acceptance of the Calls](#), and the [University's response](#), the Faculty established at TRC Working Group. Amongst the Group's recommendations was the creation of the [Indigenous Action and Anti-Colonialism Committee](#) as a Committee of Council. We amended our By-Laws to update our Committees of Council and add the Indigenous Action and Anti-Colonialism Committee on November 25, 2021. ([Appendix I.5.b](#)) The Faculty of Information's Indigenous Action and Anti-Colonialism Committee provides feedback and guidance to the Faculty of Information on issues related to its commitment to implementing the [Calls to Action of the National Truth and Reconciliation Commission](#).

The [Equity, Diversity, and Inclusion Unit](#) (EDIU) at the Faculty of Information was established in June 2021, in response to a Student Report released in September 2020 on diversity and inclusion experiences at the Faculty ([Appendix ii](#)). This report was written collaboratively by a number of student groups including the Diversity Working Group (DWG), Accessibility Interests Working Group (AIWG), Museum Professionals of Colour (MPOC), Doctoral Student Association Indigenous Connections Working Group (ICWG), Master of Information Student Council (MISC), and the Master of Museum Studies Student Association (MUSSA). The EDI Unit is part of the Dean's office at the Faculty of Information. The mandate of the EDI Unit is to support the Faculty of Information's commitment to lead in the area of equity, inclusion, and diversity by creating and fostering an accessible and inclusive environment which empowers the participation and collaboration of all members of the community, especially BIPOC, Indigenous, Inuit or Metis, and those living with disabilities. The EDI Unit is part of a broader commitment by the University to [inclusion, equity, diversity and excellence](#). (See [Appendix iii](#) and [Appendix iv](#) for the EDIU's 2024 reports)

The Faculty is a partner in eight [collaborative specializations](#): Aging, Palliative & Supportive Care Across the Life Course; Book History and Print Culture; Environmental Studies; Food Studies; Jewish Studies; Knowledge Media Design; Sexual Diversity Studies; and Women and Gender Studies. The Faculty plays a leading role in two of these programs, Book History and Print Culture (BHPC; of which it is a co-founder) and Knowledge Media Design (KMD), and regularly contributes teaching resources to these two programs and to Sexual Diversity Studies (SDS). Collaborative Specializations are beneficial to our students because they were designed to augment the learning and research potential of existing master's and doctoral programs by pooling the expertise of University of Toronto faculty members in this field from several disciplines.

The Faculty houses five [Research Institutes](#): the Centre for Culture and Technology, the Digital Curation Institute, the iSchool Institute, the Identity, Privacy, and Security Institute, and the Knowledge Media Design Institute. This structure helps to facilitate the governance, management, and oversight of those Institutes within governing UofT practices. Under the banner of our iSchool Institute (an Extra-Departmental Unit or EDU: C) we offer a certificate in "Public Library Leadership." This high-profile program engages roughly 20 middle management librarians over an 18-month period to prepare them for more senior roles (see the response to [Standard V.2](#) for more information).

The Faculty also participates in several [Institutional Strategic Initiatives](#) (ISIs) at the University. ISIs are large-scale interdisciplinary strategic research networks that take up complex questions that require the integration of multiple fields and disciplines. The Faculty supports the following ISIs: Black Research Network (BRN), Critical Digital Humanities Initiative (CDHI), Data Sciences Institute (DSI), School of Cities, and the Schwartz Reisman institute for Technology and Society (SRI) (see the response to [Standard V.2](#) for more information).

The Faculty serves as the graduate home for some professors in [the Institute for Communication, Culture and Information Technology](#) (ICCIT) at the University of Toronto Mississauga and the [Department of Arts, Culture and Media](#) (ACM) at the University of Toronto Scarborough. Twelve of the 20 research stream faculty in ICCIT and nine of the 27 research stream faculty in ACM have membership in the University's graduate faculty through the Faculty of Information. They extend our graduate teaching and capacity for thesis supervision. In addition, we have cross-appointed faculty with other units on the St. George Campus including the Factor-Inwentash Faculty of Social Work, the Dalla Lana School of Public Health, and the departments of English, Cinema Studies, and Statistical Sciences in the Faculty of Arts and Sciences.

In 2015, the University of Toronto formalized Teaching Stream Faculty appointments. Teaching Stream faculty members bring valuable and much needed expertise in pedagogy, work integrated learning, and the design of physical spaces to support teaching and learning. The first continuing status stream Teaching Stream faculty members joined in 2017 and 2018 in the areas of KMIM and UXD respectively.

The Faculty has continued to improve the ways in which we engage with the University of Toronto Library system (the third most acclaimed academic library system in North America) in the delivery of our educational and research agenda. Our program benefits from the Toronto Academic Libraries Internship (TALint) Program, which offers 20 incoming students the chance to work 15 hours per week over two years in positions at one of UTL's libraries and at a competitive salary. These positions are designed to prepare high performing students for leadership roles in the library field by giving them the chance to apply their classroom learning in professional settings on a weekly basis, and to bring back to their courses; fresh ideas concerning contemporary issues and challenges associated with academic librarianship. As of 2022-2023, three of the positions are allocated specifically for Black and/or Indigenous students.

In 2023, the Faculty reframed the role of the Associate Dean, Academic (ADA) and created the role of Associate Dean, Teaching and Learning (ADTL). The first ADTL began serving in January 2024. In conjunction with this change, the Faculty also created the role of Associate Dean, Faculty Life (ADFL). The first ADFL for the Faculty was appointed on July 1, 2024.

Planning and Governance

In 2022, Faculty Council affirmed in principle a new Strategic Plan for the Faculty. The plan articulated a vision for the Faculty: "To study, teach, research and mobilize information and all its manifestations to create inclusive and equitable value in society." It also articulated the Faculty's mission: "To engage in outstanding and impactful research and scholarship, and provide exceptional education about all aspects of information and its role in society. To collaborate within and across the university and community to enable uses of information in positive and equitable ways." This transitional plan was

intended to bridge the anticipated transition between Deans. In February 2024, Dean Mostafa hired a Strategic Projects Officer to help develop a new academic plan. The Dean also hired a new Director for the iSchool Institute who was tasked with facilitating the consultation sessions for developing the Academic Plan. The new plan was completed over the summer 2024 and will go through governance in the fall of 2024 for final approval in early 2025.

Since 2017, a number of reviews have taken place. The Faculty prepared a self-study in 2020 and a Provostial Review of the Faculty took place in 2021 (an external review of our programs under the University of Toronto’s Quality Assurance Program). As part of the UTQAP review process, we prepared an extensive Self-Study involving wide ranging consultations. The UTQAP process governs all academic programs at the University and is part of the Ontario Universities Council on Quality Assurance (OUQCA) Quality Assurance Framework (QAF).

As part of the UTQAP Process, one of our institutes, the Centre for Culture and Technology (CCT), completed a Self-Study in December 2023. The Knowledge Media Design (KMD) Collaborative Specialization also completed a Self-Study under UTQAP and was given a Summary Assessment and Renewal under the [UTQAP Protocol for Collaborative Specializations](#). The Self-Studies of both KMD and CCT will be available on-site.

Developing the Self-Study for Accreditation

A steering committee chaired by Prof. Javed Mostafa and consisting of the Dean, Associate Dean, Teaching and Learning, and Associate Dean, Research met throughout the development process and provided oversight and direction to a working committee, which consisted of the ADTL; MI Program Director; Assistant Dean-Registrarial and Student Services (AsstDRSS); Chief Administrative Officer (CAO); Faculty Governance & Programs Officer (FGPO); Manager, Office of the Dean (OM); and supported by the governance Administrative Coordinator. In addition, the products of the working committee were reviewed by senior faculty members as available. The Self-Study Plan was reviewed by Prof. Heather MacNeil and Prof. Siobhan Stevenson. The working committee prepared the numerous elements of the Self-Study. The Faculty Programs and Governance Officer (Matthew Brower) oversaw the production of the Self-Study and was responsible for drafting the introduction and Standard I. The 2023-2024 MI Director (Colin Furness) was responsible for drafting Standard II. The drafting of Standard III was split between the Research Office and the OM and was reviewed by the ADFL. The AsstDRSS (Andrea McGee) was responsible for drafting the response to Standard IV. The CAO (Evan Donohue) was responsible for drafting the response to Standard V. The ADTL (Olivier St-Cyr) reviewed and edited the working group’s activity. The Draft Self-Study was prepared from February to September 2024. The Draft was reviewed by the MI Program Director (St-Cyr) and then circulated to the Faculty’s Executive Leadership Team (Dean, ADR, ADTL, ADFL, AsstDRSS, CAO, and OM) for final review and sign off. The Draft was also circulated in parallel to the MI Concentration Coordinators and the CDP Coordinator for review before submission in early October. The working group used SharePoint to help collaborate on the development of the Self-Study, which was made available to other members of the community for input and comment as it was developed.

Timelines:

| Date | Action/Event |
|------|--------------|
|------|--------------|

| | |
|-----------------------------|---|
| October 23, 2023 | <p>Working Group Meeting:</p> <ul style="list-style-type: none"> - Discussing process - Appointing Leads on Self-Study Sections - Confirming Timelines |
| Mid-November 2023 | Collecting information on resources and drafting 2017-2024 Recap |
| December 1, 2023 | Leads report progress and present resources available to substantiate standards. |
| January 5, 2024 | Draft of Self-Study Plan to Advisory Committee |
| January 19-February 4, 2024 | <p>Revision and finalizing of Self-Study Plan.</p> <p>Creation of MS Form for soliciting material from staff and faculty</p> |
| February 2, 2024 | Self-Study Plan submitted |
| February 22, 2024 | Proposed ERP members received |
| March 1, 2024 | Participated in conference call to review Self-Study draft with External Review Panel (ERP) Chair and Office of Accreditation (OA) Director |
| Week of March 4, 2024 | Working Group Meeting to discuss revisions and discuss next steps. |
| March 21, 2024 | ERP COI form submitted to ALA OA |
| April – May, 2024 | <p>Consultation (Faculty Meetings, Faculty Council, etc)</p> <p>Leads gather information and work on their Sections.</p> <p>Regular meetings for Steering Committee with Leads reporting the progress</p> |
| Summer 2024 | <p>Leads finalized Self-Study sections</p> <p>Development of draft self-study integrating section drafts</p> <p>Assembly of Appendices</p> <p>Contacting faculty members for examples of Student work</p> |

| | |
|---------------------------------|--|
| | Contacting Concentration Coordinators for language on concentration curricula |
| September 2, 2024 | Complete Draft of Self-Study sent to MI Director for review |
| September 16, 2024 | Revised Draft of Self-Study sent to Steering Committee and Concentration Coordinators for Review |
| September 30, 2024 | Review of Draft Self-Study by Steering Committee: Dean, ADTL, ADR, ADFL, CAO, OM, AsstDRSS |
| October 1, 2024 | Feedback received from Concentration Coordinators |
| October 3, 2024 | Sharing SharePoint Site with ERP and testing access |
| October 6, 2024 | Draft of the Self-Study due |
| November 15, 2024 | Call with ERP Chair and OA Director to plan site visit |
| November 22, 2024 | List of revisions and feedback from ERP Chair. |
| November 23 – December 22, 2024 | Revision in response to feedback and queries |
| December 23, 2024 | Final Self-Study due |
| February 3-4, 2025 | ERP Site Visit |

The Faculty collects survey data from employers (through the follow-up processes to our WIL courses such as the co-op option and practica) and students (through our incoming students survey and our placement and salary survey of graduates).

Note: Our placement and salary survey of graduates was paused in 2020 and 2021 to allow redesign and support an increased response rate. The revised survey was launched in 2022 and attempted to survey both the current and preceding cohorts. The 2023 survey was disrupted by the re-organization of the Careers Office and by the effects of COVID. We have recently added an Alumni Engagement Officer to oversee this process and will launch the 2024 survey in mid-October. We will report numbers going forward.

Standard I: Systematic Planning

Standard I.1

I.1 The program's mission and goals, both administrative and educational, are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituencies that the program seeks to serve. Elements of systematic planning include:

AND

Standard I.1.1

I.1.1 Continuous review and revision of the program's vision, mission, goals, objectives, and student learning outcomes;

AND

Standard I.4

I.4 Within the context of these Standards each program is judged on the extent to which it attains its objectives. In accord with the mission of the program, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation.

AND

Standard I.4.1

I.4.1 The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

Continuous Review and Revision of the Program's Vision, Mission, Goals, Objectives

The Faculty of Information's systematic planning processes are defined by the University of Toronto framework. University processes mandate the establishment of the Faculty's mission, and goals, both strategic (e.g. Academic Planning through Program Review) and operational (e.g. Budget Planning - Annual Process).

Consistent with the UofT [Policy for Approval and Review of Academic Programs](#), the Faculty's systemic planning is conducted through the [University of Toronto Quality Assurance Process \(UTQAP\)](#) Framework. The UTQAP process governs all academic programs at the University and is part of the [Ontario Universities Council on Quality Assurance \(OUQCA\) Quality Assurance Framework \(QAF\)](#). In alignment with the QAF, the University of Toronto Quality Assurance Process (UTQAP) supports the University of Toronto's engagement "in quality assurance and the continuous improvement of its programs and the learning experience of students in those programs." (UTQAP 2023, p. 5)

The UTQAP framework includes regular reviews of Faculties, Programs, Collaborative Specializations, and Institutes as well as providing the protocols for governing curricular change. Faculties, Programs, Collaborative Specializations, and Institutes are reviewed on an 8-year cycle. The Faculty of Information completed a [UTQAP review in 2021](#). The Self-Study will be available on-site. The External Report and

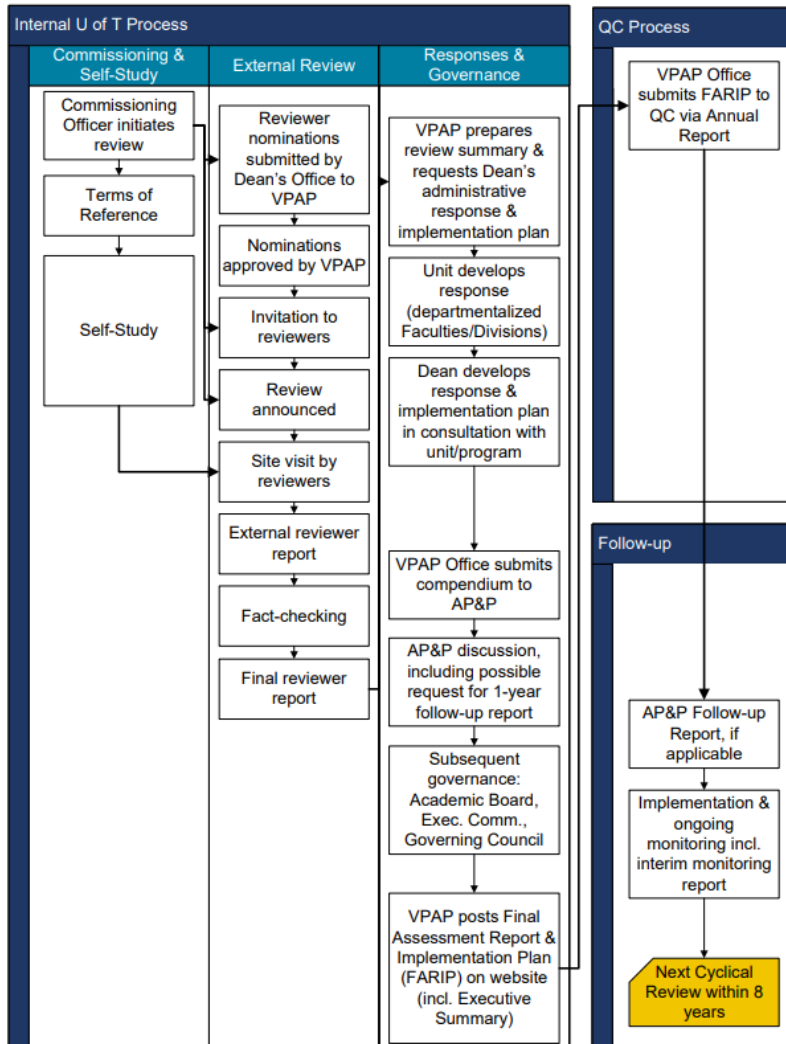
Recommendations on program quality improvement as well as the Faculty’s response to the recommendations [are publicly available](#).

Section 6.7.2 Evaluation Criteria of UTQAP lays out the assessment criteria for Program evaluation at UofT.

Evaluation of Programs and involvement of stakeholders

The [University of Toronto Quality Assurance Process](#) (UTQAP) lays out principles for Cyclical Review of Programs at the University of Toronto. The Cyclical Program Review Protocol is documented in the Figure below.

Figure I.2-1 Cyclical Program Review Protocol (Figure 4 from UTQAP)



First implemented in 2010, UTQAP was updated in 2023. The revised UTQAP has been approved by the [Ontario Universities Council on Quality Assurance](#) as consistent with the objectives of the 2021 revision to the [Ontario Council of Academic Vice-Presidents’ Quality Assurance Framework](#). UTQAP section 1.1 states:

The University's approach to quality assurance is built on two primary indicators of academic excellence:

- (1) the quality of the scholarship and research of faculty; and
- (2) the success with which that scholarship and research is brought to bear on the achievement of Degree-Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree-Level Expectations. Reviews provide the opportunity to celebrate successes, identify areas where we can do better and vigorously pursue improvements.

The Faculty of Information completed a UTQAP Review in 2021. The 2020 UTQAP Self-Study is available on-site. The External Report and the [Final Assessment Report and Implementation Plan](#) (FARIP) are publicly available.

Section 6.8.4 of UTQAP makes clear that evaluation involves students, faculty, employers, alumni, and other constituents.

During their visit, provision must be made for reviewers to meet with faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer. In the case of professional programs, provision may be made for reviewers to meet with employers and professional associates in order to make their views available to the reviewers

In response to the UTQAP Review, the Faculty reviewed the curricular structure of the MI Program and passed a Major Modification to its structure in 2023 (See [Standard I.1.3](#) for more detail). This new curricular structure came into effect in September 2024 (see [Standard II.1](#) for detailed discussion of the new curriculum).

Continuous Review and Revision of Student Learning Outcomes (SLOs)

The Faculty's internal [program-level SLO](#) review processes are governed by the Faculty Council through the Standing Committee on Programs, and are articulated in the Faculty of Information Council Bylaws.

The Programs Committee is a standing Committee of Council (as stipulated in the Faculty of Information Council Bylaws) ([Appendix I.5.b](#)). The terms of reference for the Programs Committee (Art. III, Sec. 10) state that the Programs Committee receives "annual reports from each program outlining the extent to which the goals and objectives are being met in the delivery of the courses of study, the program content, the grading and evaluation system, and the requirements for graduation." (Art. III, Sec.10.2) (See [Appendix I.4.1.a](#) Program Planning Document for list of current Program Priorities)

All program changes are reviewed and approved by the Programs Committee. ([Appendix I.4.1.b](#)) Major and minor modification review processes are determined by the policy set out by the University of Toronto's Vice-President Academic's office. Major modifications (such as the creation of new concentrations, options, or changes to program-level requirements) are brought to Faculty Council for approval, while minor modifications (such as the creation of new courses) are brought to Faculty Council for information.

As the policy governing academic change states, Major Modifications require that the Faculty “address how the design, structure, requirements and delivery of the program support the program learning outcomes and degree level expectations.” Each time the Faculty makes a significant Program change, the Major Modification process requires it to articulate how the new program design and required elements support the attainment of student learning outcomes.

In February 2023, we updated our [Policy on Student Learning Outcomes](#). This was the result of consultation with faculty before bringing the change through governance with approval at Programs Committee followed by approval at Faculty Council. Our Policy requiring all syllabi to include CLOs and to link them to PLOs was introduced in 2014 and compliance with the Policy is now the norm in the Faculty. All syllabi are reviewed for compliance with Faculty and [University Policies](#) at the beginning of each term before being deposited in our syllabus repository ([access provided online](#)). The updated Learning Outcomes Policy made the previous policy’s recommendation that CLOs be linked to assessments a requirement. Now all syllabi must link CLOs to assessments.

To support instructors in complying with our Student Learning Outcome policy as well as broader University policies, we provide a Syllabus Resource Guide to instructors each term laying out the University and Faculty Policies ([Appendix I.4.1.c](#)). The Guide provides tables for mapping the relations between CLOs and PLOs and CLOs and Assessments. While some instructors prefer a narrative approach, many find the tables to be an effective way to visualize learning in their course for students. For example, the Winter 2024 syllabus for *INF1340 Programming for Data Science* includes charts linking CLOs to MI PLOs and linking assessments to CLOs. (Figures I.4.1.a and I.4.1.b)

Figure I.4.1.a2 Example of an MI Syllabus specifying the Relationship between CLOs and MI PLOs

RELATIONSHIP BETWEEN COURSE LEARNING OUTCOMES (CLOs) AND PROGRAM LEARNING OUTCOMES (PLOs)

| MI Program Learning Outcomes (PLOs) | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 | CLO 6 | CLO 7 |
|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|
| PLO 1 | x | x | x | x | | | |
| PLO 2 | | | | | x | x | x |
| PLO 3 | | | | | | | |
| PLO 4 | | | | | | | |
| PLO 5 | x | x | x | x | x | x | x |
| PLO 6 | | x | | x | x | | x |

Figure I.4.1.b3 Example of an MI syllabus linking Assessments to CLOs

ARTICULATION OF HOW ASSIGNMENTS AND ACTIVITIES ASSESS ATTAINMENT OF COURSE LEARNING OUTCOMES

| Course Expectations / Learning Outcomes | In-class Activities | Tutorials | Assg. #1 | Assg. #2 | Assg. #3 | Assg. #4 | Midterm Project | Final Project |
|---|---------------------|-----------|----------|----------|----------|----------|-----------------|---------------|
| 1 | x | x | x | | | | x | |
| 2 | x | x | x | x | x | x | x | x |
| 3 | x | x | | x | x | x | x | x |
| 4 | | x | | | | x | x | x |
| 5 | | x | | x | x | x | | x |
| 6 | | x | | | | | | x |
| 7 | | x | | | | | | x |

Standard I.1.2

I.1.2 Assessment of attainment of program goals, program objectives, and student learning outcomes;

As discussed in the response to [Standard I.1.1](#), in February 2023 we updated our [SLO Policy](#). All syllabi in the Faculty must map their CLOs to the degree level PLOs and map their CLOs to their assessments. This mapping allows us to track the attainment of Program objectives in each of the concentrations through

the required courses. Syllabi for all courses are checked at the beginning of each term for conformity with the policy before being stored in the syllabus repository ([access provided online](#)).

The Program Curricular mapping for the 2024-25 curriculum of each of the eight concentrations in the MI are in [Appendix I.1.2.b](#). See also the discussion of MI PLOs in [Standard I.2](#) and [Standard I.3](#)

As can be seen in the curricular maps, the CLOs of the required courses of all concentrations, except KMIM, fulfil the MI PLOs. KMIM is currently under administrative suspension while its curriculum is being updated and revised (see the response to [Standard I.6](#) for details on the review process). As part of the University governance process for academic change, the revised curriculum will be reviewed to ensure it fulfils the MI PLOs. In 2023, the new ADTL implemented a regular schedule of concentration curricular reviews to replace our previous as needed model. Within this cycle of concentration reviews, all concentrations are asked to periodically review their required courses with particular attention on their fulfilment of the MI PLOs. Concentrations are now asked to regularly review their required courses to ensure the fulfilment of the Program Learning Expectations.

As discussed in the recap, the updated MI Curriculum now requires all students admitted September 2024 or later to complete at least one course (0.5 FCE) from each of four [professional requirement categories](#): Technical, Managerial, Professional Values, and Critical Perspectives. This requirement can be fulfilled by core and elective courses, and there is no increase in the total number of credits to complete the degree program, regardless of option/concentration.

Professional Requirements Definitions

The four Professional Requirements are defined by their Course Learning Outcomes. These are courses that foreground an identified area in the learning outcomes. In the UTQAP Process, CLOs are canonical data and can only be changed by governance. We wanted the Professional Requirements to be courses that focused on the relevant areas such that a student having taken the course could be said to have developed competencies in that area.

Technical

- Course that foregrounds understanding information systems or coding as part of its learning outcomes.

Managerial

- Course that foregrounds project planning, organizational behaviour, or leadership as part of its learning outcomes.

Professional Values

- Course that foregrounds professional ethics, policy, or legal issues as part of its learning outcomes.

Critical Perspectives

- Course that foregrounds social, political, or cultural impacts of information and technology with an emphasis on EDI as part of its learning outcomes.

Review of the Professional Requirements

We consulted broadly about the Professional Requirements as part of the consultation for the May 2023 Major Modification to the MI. This consultation process involved discussions with student leaders, student townhalls, and a student survey. It also involved discussions with faculty members. As a core part of that process, we consulted with Concentration Coordinators on which of the required courses of each concentration could fulfil Professional Requirements.

In September 2023 we sent out a survey to all faculty asking them to nominate courses for inclusion in the Professional Requirements and providing them with a preliminary list of courses for each category. We received responses from 18 faculty members which recommended a number of additional courses for inclusion. We reviewed all the CLOs for the proposed courses to ensure fit within their proposed category.

As part of their curricular review processes, we also consulted with the coordinators from C&T, HCDS, and UXD about the required courses in their concentrations and their appropriateness for fulfilling Professional Requirements. The UXD coordinator worked with faculty members who teach in UXD to clarify the CLOs of two required courses to allow them to be counted as fulfilling Professional Requirements.

As part of the process for developing the Minor Modification to implement the Professional Requirements, we reviewed the CLOs for all the courses nominated by faculty members or Concentration Coordinators to ensure that the CLOs fit the criteria for the Professional Requirements. Based on our review, some nominated courses were excluded from consideration and two courses were listed as being able to fulfil two professional requirements: [INF2241H Critical Making: Information Studies, Social Values, and Physical Computing](#) (which can be used to fulfil either the Technical OR the Critical Perspectives Requirement) and [INF2230H Just Sustainability Design](#) (which can fulfil either the Professional Values OR the Critical Perspectives Requirement). Both these courses were designed to be inter-disciplinary and this is reflected in the dual emphases in their Course Learning Outcomes which address the requirements of both categories. (Professional Requirements Minor Modification)

Table I.1.2 Professional Requirements and Required Courses

| Professional Requirements fulfilled by Concentration Required Courses | | |
|---|---|---|
| ARM | Technical (INF 1003H) | Professional Values (INF 1330H) |
| CIPS | Professional Values (INF 2181H) | Critical Perspectives (INF 1001H ; INF 2240H ; INF 2243H) |
| C&T | Technical (INF 2228H) | Critical Perspectives (INF 1501H ; INF 2243H ; INF 2320H) |
| HCDS | Technical (INF 1340H ; INF 1344H) | Professional Values (INF 2210H) |

| | | |
|------|---|--|
| ISD | Technical (INF 1339H ; INF 1341H ; INF 1342H ; INF 1343H ; INF 2177H) | |
| KMIM | Technical (INF 1003H) | Managerial (INF 1230H ; INF 2176H) |
| LIS | Professional Values (INF 1322H) | Critical Perspectives (INF 1324H) |
| UXD | Technical (INF 2191H) | Professional Values (INF 2192H) |

To reflect the addition of the professional requirements, we also track the fulfilment of the Learning Outcomes necessary to count as fulfilling the professional requirements as part of the concentration requirements that fulfil the [MI PLOs](#) (see [Appendix I.1.2.a](#) for the mapping of the Professional Requirements to MI PLOs).

Standard I.1.3

I.1.3 Improvements to the program based on analysis of assessment data;

AND

Standard I.6

I.6 The program demonstrates how the results of the evaluation are systematically used to improve the program and to plan for the future.

As part of [UTQAP](#), the MI Program is engaged in a process of continuous quality improvement based on assessment. This commitment to improving the Program based on assessment can be seen in the process that led to the most recent major modification to the MI curriculum. As part of its work, the 2020 UTQAP Self-Study analyzed the strengths and weaknesses of the MI Program. This analysis was used by the [UTAQP ERP](#) to make a number of recommendations to improve the MI Program and the Faculty as a whole. The [FARIP](#) to the ERP’s recommendations promised to initiate a review of the MI Concentrations with a view to reducing complexity in the Faculty (pg. 13).

To fulfil our promise, we reviewed the structure of the MI with a view to improving its sustainability, and based on our analysis, concluded that the two biggest structural contributors to the complexity of the MI were the required workshops and facilitating a second concentration. The review of the curricular structure was presented to at a Faculty Meeting on December 1, 2022 ([Appendix I.6.a](#)). The acceptance in principle of the ADA’s recommendations by the faculty members, led to the production of a major modification to the MI program that was approved in May 2023. The major modification ([Appendix I.6.b](#)) was based on extensive analysis of the Program and extensive consultations with stakeholder groups including students, alumni, and faculty (See Section 5 and Section of the Major Modification for details of the consultations pp. 10-14). As can be seen in section 5 of the form, Impact of the Change on Students, part of the process involves planning the transition between curricula and ensuring that all currently enrolled students can complete the curriculum under which they were admitted.

In addition to the changes to the structure of the MI, this process identified three concentrations which needed significant curricular review: CIPS, C&T, and KMIM. These concentrations were administratively suspended in August 2023 as part of the review process.

The minor modification to update the C&T concentration ([Appendix I.6.c](#)) was passed in March 2024 and reflects substantial engagement with stakeholders and assessment data. The C&T working Group included: Professor Galey (working group leader/concentration coordinator), Professor Battershill, Morghen Jael (C&T/CDP student), Professor Keilty, Professor Ratto, and Professor Ross. The new C&T curriculum requires 3.0 FCEs and includes 2 studio courses:

Altogether, this proposal **removes** two existing required courses (INF 2241H: Critical Making and INF 1502H: Culture & Technology II), **creates** three proposed required courses (INF 1511H: Culture & Technology Studio I, INF 1512H: Culture & Technology Studio II, and INF 2321H: Digital Culture), **modifies** one existing required course (INF 1501H: Culture & Technology I), and **formalizes** the learning outcomes of an existing required course (INF 2320H: Remix Culture).

Currently, KMIM and CIPS remain suspended while their curricula are updated. Professor Foscarini is leading the review of KMIM. For academic year 2024-2025, we hired a CLTA (Professor Alleyne) on a 1-year contract to support the KMIM review. We also hired an MI/CDP student RA (Morghen Jael) to support all of the curricular reviews in the MI this year. In addition to Professors Alleyne and Foscarini, the working group also includes Professors Furness, Light, Wang, Stevenson, Krmpotich, and Mihalache as well as sessional instructors Weibe and McCutcheon and the curricular support RA: Morghen Jael. Professor Caidi is leading the review of CIPS. The CIPS working group also includes Professors Mersereau, Shade, and Light and MI students Riley McNair, Madison Mackley, and Christelle Tessono as well as support from our curricular support RA (Morghen Jael). The KMIM working group conducted a townhall with current concentration students March 28, 2024 to gather data on the curriculum ([Appendix I.6.d](#)). A student townhall for feedback on the proposed revisions is scheduled for late January 2025. The CIPS working group held a student consultation session on November 26, 2024 to discuss their proposed revisions to the curriculum ([Appendix I.6.e](#)). We anticipate both curricula will be updated in the 2024-25 academic year.

In addition to the suspended concentrations, both UXD and HCDS are undergoing scheduled curriculum review. Both concentrations held townhalls in the spring of 2024 as part of their review processes. (The UXD process is being led by Professor Pandeliev and includes Professors Khovanskaya and Kuzminykh. The working group held a feedback session with students on November 19th to better understand what students expect and want from the UXD curriculum ([Appendix I.6.f](#)). The HCDS review is being led by Professor Guha with support from Professors Andritsos, Wang, Almasri, and Elshakankiri. The working group held a feedback session with students on November 21, 2024 to collect feedback on their proposed revisions ([Appendix I.6.g](#)). Both reviews are being supported by the curricular support RA.

Student townhalls are an important part of the Faculty of Information curricular review process. The townhalls are intended to solicit student perspectives on their experiences of the curriculum. This is an important element in our process of continuous improvement. The Faculty curricular review process is an internal review process that the new ADTL developed as an addition to the external review processes of UTQAP and ALA. The process reflects our ongoing commitment to assessing and improving our

curricula through periodic review. (See [Appendix I.6.h](#) and [Appendix I.6.i](#) for notes from the UXD and HCDS spring 2023 townhalls)

Standard I.1.4

I.1.4 Communication of planning policies and processes to program constituents. The program has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by university administration. The program's goals and objectives are consistent with the values of the parent institution and the culture and mission of the program and foster quality education.

The Faculty of Information follows the University of Toronto [Guidelines on Divisional Academic Planning](#), which state that “academic planning is now seen less as a periodic university-wide exercise and more as an on-going matter, to be systematically thought through when there is a change in leadership. Thus, the length of the planning period will vary across divisions, generally ranging from five to eight years” (emphasis added).

The planning process of the Faculty was disrupted during Dean Duff's leadership. Originally appointed as an Interim Dean to bridge to a new Dean (for which there was a contemporaneous search), Dean Duff was not tasked to develop a new plan as part of her initial appointment. Instead, the Faculty remained committed to the Mission and Values articulated in the previous Strategic Plan for most of her tenure (see [Appendix I.1.4.a](#)). As discussed in the [Recap of Academic Leadership](#), Dean Duff was renewed multiple times during her tenure while we continued to periodically search for a new Dean.

As we described in the 2020 UTQAP Self Study (available on-site):

While the Faculty remains broadly in alignment with the mission, vision and values statements articulated in the 2012-2017 strategic plan, it is clear that its priorities and goals need to be reassessed and reimagined for the 2020s. A new strategic planning cycle was scheduled to begin in 2017-2018 but it was postponed as the Faculty awaited the appointment of a new Dean who would guide the Faculty through that process. As the developmental milestones identified above make clear, the provisional nature of Prof. Duff's tenure as Dean over the past five years has not prevented her from leading the Faculty through a wide range of critically important initiatives and appointments. Nevertheless, there is a pressing need to begin the process of identifying strategic priorities and goals for the next five years and the appointment of a new Dean with an uninterrupted seven-year mandate to help set and deliver on those priorities and goals. (Self-Study 2013-2020, p. 19)

In response to the 2021 failed Decanal search (noted in the [Academic Leadership Timeline](#)), the Faculty committed to developing a new strategic plan in its 2021 [Faculty Administrative Response and Implementation Plan](#) (FARIP) to the UTQAP Review. Beginning in September 2021, Dean Duff led a process to create an interim strategic plan.

Process for developing the 2022 Plan and Stakeholders involved

In September 2021, the Faculty held a retreat to identify broad priorities for the plan. Led by Tony Tang (then ADR) and Stefanie Fisher (then research officer) the meeting led to an executive committee for the

process of developing the plan and a commitment from Dean Duff to hire consultants to facilitate its development. [MarchFifteen](#) were selected to facilitate.

The Executive committee included both staff: (A. Brocklehurst, M. Douglas, K. Harmath, S. Rose) and faculty (Professor Duff, Professor St-Cyr, Professor Tang). At a virtual retreat in April 2022, Dean Duff presented the draft plan for feedback. At the beginning of June 2022, a revised version of the draft plan incorporating the faculty's feedback was submitted by the consultants. This version was circulated to student leaders and there was a feedback session on June 17th with them. Following the meeting, the student feedback was incorporated into the draft and then re-circulated to the students to confirm the changes addressed their concerns.

At the end of June, Dean Duff went on leave and Acting Dean Chechik took over the process of passing the plan through governance. In August the draft plan was updated by Acting Dean Chechik, Dean Duff, and Professor Lyons, to ensure clarity, conciseness, and measurability. At the end of August, the draft plan was reviewed and updated by the revised executive committee (A. Brocklehurst, M. Douglas, K. Harmath, Professor MacNeil, and Professor Ratto). Throughout the fall, it was circulated to groups of faculty and students before submission to the Provost's Advisory Group at the end of November. On December 1, 2022, the plan was affirmed with minor corrections at special meeting of Faculty Council ([Appendix I.1.4.b](#)) under Acting Dean Chechik.

Developing the Current Academic Plan

As part of his onboarding, Dean Mostafa was tasked with creating a new vision for the Faculty to replace the interim vision outlined in the 2022 Plan. As reported in our 2024 ALA BNR, Dean Mostafa appointed a Strategic Projects Officer to oversee the consultation process and development of the Faculty's new academic plan. The Strategic Projects Officer, Carla Conejo Gonzalez, joined in February 2024 and initiated the strategic planning process, culminating in the new Academic Plan.

This plan is the result of a comprehensive consultation process involving a broad range of stakeholders, including faculty, staff, students, alumni, and industry partners.

The timeline of milestones for developing the plan is outlined below:

Figure I.1.4.a4 Academic Plan Key Milestones



- **September 2023 – April 2024:** Informal conversations and consultations undertaken by the Dean, review of VPAP Office [Guidelines on Divisional Academic Planning](#), and assessment of other strategic plans from U of T and other peer iSchools.
- **May 2024:** Design the consultation process, workshop format, and initial strategic framework.
- **June-July 2024:** Conduct the first round of consultations: staff, faculty, and alumni, and synthesize the main conclusions.
- **September 2024:** Hold the second round of consultations: faculty, students, and industry partners, and incorporate feedback into strategic plan draft.
- **October 2024:** Submit the draft to the Provost’s Advisory Group (PAG) for review by October 23.
- **November 2024:** Present the plan to Faculty Council on October 30, for affirmation in principle by November 7, before submission to the Planning & Budget Committee on November 28.
- **January 2025:** Seek final approval from the University’s Planning & Budget Committee on January 8 and the Academic Board on January 30 (Cycle 3).

The consultation process involved multiple consultation sessions held over the summer and into the fall (see [Appendix I.1.4.c](#) for the list of individuals consulted and [Appendix I.1.4.d](#) for consultation dates). The consultation process was iterative, involving small, medium, and large group sessions with diverse stakeholders to ensure broad input. While smaller groups and initial sessions were primarily virtual, larger consultations for faculty, staff, and students took place in person.

A dedicated website (bit.ly/ischool-utoronto-strategicplan) was launched to provide updates, including upcoming consultation dates, a list of participants, and changes to the draft plan.

As of December 23, the plan was affirmed in principle at the November Faculty Council Meeting and submitted to the University’s Planning & Budget Committee. It will go through the University Planning & Budget Committee before going to Academic Board in February. The new plan is official following the endorsement of Council and will finish its path through University Governance around the time of the 2025 site visit.

Academic Plan 2025-2029: Nurturing, Transforming, and Impacting Our World with Information
The new Academic Plan reflects a vision where the Faculty of Information is uniquely positioned to harness the transformative power of information in an era of seismic global changes and technological

advancement. It positions the Faculty as a leader in interdisciplinary education, impactful research, and innovation in how information shapes and reshapes our world.

Vision and Mission

- Vision: An informed world for a flourishing planet
- Mission: To creatively address humanity's greatest challenges by unlocking the power of information

Pillars & Initiatives

The plan focuses efforts and amplifies impact through three strategic pillars:

1. **Building Bridges:** Information serves as a bridge between disciplines, communities, and cultures. The Faculty of Information will lead in catalyzing solutions to complex global challenges.
2. **Practising Impact:** The study of information must transcend theory to drive real-world change. Our commitment to practising impact will advance research and education.
3. **Fostering Leadership:** In a rapidly evolving information landscape, the Faculty of Information fosters leadership rooted in humanistic values, empowering its community to flourish.

Intersecting across the pillars, these transformative initiatives hold strategic importance:

- Reconstituting the iSchool Institute
- Launching the Direct-Entry Bachelor of Information Degree
- Revitalizing the Bissell Building

Given that the ERP visit will occur shortly after the creation of the new Academic Plan and at the start of its implementation, the goals and objectives remain largely forward-looking. However, we are confident that pursuing these goals will result in a stronger MI Program and a more impactful Faculty.

Figure I.1.4.b5 Pillars and Initiatives of the Academic Plan 2025-2029



We discuss the Bissell Renovation in our response to [Standard V.10](#). Our plans to develop a new, 4-year, first-entry BI Program for launch in September 2027 are discussed in the [Chronology of Programs and Curriculum Changes](#). Our plans to revitalize the iSchool Institute include supporting knowledge mobilization and translation research projects as well as designing and delivering new continuing professional development programs to promote lifelong learning for alumni, the broader information community, and the public.

A critical component of Dean Mostafa’s goal for the iSchool is to bridge the gap between the academic and the professional sides of the field through various measures, including investing in programs for ongoing and enriching engagements between members of the academic community (faculty, students, and staff) and information professionals from both the local and wider communities. The renovated building of the iSchool will have designated and well-resourced spaces for programs such as museum displays and student capstone projects, career development offices for meetings and seminars, a new maker space laboratory, a podcast and video studio, and presentation and training rooms for the recently relaunched iSchool Institute (the continuing education and life-long learning unit). Another major part of the academic plan is to enhance and deepen the programs that focus on memory institutions (archives and libraries) by recruiting new faculty members and by adding additional resources and capacities for career planning and placements of graduates. Finally, a strong focus of the academic plan is to diversify the iSchool by attracting members from communities that traditionally find it hard to gain entry into elite academic institutions. There are specific strategies that will be incorporated in the plan to creatively expand the number of faculty from diverse backgrounds (e.g., by recruiting in areas such data justice, digital divide, and IT for development and education) and by developing stronger ties with institutions that traditionally train and draw students from minority

communities (e.g., Historically black colleges and universities in the USA and academic institutions in the global south).

While the bulk of the plan's outcomes are future oriented, the process has involved reconnecting with our alumni and other stakeholders. One of the outcomes of this process has been the establishment of [The Dean's Circle](#) advisory committee – a group of alumni, community, academia and industry leaders serving as special advisors to the dean. The Dean's Circle is a voluntary advisory group for the Dean of the Faculty of Information. It consists of distinguished alumni, academic, industry, and administrative leaders selected for their expertise and ability to offer valuable counsel. The Dean's Circle provides diverse perspectives essential for upholding excellence and navigating the evolving information landscape.

The inaugural members of The Dean's Circle are:

- **Shahla Aly:** Vice President of gTech Ads Product and Tools Operations, Google
- **Vickery Bowles:** City Librarian, Toronto Public Library
- **Brian Detlor:** Vice-Chair of the Research Ethics Board, McMaster University. Former President Elect for ASIS&T
- **Sanjeev Gill:** Associate VP Innovation & Executive Director WatSPEED, University of Waterloo
- **Kelly McKinley:** Chief Executive Officer, Bay Area Discovery Museum

Implications of the New Academic Plan Pillars for the MI

The three strategic pillars resonate with the foundational beliefs of the MI Program. The [MI Program Foundational Beliefs](#) have remained consistent throughout the time of the Self-Study and have continued to guide the MI Program's activities. The Foundational Beliefs are:

- Information penetrates all aspects of our digitally-mediated society.
- Information professionals need to understand the political, technological, and epistemological consequences of rapidly changing information practices.
- Education of information professionals must therefore address issues of leadership and critical thinking, and engage in studies of fundamental concepts, theories, and practices.
- Thorough explorations of technology and resources for information institutions, services, and professionals are essential.

This resonance between the New Strategic Plan and the Foundational beliefs can be seen in the two Strategic Goals that are most relevant to the MI Program:

- Deliver effective, flexible, and diverse education programs that equip learners to adapt to the evolving demands of the information field
- **Expand co-op and work-integrated learning opportunities** to enhance students' career readiness and ensure alignment with the evolving job market

The New Academic Plan provides a welcome focus for translating the MI Foundational Beliefs into Program Structure and our ongoing curricular development.

Update on EDI Strategic Plan

In our 2022 Biennial Narrative Report, we noted that: the newly hired “EDI Director will lead the process of developing an EDI strategic plan.” While we started the process for creating the EDI Plan on the timeline indicated in the BNR, shortly after its submission the EDI Director went on a one-year Maternity leave that paused the process. The process was further delayed by their decision to take a new position elsewhere at the conclusion of their leave rather than return to the role. With the appointment of the new Dean, it was felt that the EDI Strategic Plan should wait until the Faculty’s Strategic Plan was in place so that it could tie into that plan’s priorities relating to EDI. As part of that process, we will be searching for a new EDI Director to take the planning process forward. We have also begun working on a Faculty EDI survey to create a baseline understanding of our faculty member, student, and staff populations to base our EDI planning on. The survey will roll out in early 2025. The results of the survey will produce a clearer picture of the state of EDI at the Faculty. This will be essential to our EDI planning process.

Standard I.2

I.2 Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

Standard I.2.1

1.2.1 The essential character of the field of library and information studies;

Standard I.2.2

1.2.2 The philosophy, principles, and ethics of the field;

Standard I.2.3

1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

Standard I.2.4

1.2.4 the importance of research to the advancement of the field's knowledge base;

Standard I.2.5

1.2.5 The symbiotic relationship of library and information studies with other fields;

Standard I.2.6

1.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

Standard I.2.7

1.2.7 The role of library and information services in a rapidly changing technological society;

Standard I.2.8

1.2.8 the needs of the constituencies that a program seeks to serve.

Assessment of Attainment of Student Learning Outcomes

The Program assesses attainment of [SLOs](#) from three main sources of data: 1) from instructors' assessments of SLOs in courses; 2) from students through surveys and student evaluations of teaching in courses; and 3) from employers of Co-op and Information Professional Practicum students through employer surveys.

As discussed in our response to [Standard I.1.2](#) our [Learning Outcomes Policy](#) requires all syllabi to map their CLOs to the MI PLOs and to the course assessments. This allows us to substantiate the achievement of the MI PLOs in our Concentrations by mapping the achievement of the MI PLOs in the required courses of each concentration ([Appendix I.1.2.a](#)). The [MI Program Learning Outcomes](#) are consistent with both the [Degree Level Expectations](#) set by the [Ontario Council of Academic Vice-Presidents](#) (OCAV) and with ALA Standards I.2.1 through I.2.8.

MI Program-Level Student Learning Outcomes

There are six [program-level student learning outcomes](#) for the MI degree:

1. Students understand and are conversant with fundamental concepts, theories, practices, technologies, and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society.
2. Students develop knowledge and values appropriate to their future exercise of economic, cultural, political 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.
3. 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 and archives sciences.
4. Students develop an understanding of the development of theory concerning information, where it is found, and how it is used.
5. Students develop an understanding of complex systems, and the application of new technological developments to the curation, preservation and communication of information, along with the identification of the impact of such developments on society.
6. Students continue in life-long intellectual growth beyond graduation.

Table I.2.8 Alignment of University and Program learning objectives with ALA Standards I.2.1 through I.2.8

| MI PLO | University of Toronto Degree Level Expectations for Masters Degree | ALA Student learning outcomes address following ALA Standards: |
|---|--|--|
| <p>1. Students understand and are conversant with fundamental concepts, theories, practices, technologies, and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society.</p> | <p>1. Depth and Breadth of knowledge (A systematic understanding of knowledge, and a critical awareness of current problems and insights, at the forefront of the study of information (as a discipline and an area of professional practice)).</p> <p>3. Level of Application of Knowledge (Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting).</p> | <p>1.2.1 The essential character of the field of library and information studies;</p> <p>1.2.3 Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;</p> <p>1.2.5 The symbiotic relationship of library and information studies with other fields;</p> <p>1.2.8 the needs of the constituencies that a program seeks to serve.</p> |
| <p>2. Students develop knowledge and values appropriate to their future exercise of economic, cultural, political 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.</p> | <p>3. Level of Application of Knowledge (Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting).</p> <p>4. Professional Capacity/ Autonomy</p> <p>a. The qualities and transferable skills necessary for employment requiring</p> <p>i) The exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) Decision-making in complex situations; and</p> <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p> | <p>1.2.1 The essential character of the field of library and information studies;</p> <p>1.2.2 The philosophy, principles, and ethics of the field;</p> <p>1.2.6 The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;</p> |

| MI PLO | University of Toronto Degree Level Expectations for Masters Degree | ALA Student learning outcomes address following ALA Standards: |
|---|---|--|
| <p>3. 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 and archives sciences.</p> | <p>2. Research and Scholarship.A conceptual understanding and methodological competence that</p> <ul style="list-style-type: none"> i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> i) The development and support of a sustained argument in written form, or ii) Originality in the application of knowledge. <p>5. Level of Communications Skills(The ability to communicate ideas, issues and conclusions clearly.)</p> | <p>1.2.4 the importance of research to the advancement of the field's knowledge base;</p> |
| <p>4. Students develop an understanding of the development of theory concerning information, where it is found, and how it is used.</p> | <p>1. Depth and Breadth of knowledge (A systematic understanding of knowledge, and a critical awareness of current problems and insights, at the forefront of the study of information (as a discipline and an area of professional practice)).</p> <p>2. Research and Scholarship.A conceptual understanding and methodological competence that</p> <ul style="list-style-type: none"> i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and | <p>1.2.1 The essential character of the field of library and information studies;</p> <p>1.2.7 The role of library and information services in a rapidly changing technological society;</p> |

| MI PLO | University of Toronto Degree Level Expectations for Masters Degree | ALA Student learning outcomes address following ALA Standards: |
|--|---|--|
| | <p>iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> i) The development and support of a sustained argument in written form, or ii) Originality in the application of knowledge. | |
| <p>5. Students develop an understanding of complex systems, and the application of new technological developments to the curation, preservation and communication of information, along with the identification of the impact of such developments on society.</p> | <p>3. Level of Application of Knowledge (Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting).</p> <p>6. Awareness of Limits of Knowledge (Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines).</p> | <p>1.2.7 The role of library and information services in a rapidly changing technological society;</p> |

| MI PLO | University of Toronto Degree Level Expectations for Masters Degree | ALA Student learning outcomes address following ALA Standards: |
|---|---|--|
| <p>6. Students continue in life-long intellectual growth beyond graduation.</p> | <p>4. Professional Capacity/ Autonomy</p> <p>a. The qualities and transferable skills necessary for employment requiring</p> <p>i) The exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) Decision-making in complex situations; and</p> <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p> <p>6. Awareness of Limits of Knowledge (Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines).</p> | <p>1.2.7 The role of library and information services in a rapidly changing technological society;</p> <p>1.2.8 the needs of the constituencies that a program seeks to serve.</p> |

Standard I.3

I.3 Program goals and objectives incorporate the value of teaching and service to the field.

As discussed in the response to [Standard I.1.3](#), in addition to the six MI Program Learning Objectives, there are also four [MI Program Foundational Beliefs](#).

- Information penetrates all aspects of our digitally-mediated society.
- Information professionals need to understand the political, technological, and epistemological consequences of rapidly changing information practices.
- Education of information professionals must therefore address issues of leadership and critical thinking, and engage in studies of fundamental concepts, theories, and practices.
- Thorough explorations of technology and resources for information institutions, services, and professionals are essential.

Both the PLOs and the Foundational Beliefs highlight the value of teaching and service to the field. The Table below shows the PLOs and Foundational Beliefs connected to Teaching and Service.

Table I.31 MI Program Learning Objectives and Foundational Beliefs highlighted to show connection to Teaching and Service

| MI Program Learning Outcomes | MI Program Foundational Beliefs |
|--|---|
| <p>1. Students understand and are conversant with fundamental concepts, theories, practices, technologies, and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society.</p> | <p>Information penetrates all aspects of our digitally-mediated society.</p> |
| <p>2. Students develop knowledge and values appropriate to their future exercise of economic, cultural, political 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.</p> | <p>Information professionals need to understand the political, technological, and epistemological consequences of rapidly changing information practices.</p> |
| <p>3. 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 and archives sciences.</p> | <p>Education of information professionals must therefore address issues of leadership and critical thinking, and engage in studies of fundamental concepts, theories, and practices.</p> |
| <p>4. Students develop an understanding of the development of theory concerning information, where it is found, and how it is used.</p> | <p>Thorough explorations of technology and resources for information institutions, services, and professionals are essential.</p> |
| <p>5. Students develop an understanding of complex systems, and the application of new technological developments to the curation, preservation and communication of information, along with the identification of the impact of such developments on society.</p> | <p>Thorough explorations of technology and resources for information institutions, services, and professionals are essential.</p> <p>Information professionals need to understand the political, technological, and epistemological consequences of rapidly changing information practices.</p> |
| <p>6. Students continue in life-long intellectual growth beyond graduation.</p> | <p>Education of information professionals must therefore address issues of leadership and critical thinking, and engage in studies of fundamental concepts, theories, and practices.</p> |

Standard I.5

I.5 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the program's success in achieving its mission, goals and objectives.

The Faculty's decision-making processes are documented and made explicit under the [Governance](#) section of the iSchool website. The Faculty of Information Council (Faculty Council) is the governing body responsible for the academic affairs of the Faculty. Decisions are made, recorded in minutes, and posted to the website as outlined in the Faculty Council Constitution ([Appendix I.5.a](#)) and Bylaws ([Appendix I.5.b](#)). Under the authority of the [University of Toronto Act, 1971](#) of the Province of Ontario, as amended, the Council exercises powers and duties in a number of areas, which include determining academic policies at the Faculty and determining the content and requirements of its degree and diploma programs.

Faculty Council normally meets four times a year (twice in the Fall term and twice in the Winter term). Meetings of Council are open to all constituents with voting membership outlined in the Constitution. The Executive Committee conducts the affairs of Council during any period when Council is not meeting, and reports to Council on its deliberations, recommendations, and decisions. Council also delegates authority for minor modifications of the programs to the Programs Committee, which reports all decisions to Council. All reports of standing committees of Council are circulated before each meeting as part of the Council Package.

Likewise, the Council Packages include reports (as relevant) from Council Committees ([Appendix I.5.c](#) Programs and [Appendix I.5.d](#) MRAC), other working committees, stakeholders such as the Faculty of Information Alumni Association ([Appendix I.5.e](#)), student councils ([Appendix I.5.f](#)), and from administrative portfolios including The Equity, Diversity, and Inclusion Unit ([Appendix I.5.g](#)), Careers, Communications, the Learning Hub, and Advancement. ([Appendix I.5.h](#)) The Faculty's Institutes also submit Annual Reports to Council. These Reports can provide valuable data and context for the Program's success in achieving its objectives. These Reports are available to the public upon request and will be made accessible to the ERP on-site.

In addition to the duly constituted governance bodies of the Faculty described above, faculty meetings are scheduled regularly (normally once per month), and include an agenda and, when necessary, recording of informal minutes. Faculty meetings allow for discussion of current matters regarding curriculum, faculty complement planning, research, budget and resource allocation, space, planning, University-level information, and any other issues that faculty members or the Dean raise for consideration. Unlike Faculty Council meetings, in ordinary faculty meetings there is no formal mechanism or requirement for voting, and decisions taken or recommendations made to the Dean are based largely on consensus. As confidential matters can arise, the slides, while circulated to faculty, and senior administrative staff, are not publicly available. These will be made accessible to the ERP on-site.

Standard II: Curriculum

Standard II.1

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process involving representation from all constituencies. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and legal and ethical issues and values necessary for the provision of service in libraries and information agencies and in other contexts. The curriculum is revised regularly to keep it current.

The Program's curriculum has undergone major revision since the last ALA accreditation, as detailed below. Its structure and content have evolved to provide the "variety of educational experiences" described in response to Standard II.1 (and detailed in response to [I.1.2](#), [II.2](#), and [II.3](#)). All of the eight concentrations balance theoretical and practical approaches to information studies, with particular emphasis on experiential learning, professionalization, and ethical dimensions of information work. As reflected in the recent history described below, the overall direction of the Program's evolution has been toward a synthesis of theory and practice.

In 2017, we made a Major Modification to the LIS Concentration ([Appendix II.1.a](#)) – from five required courses to four required courses. This new curriculum was a complete update of the required course framework as a reflection of the evolving information landscape. As the Major Modification described:

The outcomes of this major modification to our Library and Information Science (LIS) concentration are (1) structural, and (2) content based, as follows:

- (1) a reduction in the number of concentration-specific required courses from five (2.5 FCE) to four (2.0 FCE), and
- (2) the creation of 4 brand new required courses that are (a) consistent with/ reflective of/ and responsive to the dynamic nature of today's labour market (professional and academic), (b) leverage to greater extent the content of the elective courses associated with this concentration, (c) complement the required courses in the other concentrations, and (d) reflect up-to-date pedagogical strategies for professional graduate education including an increased emphasis on experiential learning. (LIS Major Modification, Summary)

With one less required course, and four redesigned foundational courses, students can optimize their degree with electives representing special topics and interests across all eight concentrations. The MI Program has particular depth in [LIS electives](#) that allow students to specialize in multiple area of Librarianship. The concentration received feedback on the new curriculum from focus groups conducted as part of the 2020 UTQAP review. In response to student concerns about overlap between the courses, the faculty met to review syllabi and ensure that overlap was intentional and productive. On November 14, 2024, the LIS concentration met with students for feedback on the curriculum. The Concentration Coordinator is reviewing the feedback (See [Appendix II.1.b](#) for notes from the townhall).

In September 2018, we created a Combined Degree Program (CDP) between the Master of Museum Studies (MMSt) and Master of Information (MI) that replaced the existing Concurrent Registration Option (CRO) ([Appendix II.1.c](#)). The CDP enables students to acquire two full professional degrees (MI

and MMSt) in three years. The change from the CRO to the CDP reduced the overall tuition paid by students (in that they no longer needed to pay both full time and part time fees in their final year) and aligned the structure of the Program with the norms of the broader University.

In 2019, we created an eighth Concentration within the MI program ([Appendix II.1.d](#)). The Human Centred Data Science (HCDS) concentration aims to educate students to deliver data-driven technical solutions while, at the same time, facilitating ethical and responsible management of data.

The graduates of the HCDS concentration in the MI will have the skills and knowledge to deal with complex, large-scale data sets and information systems but they will also gain expertise in user centred visualization, ethics and policy. Graduate students of the new concentration will be able to differentiate themselves from others in comparative programs since in all contents of the new concentration, from the design to the implementation of their solutions, they will be able to assess the social implications of any solution. (HCDS Major Modification, Rationale)

After five years of successful operation, the HCDS concentration is currently undergoing curricular review to update the concentration in response to developments in the field. The review process is discussed in depth below.

Following the 2021 UTQAP review, the Faculty initiated a process of extensive curriculum review and renewal. As discussed in the response to Standards [I.1.3](#) and [I.6](#), the Faculty reviewed the structure of the MI with a view to improving its sustainability and, based on our analysis, concluded that the two biggest structural contributors to the complexity of the MI were the required workshops and facilitating a second concentration. The review of the curricular structure was presented to at a Faculty Meeting on December 1, 2022 ([Appendix I.6.a](#)). The acceptance in principle of the ADA's recommendations by the faculty, led to the production of a major modification to the MI program that was approved in May 2023. The major modification ([Appendix I.6.b](#)) was based on extensive analysis of the Program and extensive consultations with stakeholder groups on the proposed changes.

The new MI curriculum, effective Fall 2024, added Professional Requirements, limited students to enrolling in a single concentration, removed workshops as a Program requirement, and closed the General Program Pathway. Following these changes, students apply to and are admitted to a concentration. They can take courses from other concentrations, and, if they complete the requirements, declare a second concentration on graduation.

Connected to the Major Modification, we administratively suspended 3 concentrations to enable substantive curricular review. Administrative suspension means we cannot recruit students into the concentrations, but they remain available for current students to enroll in. The work of curricular review is ongoing. In March 2024, we passed a Minor Modification to the C&T concentration that revised the required courses of the concentration. ([Appendix I.6.c](#))

Altogether, this proposal **removes** two existing required courses (INF 2241H: Critical Making and INF 1502H: Culture & Technology II), **creates** three proposed required courses (INF 1511H: Culture & Technology Studio I, INF 1512H: Culture & Technology Studio II, and INF 2321H: Digital Culture), **modifies** one existing required course (INF 1501H: Culture & Technology I), and **formalizes** the learning outcomes of an existing required course (INF 2320H: Remix Culture). (C&T Minor Modification, Summary)

Following the development of this new curriculum, we have lifted the administrative suspension on C&T and will recruit for the concentration in the current admissions cycle.

Currently, we have ongoing curricular reviews of several concentrations: CIPS, KIMIM, UXD, and HCDS. As indicated, the CIPS and KMIM reviews emerged from the 2023 Major Modification process. The UXD and HCDS reviews are periodic reviews connected to our internal processes of quality assurance. As part of our newly instated curricular review process, concentration coordinators host townhalls with students on the current curriculum. Townhalls were conducted in the spring of 2024 with students from KMIM, UXD, and HCDS. CIPS did not host a townhall in the spring of 2024 as we did not have a coordinator for the concentration due to the coordinator taking an administrative leave. (Notes from the townhalls are available in Appendixes [I.6.d](#), [I.6.e](#), [I.6.f](#), [I.6.g](#), [I.6.h](#), and [I.6.i](#).)

See also the response to [Standard I.6](#), which highlights examples of program improvements based on analysis of assessment data.

Standard II.2

II.2 The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The structure of the curriculum has evolved to encompass the broad range of approaches to information described in Standard II.2. The [program-level student learning outcomes](#) discussed in response to [Standard I.2](#) reflect the terms of Standard II.2, and the Faculty's structure of learning outcomes (see [Appendix I.1.2.b](#)) ensures appropriate coverage of these topics in each of the concentrations. Although some of the program's concentrations are especially concerned with certain themes in Standard II.2—for example, ARM's connection to archival "preservation and curation," or KMIM's focus on "management of human and information resources", or LIS' concerns with, "The information life cycle, including information creation, representation, organization, management, dissemination and preservation,"—the curriculum is built on the premise that all of these themes are cross-cutting, and not limited to any one concentration. The Program has an emphasis on the interaction between concentrations. Students can take courses from other concentrations as part of their degree which enriches all of the concentrations. As well, we offer cross cutting courses such as [INF 2185H Libraries, Archives, Museums: Intersections and Tension](#), [INF 2304H Special Topics in Information: UX for Galleries, Libraries, Archives, and Museums \(GLAM\)](#), [INF 2227H Asset-based and Community-led Development \(ABCD\) for the GLAM Sector](#), and [INF 2226H Queer GLAM](#) that specifically foreground and examine the overlaps and intersections between concentration areas. As the Program's first student learning outcome states, "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." The specific "concepts, theories, and practices" that Standard II.2 mandates are dealt with in more detail, with examples, in the sub-sections for Standard II.2 below. The present section will demonstrate how the overarching concern with "information resources

and the services and technologies to facilitate their management and use” is reflected in the overall structure of the curriculum.

The MI Program can be completed through any one of eight concentrations:

1. [Archives and Records Management](#) (ARM)
2. [Critical Information Policy Studies](#) (CIPS)
3. [Culture and Technology](#) (C&T)
4. [Human Centered Data Science](#) (HCDS)
5. [Information Systems and Design](#) (ISD)
6. [Knowledge Management and Information Management](#) (KMIM)
7. [Library and Information Science](#) (LIS)
8. [User Experience Design](#) (UXD)

These concentrations, taken together, build upon the Faculty’s strengths and values and offer students a range of ways to study information which reflect the diversity of information professions defined in Standard II.2. For the September counts for each concentration from 2017 onwards please see [Appendix II.2](#).

All MI students must complete 8.0 FCE (usually 16 half-courses), regardless of their Concentration. Each concentration has a set of required half-courses (2.0-3.0 FCE) which must be completed, several of which are shared among multiple concentrations (such as [INF 1003H: Information Systems, Services & Design](#), and [INF 2243H: Histories of Information Technologies](#)). A list of concentrations and their required courses follows.

Archives and Records Management (ARM)

- [INF1003H](#) *Information Systems, Services, and Design*
- [INF1330H](#) *Archives Concepts and Issues*
- [INF1331H](#) *Archival Arrangement and Description* or [INF2186H](#) *Metadata Schemas and Applications*
- [INF2175H](#) *Managing Organizational Records I*
- [INF2184H](#) *Appraisal for Records Retention and Archives Acquisition*

Culture and Technology (C&T)

- [INF1501H](#) *Introduction to Culture & Technology*
- [INF1511H](#) *Culture & Technology Studio I*
- [INF1512H](#) *Culture & Technology Studio II*
- EITHER [INF2228H](#) *The Future of Things: Digitization and Remediation* or [INF2320H](#) *Remix Culture* or [INF2331H](#) *The Future of the Book*
- [INF2243H](#) *Histories of Information Technologies*

- [INF2321H](#) *Digital Culture*

Critical Information Policy Studies (CIPS)

- [INF1001H](#) *Knowledge and Information in Society*
- [INF2181H](#) *Information Policy, Regulation, and Law*
- [INF2240H](#) *Political Economy and Cultural Studies of Information*
- [INF2242H](#) *Studying Information and Knowledge Practice*
- [INF2243H](#) *Histories of Information Technologies*

Human Centred Data Science (HCDS)

- [INF1340H](#) *Programming for Data Science*
- [INF1344H](#) *Introduction to Statistics for Data Science*
- [INF2178H](#) *Experimental Design for Data Science*
- [INF2190H](#) *Data Analytics: Introduction, Methods and Practical Approaches*
- [INF2210H](#) *Human Values in Data Science*

Information Systems Design (ISD)

- [INF1339H](#) *Introduction to Computational Thinking*
- [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 (KMIM)

- [INF1003H](#) *Information Systems, Services, and Design*
- [INF1230H](#) *Management of Information Organizations*
- [INF2175H](#) *Managing Organizational Records I*
- [INF2176H](#) *Information Management in Organizations — Models and Platforms*
- [INF2186H](#) *Metadata Schemas and Applications.*

Library & Information Science (LIS)

- [INF1321H](#) *Representing, Documenting, and Accessing the Cultural Record*
- [INF1322H](#) *Communities and Values*
- [INF1323H](#) *The Information Experience*

- [INF1324H](#) *Critical Infrastructures*.

User Experience Design (UXD)

- [INF1602H](#) *Fundamentals of User Experience*
- [INF2169H](#) *User-Centred Information Systems Development*
- [INF2170H](#) *Information Architecture*
- [INF2191H](#) *User Interface Design*
- [INF2192H](#) *Representing UX*.

Additional program options are detailed in the response to [Standard II.3](#).

Standard II.2.1

II.2.1 Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

The second of the MI Program's student learning outcomes states that "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." As with all program-level learning outcomes, the development of leadership qualities is instantiated throughout the course offerings.

In the new MI Program curriculum, effective September 2024 all students need to fulfil the Professional Requirements. One of the requirements is Managerial. This requirement was added to ensure that all MI students take at least one course focused on leadership and management. While leadership elements are found throughout the MI curriculum, the Managerial requirement allows us to substantiate students' preparation for leadership in their organizations and communities.

We have posted a [List of Managerial Requirement Courses](#) on our website.

One example of a course that instills leadership skills, and is often taken by students in multiple concentrations, is [INF2040H: Project Management](#). Approximately one third of the course focuses specifically on leadership in projects and the other parts focus on projects and project management. Students learn how to lead others in projects that will ultimately result in new services for the communities that their organizations serve.

Overall, MI graduates receive a balance of education in the human, social, and technological dimensions of their areas, which enables them to become effective leaders. MI graduates frequently become the indispensable "people in the middle" in an organization or community, who can serve as bridges between technologies and communities.

Standard II.2.2

II.2.2 Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

This Standard is addressed in MI PLO 1 which states that “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.”

Many courses emphasize the evolving nature of the knowledge they deal with. For example, [INF2190H Data Analytics: Introduction, Methods and Practical Approaches](#); is an applied course in a rapidly changing field. The students use real-world analytical tools to perform data analysis. The textbook and readings reflect the latest developments in the general areas of big data and data analytics. The course emphasizes the evolution of techniques over time and their adaptation to recent and emerging needs, such as the analysis of very large data sources.

Similarly, [INF2175H Managing Organizational Records](#), covers traditional and contemporary views of records, recordkeeping systems, and the methods to manage them. Students are exposed to the latest ideas concerning the creation, organization, and use of organizational records, which derive from the findings of international research projects and often the instructor’s own research on the subject.

Concentrations also 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 through the major modification process for academic program change described in the response to [Standard I.1.1](#). For example, the Program added the HCDS concentration in 2019. The HCDS concentration provides students not only with the skills and knowledge to deal with complex, large-scale data sets and information systems but also expertise in user-centred visualization, ethics, and policy. Students in this concentration can assess, from the design to the implementation, the social implications of any solution.

Standard II.2.3

II.2.3 Integrates technology and the theories that underpin its design, application, and use;

The integration of technical and theoretical knowledge in the service of a holistic understanding of information is a core value for the MI Program as a whole—and indeed for the Faculty itself. Two of the program-level student learning outcomes express this commitment: MI PLO 4 states that “students develop an understanding of the development of theory concerning information, where it is found, and how it is used”; and MI PLO 5 states that “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.”

Several of the MI concentrations were designed with these curricular mandates in mind. In particular, Culture & Technology, Critical Information Policy Studies, Knowledge Management and Information Management, Information Systems and Design, and User Experience Design are all premised upon the importance of this integration, though the Library and Information Science and Archives and Records Management Concentrations also address issues of technological theory, history, and applications. The Program takes as a premise the idea that this integration is required for information professionals to succeed after graduation.

For example, in [INF2241H Critical Making: Information Studies, Social Values, and Physical Computing](#), “students use design and making practices to explore the relationship between the design of digital technologies and social organization. Social and technical theories are integrated to help students analyze technology and its design, application, and use.” (Course Description)

[INF2210H Human Values in Data Science](#), the HCDS capstone course, exemplifies the integration of technologies and the theories that underpin its design, application, and use. “After the examination of many technical aspects of algorithms, from design to implementation, this course will examine principles that need to be followed to ensure that human values and ethics are preserved.” (Course Description)

The new Technical professional requirement reiterates the importance of achieving this Standard to the MI program and ensures that all MI graduates have fulfilled this Standard.

We have posted a [List of Technical Requirement Courses](#) on our website.

Standard II.2.4

II.2.4 Responds to the needs of a diverse and global society, including the needs of underserved groups;

This Standard is addressed in MI PLO 2 which states that: “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.**”

The addition of the Critical Perspectives requirement signals the Faculty’s commitment to substantiating the achievement of this Standard in all MI students.

We have posted a [List of Critical Perspectives courses](#) on our website.

The updated LIS curriculum introduced in 2017 makes addressing this Standard central to the concentration. Three of the four required courses, [INF1322H Communities and Values](#), [INF1323H The Information Experience](#), and [INF1324H Critical Infrastructures](#), contribute to the achievement of MI PLO 2.

One elective course, [INF2151H Indigenous Data Governance Foundations](#), introduces students to the ethics, principles, frameworks, and methodologies implicated in the design and creation of data collection and governance systems centered on the rights to sovereignty and self-determinism of First Nations, Inuit, and Métis peoples, as well as Indigenous peoples in a global context. The course engages with emerging trends and case studies in Indigenous data governance, inclusive of operationalized examples of core frameworks across various jurisdictions such as the Inuit Circumpolar Council, and through data governance policy development within settler governments, institutions, and industries.

In addition to supporting the achievement of this Standard through courses, the Faculty has added an administrative unit, [the Equity, Diversity, and Inclusion Unit](#) (EDIU), and a Council committee, [the Indigenous Action and Anti-Colonialism Committee](#) (IAACC), since the last accreditation review to support this Standard. “The mandate of the EDI Unit is to support the Faculty of Information’s commitment to lead in the area of equity, inclusion and diversity by creating and fostering an accessible and inclusive environment which empowers the participation and collaboration of all members of the community.” (EDIU) (See [Appendix iii](#) and [Appendix iv](#) for the 2024 EDIU reports)

In relation to curriculum, the IAACC has, as part of its mandate, a responsibility to:

Work in an advisory role in curriculum development and planning initiatives.

Facilitate transformative teaching and learning opportunities in relation to anti-colonization, anti-racism and Indigenous-specific learning (Indigenous methodologies and ways of knowing and being). ([IAACC](#))

See the response to [Standard IV.3](#) for an example of the IAACC's impact on the Faculty's recruitment processes in support of this Standard. (See [Appendix II.2.4](#) for IAACC minutes)

Together, these two additions to the Faculty (IAACC and EDIU) support the curricular work of ensuring that the MI curriculum "Responds to the needs of a diverse and global society, including the needs of underserved groups".

Standard II.2.5

II.2.5 Provides direction for future development of a rapidly changing field;

The first MI Program's student learning outcome addresses this Standard, stating that "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." Individual course and concentration structures reflect the importance of addressing the rapid changes in society. Many courses emphasize not only emerging information practices (and policies, technologies, infrastructures, and so on), but also key values which underpin society and are embodied by librarians, archivists, and other information professionals as custodians of the human record.

Libraries are becoming community hubs for many beneficial services beyond the provision of books. Indeed, they are becoming sites for greater serenity and sometimes spiritual nourishment. The course [INF1005/6 Workshop I/II: Information and Contemplation](#) introduces students to a wide variety of library-based Contemplative Practices that may enhance feelings of balance, peace, self-knowledge, and rejuvenation in an increasingly fragmented Information Age. Students of the course learn to enact contemplative practices and to teach them to others. Importantly, the course goes beyond the mainstream "Mindfulness" approach (extracted from Buddhism and other Eastern spiritualities) to include "Soulfulness" that is centered on African American cultural values; and Indigenous Mexican contemplative practices that draw from nature, mythology, and ancestral beings. Several graduates of the course have launched contemplative programs within their libraries.

In June of 2024, we added special topics shells for each concentration. The shells replace our previous special topics process which required all MI courses to be piloted as a special topics course and required each special topics course to go through full Programs Committee governance. The new shell framework preapproves a range of course numbers for each concentration allowing new courses to be piloted with the approval of the Concentration Coordinator and the MI Director. This process will allow more timely concentration specific curricular innovation in response to developments in each field. The first of these new special topics is being offered this year as: [INF2500H Special Topics in KMIM: Communicating and Leveraging Knowledge in Organizational Settings](#).

This advanced course in Knowledge Management (KM) focuses on the strategic role of leveraging organizational knowledge to drive performance and competitive advantage, advanced knowledge processes and practices, and emerging trends and technologies. This course focuses on integrating knowledge across organizational boundaries. The course covers

theoretical foundations, practical applications, and case studies to understand how knowledge can be effectively managed to enhance organizational performance.

A factor that helps the Program meet Standard II.2.5 is that faculty members are frequently working at the forefront of research in different information sub-disciplines (see also the responses to [Standards III.1](#) and [III.5](#), below). Faculty research not only informs teaching in the Program, but also serves as a model for students preparing to enter fields driven by evolving bodies of knowledge.

Standard II.2.6

II.2.6 Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.

The sixth MI Program-level learning outcome states that “students continue in life-long intellectual growth beyond graduation.” This commitment is reflected in the balance of practical and theoretical learning in many courses.

One course that foregrounds lifelong learning is [INF3900H The Emerging Professional](#). The course’s learning outcomes include both theoretical and practical elements connected to lifelong learning:

Theoretical: “Explain what is meant by lifelong learning and its relationship to professional practice and leadership”

Practical: “Create a Learning Agenda as a living document to map learning needs in future workplace roles”

Taken together, the two CLOs contribute to producing MI students who understand how they learn and with a plan to continue learning throughout their professional lives.

An additional course that includes fostering lifelong learning as part of its goals is the UXD capstone, [INF2192H Representing UX](#). This course addresses lifelong learning through its CLO 2 which the syllabus relates to MI PLO 6: “Conduct user research to identify touchpoints and inform user experience mapping” This is assessed through the Discover Phase: Needs Assessment and the Research and Data Analysis assignments. In this course, preparation for lifelong learning is tied into the development and assessment of all the MI PLOs.

Some faculty see Lifelong learning as central to both their required and elective courses. Professor Jenna Hartel writes:

All students of my courses [INF1323H The Information Experience](#) (LIS Requirement) and [INF2330H Information Ethnography](#) (elective) learn to conduct original qualitative research. Indeed, they envision, design, implement, analyze, and write-up their own studies about myriad information-related topics and problems. I can think of no better way to spark “lifelong learning” than to give students the necessary skills and tools for original discovery. Again and again, I have seen students come to life as they evolve from mere readers of the literature, to active, bona-fide investigators of the world. In both courses, original research is a major assignment that spans the semester, thereby supplying essential week-to-week staging for complex tasks such as articulating research questions; accessing a population; applying ethical principles; and analyzing original data. At least two dozen of my students have published their work in peer-reviewed journals and the vast majority are excited to change libraries for the

better, though original research. A closing idea for both courses is "concatenation," that is, linking together multiple small scale studies into a chain that accumulates over a lifetime. In fact, my parting words to students are: "Onwards! Concatenate!" (See [Appendix II.2.6](#) for a list of published INF1323H and INF 2330H assignments)

Lifelong learning is also fostered in the professionalization experiences that the Program offers to students. All graduates of the MI Program are members of the [Faculty's Alumni Association](#), which can act as a conduit for current students into professional life. For example, the Master of Information Student Council has a representative assigned to the Alumni Association to ensure good communication and coordination on joint initiatives. The Alumni Association also runs the Job Shadowing program, enabling students to look at the work lives of information professionals from the inside to see the demands placed upon them. Alumni are encouraged to remain in contact with the Faculty and to seek opportunities for ongoing professional growth. The iSchool supports this growth through events designed to assist students in networking with potential employers, exploring career options, and other forms of career development. We do not currently collect feedback from students on these alumni events.

The development of the Careers Office in the Student Services team has greatly increased the program's capacity to prepare graduates for lifelong learning and professional development that extends over a whole career or multiple careers. The Careers Office provides individual advising to students, and also organizes careers workshops and employer events (see the response to [Standard IV.4](#))

Another way the Program encourages continuous professional development is by making [many iSkills workshops](#) available to alumni as well as current students. The iSkills workshops are offered through the Learning Hub, and focus on specific professional, academic, and technical skills to supplement students' coursework.

Standard II.3

II.3 The curriculum provides the opportunity for students to construct coherent programs of study that allow individual needs, goals, and aspirations to be met within the context of program requirements established by the school and that will foster the attainment of student learning outcomes. The curriculum includes as appropriate cooperative degree programs, interdisciplinary coursework and research, experiential opportunities, and other similar activities. Course content and sequence relationships within the curriculum are evident.

The MI Program offers considerable elective space for students to construct coherent programs of study that support their "individual needs, goals, and aspirations" while fostering student learning outcomes. Each concentration requires between [2.0 and 3.0 FCEs](#) out of the 8.0 FCEs required for the MI. The professional requirements constrain students in selecting some of their electives, but students have considerable freedom to craft courses of study that support the achievement of their aims. For example, the [LIS suggested elective lists](#) offers students guidance for courses that will support their development in Academic, Public, or Special Librarianship, as well as offering recommendations in Government Documents, Organization of Information, and Information Resources and Collections. Students may also work with faculty member to create [Reading Courses](#) tailored to their specific interests. Reading courses serve to meet the needs of individual students who want to explore topics not covered by courses currently offered at the Faculty of Information. They are categorized as elective courses and are subject

to the same regulations as other elective courses. See [Appendix II.3.a](#) for examples of Reading Course projects.

Standard II.3 states that “the curriculum includes as appropriate cooperative degree programs ... [and] experiential opportunities.” These experiences are available to students primarily through the co-op option, launched in 2015. This option allows qualifying students to complete one or two consecutive, paid, full-time co-op work terms (each worth 0.5 FCE) and gain professional experience in their field of study. The co-op experience offers students experiential education attained in partnership among students, employers and an academic institution. The Careers Office works with students to find appropriate co-op placements, in which the students are engaged in productive work rather than merely observing, receives remuneration for the work performed, and is supervised and evaluated in their job performance by the co-operative employer in coordination with the Faculty. The co-op course instructor ([INF3902H](#) and [INF3903H](#)) solicits feedback from employers both during and at the end of the placement. (see [Appendix II.3.b](#) and [II.3.c](#) for the feedback forms). The first form, the Co-op Supervisor Check-In” is sent to employers mid-way through the placement. The form helps the instructor track how students are progressing in their co-op role and gives employers the opportunity to signal where students may need additional support, guidance, coaching so they can remain on track and successfully meet the expectations of the work. As the instructor describes, “When I receive this feedback, I connect with the employer and student to provide this support and ensure the student has the resources they need to excel in the role.” The Employer Assessment form is used by supervisors to evaluate the co-op placement. It includes a rating system that contributes to the course final grade. The instructor notes, “While there is no summary report available, it’s worth noting that over 90% of the evaluations fall within the Competent 20/25 and Excellent 25/25 categories, reflecting a strong performance across the board.”

As an alternative to the co-op option, students can enroll in the [MI Practicum](#) course which is open to all MI students in their second year (winter term) to ensure that all students in the program have the opportunity of engaging in an experiential learning opportunity before graduation.

The Standard’s inclusion of “interdisciplinary coursework and research, experiential opportunities, and other similar activities” is also reflected in several other permutations of the MI curriculum, detailed below.

[The Thesis Option](#) allows students to gain experience in developing and executing a research project from beginning to end. This option is designed for students who have a clearly defined topic, an identified supervisor, and can meet deadlines to graduate within the usual completion of degree time frame. The thesis option is typically carried out in the second year of the two-year program, with students having completed a relevant course on research methodology in their first year (typically [INF1240H: Research Methods](#), but others may be approved by the Graduate Coordinator). Students then carry out a preparatory Reading Course (0.5 FCE) with their supervisor, submit a thesis proposal to be approved by the Committee on Standing, and complete and defend a thesis project worth 2.0 FCE. Examining Committees consist of the supervisor, a second reader, and a faculty member or information professional external to the Faculty. The Thesis Option is combinable with all MI concentrations and most collaborative specializations. See [Appendix II.3.d](#) for a list of all MI theses completed since 2017.

The Faculty participates in eight [collaborative specializations](#) offered jointly with other units at the University of Toronto (seven of these are currently open to MI students, and the eighth, Jewish Studies,

is open to Museum Studies and PhD Students). These programs provide an opportunity for students to pursue specialized subject interests by taking courses in more than one faculty or department at the University. Each collaborative specialization has its own admission process and required courses. Their required courses normally fit into MI students' programs as electives, and thus do not add to the overall length and credits requirements of their degrees. The collaborative specializations currently available to MI students are: Book History and Print Culture; Knowledge Media Design; Sexual Diversity Studies; Aging, Palliative and Support Care Across the Life Course; Environmental Studies; Food Studies; and Women and Gender Studies.

The iSchool collaborates with the Faculty of Law to offer a joint Juris Doctor/Master of Information combined program (JD/MI). This option is designed for students who want to combine graduate training in information studies with a degree in law, enabling students to complete two degree programs within a reduced timeframe of four years (normally, both degrees taken consecutively would require five years).

All MI students have the option of taking up to four graduate half-courses toward their degree from outside the iSchool, two of which may be taken at institutions beyond the University of Toronto. Approval from the Graduate Coordinator is required in all cases.

Students can also seek out the "interdisciplinary coursework and research, experiential opportunities, and other similar activities" specified in Standard II.3 in the form of [iSkills workshops](#), the [Information Professional Practicum courses](#) (INF2173H, and INF2273H), the [TALint Program](#), and the many innovative assignments and exercises that take place in regular course offerings.

Standard II.3 also specifies that students should be able to "construct coherent programs of study", and that "course content and sequence relationships within the curriculum are evident." The number of program options can pose a challenge for students to understand, but the iSchool's student advising system (detailed in the response to [Standard IV.4](#)) has designed to connect students with the best sources of advice as they navigate the increasingly flexible MI program. Each concentration's description page on the iSchool website includes a recommended course sequence table to help students plan, especially when pre-requisite courses are a factor. Advice about course content and sequencing is also offered to students early in their iSchool experience. Student Services hosts a summer orientation session in July to help students understand their program options, and in the September orientation session students join concentration liaisons for a "meet your concentration" session, which helps contextualize the upcoming courses while also achieving some healthy cohort-building among concentrations.

Standard II.4

II.4 Design of general and specialized curricula takes into account the statements of knowledge and competencies developed by relevant professional organizations.

The curriculum's interdisciplinarity and breadth is such that many different professional organizations must be taken into account, and they serve as guides to knowledge expectations and competencies at different curricular levels.

The fulfilment of this Standard as part of the general curriculum is part of the motivation for the Professional Values Requirement which include policy and legal requirements as its focus. The

[Professional Values Requirement](#) courses address legal, ethical, and policy standards as part of their work. For example, [INF2317H Privacy Studies](#) has a CLO that students will “Develop knowledge of current privacy legislation in Canada and the global context;” and “Develop knowledge of a variety of stakeholders (data protection entities, civil society organizations) involved in privacy regulation, advocacy, and activism.”

It is also supported by courses that fulfil the Technical Requirement. For example, in [INF1003H Information Systems, Services and Design](#), students are introduced to the global standard i.e., ISO/IEC/IEEE 28148 – for system requirement specification. In the second assignment of the course, students need to apply these requirement standards to develop a request for system upgrade or redesign.

Specialized Curricula

Some of the MI concentrations prepare students for career areas with relevant professional organizations that they may seek to join as practitioners (LIS, ARM). Other MI concentrations address areas of competence in which there are relevant professional standards, but which lack analogous professional bodies. In all concentrations, the curriculum addresses relevant statements of knowledge and competency (where available and appropriate) and relevant professional standards in other cases as documented below.

Library and Information Science

The professional character and orientation of the Library and Information Science Concentration makes statements of knowledge and competencies especially important, and they are covered in the LIS Concentration’s four required courses.

[INF1324H Critical Infrastructures](#) examines “the role of standards, such as library catalogues, classification systems, TCP/IP, HTML, and metadata standards, and changing social structures and knowledge practices, such as scientific disciplines, professional societies, and universities.” (Course Description).

[INF1322H Communities & Values](#) evokes relevant knowledge and competencies as developed by professional organizations in this course’s emphasis on knowledge in all its aspects as a fundamental human right where people and communities exist at the heart of the discipline and at the heart of professional practices. Professional organizations that support this commitment include International Federation of Library Associations (IFLA)’s Inclusive and rights-based agenda for a global society, ALA’s articulation of core values for librarianship, the Canadian Association of Professional Academic Librarians’ position statements on academic freedom, and Ontario Public Library Association’s advocacy priorities, to name four.

[INF1321H Representing, Documenting, and Accessing the Cultural Record](#) takes a theoretical and critical approach to the tools and technologies associated with the rationalization of the human record from both epistemological and ontological perspectives. To that end, the competencies, practices and evolution of the following associations are engaged: American Library Association, Canadian Federation of Library Associations, CILIP: Chartered Institute of Library and Information Professionals, Library of the American Congress, and the numerous Indigenous, First Nations Aboriginal associations doing work in this area.

[INF1323H The Information Experience](#) focuses upon information's human dimension. The course introduces information behaviour, defined as the many ways in which human beings interact with information, in particular, the ways in which people seek and utilize information. Knowledge and competencies are developed through the ALA's Professional Competencies for Reference and User Services Librarians, Ontario Library Association's Reference and Readers Advisory Competencies, and the Canadian Association of Research Libraries (and equivalent international organizations) Competencies for Librarians in Canadian Research Libraries.

Critical Information Policy Studies

In the required course, [INF1001H Knowledge and Information in Society](#), students develop research capacity in critical information policy studies through research and analysis of a variety of secondary source materials (scholarly, policy, mainstream media and alternative/independent media) related to a specific topic of their choice.

In the required course, [INF2181H Information Policy, Regulation and Law](#), students conduct in-person ethnographic data collection by attending a public hearing of local government. Students also select a topic from a range of current policy issues; design appropriate ethnographic research instruments; and analyze the resulting data with a focus on developing grounded arguments to be submitted as a public letter of comment. This assignment develops students' capacity to identify and work with the public information management systems and processes of government, and to employ systematic ethnographic data collection to support public engagement in policymaking.

In the required course, [INF2240H Political Economy and Cultural Studies of Information](#), students are asked to research and read between 1-3 regulatory and/or policy proposals from anywhere in the world. Based on the research, they shall produce a text of 700-900 words (excluding references) explaining the key points of the proposals read and a critical analysis of them.

Information Systems Design

In the required course [INF1341H Systems Analysis and Process Innovation](#), students work on a major systems analysis project where they apply techniques and principles outlined in the Business Analysis Body of Knowledge (BABOK) Guide, recommended by the International Institute of Business Analysis (IIBA). Students use modeling standards such as BPMN (Business Process Model and Notation) - ISO 19510, and UML - ISO/IEC 19501.

In the required course [INF1343H Data Modeling and Database Design](#), students work on a major database design and development project where they use the Entity-Relationship Model, a modeling standard widely recognized and supported by IEEE/ACM. They also use Structured Query Language (SQL), which is standardized under ISO/IEC 9075 and ANSI X3.135.

Archives and Records Management

The ARM concentration's curriculum builds around the principles and standards developed by the Association of Canadian Archivists' (ACA) "Guidelines for a Graduate Program in Archival Studies."¹ The most recent version of the ACA Guidelines, published in 2019, identifies the kinds of knowledge and skills graduates of archival studies programs are expected to acquire by the time they graduate, and

¹ Association of Canadian Archivists, [Guidelines for a Graduate Program in Archival Studies](#) (2019).

includes provisions relating specifically to diversity and Indigenous contexts. In relation to the latter, the 2019 ACA Guidelines explicitly state the need for students in archival studies programs to “understand historical and current power relationships between Indigenous communities and non-Indigenous social structures, how power imbalances are both reflected in and maintained by archives and ways of addressing them” (p. 16). In ARM required courses [INF1330H Archives Concepts and Issues](#), [INF1331H Archival Arrangement and Description](#), [INF2175H Managing Organizational Records I](#), and [INF2184H Appraisal for Records Retention and Archives Acquisition](#), students become familiar with the traditional concepts and methods of the discipline, as well as with their limitations, and learn how to redress Canada’s colonial legacy through, for instance, respectful approaches to archival description (INF1331H) and participatory appraisal ideas (INF2184H).

ARM students are also introduced to archival codes of ethics² and related documents and principles, including the “Reconciliation Framework for Canadian Archives”³ and The First Nations Principles of OCAP (Ownership, Control, Access, and Possession).⁴ These materials are, for instance, all reviewed as part of an assignment included in INF2184H.

With regard to technical/industry standards, in INF2175H, students are introduced to standards, best practices, and specifications that apply to the field of records management, including ISO 15489, “Information and Documentation: Records Management. Part 1: Concepts and Principles,”⁵ which explains the fundamental responsibilities of records managers.

Knowledge Management Information Management

[INF1003H Information Systems, Services, and Design](#)’s relation to standards was discussed above in relation to the Technical Professional Requirement. [INF2175H Managing Organizational Records I](#) was discussed under ARM above as it is requirement for both concentrations.

[INF2186H Metadata Schemas and Applications](#) addresses standards in three of its CLOs:

- Identify the nature and characteristics of metadata as represented in general and domain specific standards and schemas, and to identify and assess, or apply one or more standards in the design of a metadata-enabled repository (CLO1)
- Demonstrate an understanding of metadata schemas within the overarching framework of national and international standards development and application (CLO5);
- Compare and evaluate the effectiveness and appropriateness of various metadata schemas and standards for specific situations, and in different domains of implementation (CLO6);

These CLOs are assessed by designing a Repository and Application Profile and Creating an Authority File.

² International Council on Archives, [Code of Ethics](#) (1996); Association of Canadian Archivists. [Code of Ethics and Professional Conduct](#) (2017).

³ The Steering Committee on Canada’s Archives. [Reconciliation Framework. The Response to the Report of the Truth and Reconciliation Commission Taskforce](#) (2022).

⁴ The First Nations Information Governance Centre. [Ownership, Control, Access and Possession \(OCAP™\): The Path to First Nations Information Governance](#) (2014).

⁵ International Organization for Standardization. [ISO 15489-1:2016 Information and documentation – Records management. Part 1: Concepts and principles](#) (2016).

Human Centred Data Science

The HCDS capstone course, [INF2210H Human Values in Data Science](#), addresses the statements of knowledge and competencies developed by relevant professional organizations in two of its CLOs:

- Become conversant with emerging policy in data science from numerous stakeholders (industry, academia, government, and civil society) and their involvement in regulation, advocacy, and activism about data.
- Develop knowledge of a variety of stakeholders involved in data issues regulation, advocacy and activism.

The course achieves these objectives, in part, through its examination of relevant codes of conduct and codes of ethics. The course asks students to review and compare the IEEE code of ethics, the BCS code of conduct, as well as the ACM code of ethics, among others. These are assessed through an essay on an ethical or policy issue related to algorithms, AI, or ML.

User Experience Design

Although the UXD profession is not governed by one specific professional organization, there are frameworks (e.g., Enterprise Design Thinking), terms (e.g., heuristic evaluation, cognitive walkthrough), and tools (e.g., Inclusive Design Toolkit) considered professional standards and supported by associations such as the User Experience Professionals Association (UXPA) and the Interaction Design Association (IxDA), and industry leaders such as IBM, Microsoft, IDEO, and the Nielsen/Norman Group.

All required courses in UXD use terminology aligned with the UXPA glossary and follow human-centred design standards as detailed in ISO 9241:210 (2019): Ergonomics of human-system interaction - Part 210: Human-centred design for interactive systems.

- The course-wide project in required course [INF1602H Fundamentals of User Experience](#) follows the Enterprise Design Thinking Framework by IBM
- Information Architecture methods taught in [INF2170H Information Architecture](#) are still aligned with the (now dissolved) Information Architecture Institute (IAI) and the IxDA
- The accessibility unit in required course [INF2191H User Interface Design](#), and the major project in accessible design elective [INF2165H Accessibility and Inclusive Design](#) require students to learn and apply the World Wide Web Consortium (W3C)'s Web Content Accessibility Guidelines (WCAG 2.1) standard, which is a legally mandated benchmark in Ontario.
- UXD electives follow additional professional standards specific to narrower domains, e.g., elective [INF2164H UX Research and Design for Video Games](#) has an assignment on the accessibility of video games in which students use the AbleGamers' Accessible Player Experience (APX) framework, which is widely used as the video game equivalent of the WCAG standard.

Culture and Technology

Like other concentrations, C&T does not have the same clear-cut relationship with professional organizations and standards as LIS. However, our required courses address statements of knowledge and practices in information in the following:

In the required course [INF1501H Introduction to Culture and Technology](#), students develop an analysis of the cultural history of objects to prepare for careers requiring a broad knowledge of translation skills between science, technology, and cultural production fields. The course addresses the need for library staff to “demonstrate experience and knowledge of technology and expertise in media content and use,” as stated in the ACRL Guidelines for Media Resources in Academic Libraries (2018), and to acquire “cultural competencies” that address issues of systems-based discrimination and racism in academic libraries as stated by the ALA/ARL Cultural Proficiencies for Racial Equity: A Framework (2022).

In the required course [INF2331H The Future of the Book](#), students study topics such as digitization, digital scholarly editing, and the digital humanities via professional statements issued by the Modern Language Association: the 1995 report Significance of Primary Records and the white paper Considering the Scholarly Edition in the Digital Age (2015).

The INF2228: The Future of Things: Digitization and Remediation course covers digitization technologies for both basic digitization and advanced imaging for a variety of cultural heritage objects. The course uses the Coalition for Canadian Digital Heritage (formerly the National Heritage Digitization Strategy) for policy and strategic connections (<https://ccdnh-cnpc.ca/>), and there are two course learning outcomes specially informed by professional, policy and strategic connections:

- Assess particular cultural objects for their suitability for digitization and apply best practices to create a digitization workflow (In-Class Exercises)
- Identify appropriate digitization technologies and techniques for specific types of objects (“Propose a Digital Project” Assignment)

The in-class activities mentioned in the learning outcomes involve selecting artifacts in these media and creating workflows for digitizing them based on comparing technical standards and various available guidelines, depending on the format under discussion (i.e., those produced by the Still Image Working Group of the Federal Agencies Digital Guidelines Initiative in the US context and the Canadian Heritage Information Network in Canada <https://www.canada.ca/en/heritage-information-network/services/digitization.html>). The course, then, promotes critique and draft-revision suggestions to the standards based on the students' various areas of disciplinary expertise and professional experience.

Standard II.5

II.5 Procedures for the continual evaluation of the curriculum are established with input not only from faculty but also representatives from those served. The curriculum is continually evaluated with input not only from faculty, but also representatives from those served including students, employers, alumni, and other constituents. Curricular evaluation is used for ongoing appraisal and to make improvements. Evaluation of the curriculum includes assessment of students' achievements.

The Programs Committee reviews and approves all program changes. Major and minor modification review processes are determined by the policy set out by the [University of Toronto's Vice-President Academic's office](#). [Major modifications](#) (such as the creation of new concentrations, options, or changes to program-level requirements) are brought to Faculty Council for approval, while [minor modifications](#) (such as the creation of new courses) are brought to Faculty Council for information. (See also [Appendix II.1.c](#) for an example of a Major Modification). This structure ensures that decisions are made with an appropriate level of consultation with students, faculty, and other stakeholders. (On the connections

between curricular evaluation and systematic planning, see also the responses to Standards [1.6](#) and [1.1.2.](#))

Programs Committee has student representation from all degree Programs. See [Appendix III.7.c](#) for Programs membership for the past three years. Faculty Council has representatives from all degree Programs and from the Alumni Association.

The University of Toronto's Office of the Vice-Provost, Academic Programs (VPAP) defines the process for Major Modifications to programs; "All major modification proposals are reviewed by the VPAP office, which will coordinate with other administrative offices as appropriate, before they are approved through governance. The purpose of the review is to ensure that a proposal benefits from all possible institutional expertise, to ensure compliance with our quality assurance process, and to pave the way for smooth implementation of the change." This ensures that before major program changes arrive at Programs Committee or Faculty Council, they are the subject of consultation with students and other stakeholders.

As discussed in the response to [Standard 1.6](#), all but one of the current concentrations undergoing curricular review conducted student townhalls in the Spring of 2024 as part of their review processes. The CIPS concentration did not have a Coordinator available to conduct reviews but we had several consultation sessions with CIPS students as part of the process of developing the 2023 Major Modification of the MI program.

Standard II.6

II.6 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the curriculum.

The meetings of Faculty Council and the Programs Committee, respectively, are minuted ([Appendix II.6.a](#) and [II.6.b](#)). All meeting records, including minutes and supporting documentation for program changes, are kept by the Office of the Dean. Since 2015, the Programs Committee has increasingly functioned as a venue for discussion and consultation, not just for passing specific motions, the result of which has been a more consultative approach to governance, as well as greater documentation of rationales and processes for decisions.

The documentation required for changes to graduate programs at the University is determined by the [Office of the Vice-Provost Academic Programs](#). Standard forms are used for minor and major modifications alike, both of which require the documentation of rationale, supporting evidence, and consultation for program changes. These detailed minor and major modification forms are kept by the Dean's Office. See the response to [Standard 1.4](#) for more details.

Student Services frequently surveys students, alumni, and program stakeholders, and retains the survey questions, data, and results in their records. The Careers Officer also speaks regularly with employers after careers events to get their feedback. This survey and any other evaluations and reports are also shared with the ADTL. The Careers Officer also asks current students to complete a feedback form after career workshops, to assess what they have learned and how workshops can be improved in the future (see [Appendix II.6.c](#) for the feedback report from the current workshops).

Standard II.7

II.7 The program demonstrates how the results of the evaluation of the curriculum are systematically used to improve the program and to plan for the future.

Cyclical review processes

Systematic decision-making and future planning are structured by the Bylaws of the Faculty of Information Council, and guided by the current Strategic Plan. Cyclical reviews such as those carried out by the University of Toronto Quality Assurance Process and, of course, the ALA through accreditation, provide opportunities for documented in-depth evaluation of the program, and for systematic future planning based on the results. See the response to [Standard I.1](#) for a detailed discussion of the UTQAP Process.

As discussed in [Standard I](#), the Faculty response to the last UTQAP review led to the most recent Major Modification of the MI Program.

Year-to-year review processes

Course offerings are reviewed annually by a group that consists of the Dean, the Associate Dean Teaching and Learning, the MI Program Director, the Concentration Coordinators, and the Assistant Dean for Registrarial and Student Services, when the teaching assignments for a new academic year have to be decided. This group reviews the schedule and decides which courses will be offered and in which term(s) they will be taught. These decisions are based on several criteria: historic course enrollments; current demand from students; instructor availability; and teaching evaluations. Elective courses are normally offered on a two-year rotation (with some exceptions in response to student demand or instructor availability).

Throughout the year, the administrative group listed above consults with various stakeholders:

- Prospective students (at a variety of Admissions Events including Information Days, Webinars and Live Chats, Outreach Visits and Grad Fairs);
- Current students (at regular meetings with the Assistant Dean for Registrarial and Student Services, through formal and informal discussions with the Master of Information Student Council and through solicited and unsolicited email);
- Employers/alumni (through the Alumni Survey, events such as the job fair);
- Industry partners, including those who serve on the Dean's Advisory Board;
- The Provost's office (through regular planning meetings); and
- Other units within the University of Toronto (such as the UTM campus's Institute of Communication, Culture, Information, and Technology, whose faculty members hold their graduate appointments in the iSchool and frequently teach in the MI Program).

Term-to-term review processes

Each term, members of the administrative group meet with students and solicit input on several topics, including desired electives, scheduling of required and elective courses, potential special topics courses,

and daytime and evening offerings of courses. The Concentration Coordinators are one of the main mechanisms for this process with the support of the MI Director. Each Concentration in the MI has a Concentration Coordinator. Among other responsibilities, Concentration Coordinators are responsible for collaborating with the MI Program Director and the ADTL to support curriculum design and delivery in their concentrations. (See [Appendix II.7.a](#) for Concentration Coordinator Roles and Responsibilities) As part of that responsibility, the Concentration Coordinators are responsible for “participating in annual or bi-annual student feedback sessions to solicit student views on curriculum-related issues”. These meetings are supported by the ADTL and by Student Services staff. The Programs Committee is also an important mechanism for this process, but there is also frequent contact with members of the Master of Information Student Council, both formally and informally.

The Faculty also has an active network of professionals who teach courses in the Program as sessionals and adjuncts. Each term, the Faculty posts ads for sessional instructors and receives feedback about new course and learning opportunities. Each term, the Associate Dean, Teaching and Learning leads orientation sessions for all instructors ([Appendix II.7.b](#)). These sessions also serve as venues to receive feedback from instructors on a term-by-term basis, and assist the Associate Dean, Teaching and Learning and MI Program Director in making short- and long-term decisions about the curriculum.

In 2023-24, in response to concerns with the division of responsibility and authority between faculty and careers office staff in relation to Work Integrated Learning (WIL) and Community Engaged Learning (CEL) in the Faculty, the Dean appointed a Work Integrated Learning Director, Professor Siobhan Stevenson, and commissioned her to write a report on the Faculty’s processes. Professor Stevenson submitted her report ([Appendix II.7.c](#)) in the Spring of 2024. The Report made a number of recommendations on the administrative structure of the Careers office, Faculty Administration, and on the co-op Program. The Faculty approved a minor modification to the co-op option in early 2024 based on the preliminary report. The Report was accepted in May 2024. We transferred the responsibility for overseeing WIL and CEL to the ADTL. We have also adjusted the requirements for co-op based on the recommendations to remove the GPA requirement and replace [INF3900H The Emerging Professional](#) with [INF3901H Co-Op Independent Modules](#) as the required preparation for admission to Co-op.

Standard III: Faculty

Standard III.1

III.1 The program has a faculty capable of accomplishing program objectives. Full-time faculty members (tenured/tenure-track and non-tenure-track) are qualified for appointment to the graduate faculty within the parent institution. The full-time faculty are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for the program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the competencies of the full-time tenured/tenure-track and non-tenure-track faculty and are integral to the program. Particularly in the teaching of specialties that are not represented in the expertise of the full-time faculty, part-time faculty enrich the quality and diversity of the program.

The Faculty has benefited from significant recruitment efforts over the past several years. It has also seen significant retirements and departures. In the past year, we conducted five searches (one for a teaching stream assistant professor, one for an assistant professor, and three for assistant/associate professors) and made seven appointments. As a result, we have appointed one teaching stream

assistant professor, three assistant professors, two associate professors, and one full professor. Three of these appointees have already started, two will start January 1, 2025, one will start July 1, 2025, and one will start September 1, 2025. (See [Appendix III.1.a](#) for appointed faculty CVs)

Full-time faculty

As of January 1, 2025, the Faculty has a complement of 32 tenured or tenure-track faculty members and eight continuing status or continuing stream faculty members. Five faculty members hold budgetary cross-appointments (Rohan Alexander, Patrick Keilty, Aviv Shachak, Claire Battershill, and Jia Xue) between the iSchool and other units. The breakdown of faculty by rank, date of appointment, primary program, and specialization appears in Table III.1a, below. Totals by rank and status of appointment are as follows:

- Eleven Assistant Professors: plus one to start September 1, 2025 (9.5 FTE)
- Eight Associate Professors: plus one to start July 1, 2025 (7.25 FTE; 1 Museum Studies)
- Thirteen Full Professors (12 FTE; one Museum Studies; three of the Full Professors are in Phased Retirement with one finishing June 30, 2025, one finishing June 30, 2026, and one finishing June 30, 2027)
- Two Associate Professors, Teaching Stream (2.0 FTE)
- Six Assistant Professors, Teaching Stream (6.0 FTE; 1 in Museum Studies)
- In addition, there are six term-limited positions:
 - Associate Professor (Josh Arthurs, on a two-year contract which began in July 2024, 0.5 FTE; with Museum Studies)
 - Associate Professor, Teaching Stream (Nada Almasri, on a two-year contract which began in August, 2023, 1.0 FTE)
 - Assistant Professor, Teaching Stream (Tao Wang, on a two-year contract which began in July 2023, 1.0 FTE)
 - Assistant Professor, Teaching Stream (Joel Alleyne, on a one-year contract which began in July 2024, 0.5 FTE)
 - Assistant Professor, Teaching Stream (Jennifer Orpana, on a two-year contract which began in August 2024, 1.0 FTE in Museum Studies)
 - Assistant Professor (Nusrat Jahan Mim, on a three-year contract which began January 1, 2025, 0.5 FTE)

Table III.1.a Full Time Faculty

| Faculty by Rank (January 1, 2025) | Number |
|--|--------|
| Assistant Professors - Tenure Stream | 11 |
| Assistant Professors - Teaching Stream | 6 |
| Associate Professors - Tenure Stream | 8 |
| Associate Professors - Teaching Stream | 2 |
| Professors - Tenure Stream | 13 |
| CLTAs - Assistant Professor - Teaching Stream | 3 |
| CLTAs - Associate Professor - Teaching Stream | 1 |
| CLTAs - Assistant Professor | 1 |
| CLTAs - Associate Professor | 1 |

Table III.1.b Faculty Complement by Academic Year

| Academic Year | Hired | Retired | End of Contract | Resigned | Total Faculty (Count as of Jan 1) | Notes on Resignations |
|---------------|-------|---------|-----------------|----------|-----------------------------------|--|
| 2017 - 2018 | 1 | | 1 | | 27 | |
| 2018 - 2019 | 4 | 1 | 1 | | 29 | |
| 2019 - 2020 | 5 | | | | 34 | |
| 2020 - 2021 | 7 | 1 | 2 | | 38 | |
| 2021 - 2022 | 3 | 1 | 1 | | 39 | |
| 2022 - 2023 | 3 | 2 | | 4 | 36 | 4 CLTAs left early |
| 2023 - 2024 | 9 | | 2 | 2 | 41 | 1 CLTA left early + 1 Assoc Prof (Tang) |
| 2024 - 2025 | 10 | 1 | 2 | 2 | 46 | 1 Asst Prof (Maharaj) + 1 Full Prof (Grimes) |

Our complement includes five Museum Studies faculty: Josh Arthurs, Maggie Hutcheson, Cara Krmopotich, Irina Mihalache, and Jennifer Orpana. Museum Studies faculty occasionally teach courses in the MI. During the period of the review, Prof. Dallas (retired 2023; see [Appendix III.2.a](#)) taught an MI workshop “Museum Objects and Thing Cultures” and Prof. Krmopotich taught an MI workshop “Truth and Reconciliation Commissions, Museums and Archives” in Winter 2018. For a complete list of faculty by rank, specialization, and date of appointment see [Appendix III.1.b](#).

Graduate Faculty Membership

In 2013, the School of Graduate Studies updated the Graduate Faculty Membership Eligibility Guidelines (access available on-site). The guidelines state that “membership in the graduate faculty is a condition of employment for tenured and tenure-stream faculty.” Accordingly, all MI Program faculty members who are tenured or tenure-track hold full SGS membership.

Associate SGS membership has been granted to two Associate Professors in the teaching stream. Assistant Professors, Teaching Stream hold Associate Membership with Restricted Duties. Faculty who hold either adjunct or status-only appointments are given restricted associate SGS membership if they are involved in supervision of students for theses (see the [Academic Administrators Procedures Manual](#) for definitions). All retired full members of SGS are eligible to maintain emeritus membership for five-year renewable terms.

The Faculty is also the graduate home for several faculty members with primary appointment in other units. This is consistent with the eligibility guidelines which state: “All faculty appointed to a tenure-stream position will hold a non-budgetary cross-appointment to an appropriate graduate unit.”

Table III.1.c UTM Faculty (ICCIT) with Graduate Appointments to the Faculty of Information

| Faculty Member | Rank | Specializations |
|-----------------------------|---------------------|---|
| Boase, Jeffrey | Associate Professor | Mediated Communication, Social Networks, Digital Trace Data, New Media and Society, Mobile Communication, Research Methods |
| Boucher, Marie-Pier | Assistant Professor | Media Studies; Science and Technology Studies; Global Health, Ecology and Biotechnology; Outer Space; Art, Architecture, and Urban Studies; Research-creation |
| Caraway, Brett | Associate Professor | Media economics |
| Chen, Julie Yujie | Assistant Professor | Digital Labor Studies, Platform Studies, Political Economy of ICTs, Information policy, New Media and Society |
| Cohen, Nicole | Associate Professor | Political economy of communication, labour and organizing in the media and cultural industries, media work and journalism |
| Coleman, Beth | Associate Professor | Experimental digital media, race theory, game culture, literary studies |
| Dahya, Negin | Assistant Professor | Digital media and learning, refugee education, postcolonial theory, Information and communication technology in development and technology, media education, feminist research methods and critical race theory |
| Delfanti, Alessandro | Associate Professor | Digital Cultures; Digital Labour; Science and Technology Studies; Open Science; Politics of Hacking |
| Karppi, Tero | Associate Professor | Social Media, Computational culture and software studies, Affect theory, media theory |
| McEwan, Rhonda | Professor | Information practices involving new media technologies, mobile and tablet communication, new media, social networks, and sensory information processing |
| Packer, Jeremy | Professor | Media Studies, Media History, Media and Communication Theory, Cultural Studies, Technological Automation |
| Sharma, Sarah | Professor | Cultural approaches to Technology: Feminist Technology, Labour, Media Theory, Time/Space |

Table III.1.d UTSC Faculty (ACM) with Graduate Appointments to the Faculty of Information

| Faculty Member | Rank | Specializations |
|-----------------------------|---------------------|--|
| Burchill, Kenzie | Assistant Professor | Media Sociology, Mobile and Platform Studies, Journalism Studies, Language-based Area Studies |
| Cowan, T.L. | Associate Professor | Trans- Feminist & Queer Digital Media and Performance Practices; Activism Media & Performance; Digital Research Ethics; Digital Archives; Performance Studies; Transgender, Feminist, Queer & Decolonizing Cultural Production & Critical Theory; Collaborative Research & Experimental Pedagogies |
| Grohmann, Rafael | Assistant Professor | Platform Labour, Platform Cooperativism, Labour. Data and Artificial Intelligence, Workers' Organization, Communication/Media and Work, Platform Studies. |
| Luka, Mary Elizabeth | Associate Professor | Arts, culture and media management and policy; digital archives; digital and feminist research ethics and methods; cultural leadership, management and ethics; collaborative research and experimental pedagogies; arts, culture and media production and distribution systems and practices; communication, social media and media production studies and critical theory |
| Nieborg, David | Associate Professor | Game industry, the military-entertainment complex, platform economics and infrastructures, and games journalism |
| Phu, Thy | Professor | Digital Archives, Visual Studies, Photography Studies, Critical Race Studies, Asian North American Studies, Critical Refugee Studies, American Studies |
| Rault, Jasmine | Associate Professor | Queer & feminist design, Queer digital archives, Digital culture & design, Digital ethics, Architectural studies, Aesthetics and effects of white supremacy & settler colonialism |
| Stanbridge, Alan | Associate Professor | Popular music, jazz history, museum studies, cultural policy, cultural theory |
| Yu, Sherry S. | Associate Professor | Ethnic/diasporic media; multiculturalism and media policies; comparative journalism; representation of diversity in media; new media and digital storytelling |

Since the last accreditation, the Faculty has increased its strength in HCI/UXD, HCDS and has gained a number of new strengths which complement our long-standing ones. The past year’s hiring has added expertise in Information Policy, AI, HCI, Archives, and Communications.

Part-time faculty

Every academic year the Faculty hires additional instructors to teach MI degree courses. These sessional instructors include contract lecturers (hired under CUPE Unit 3), doctoral students, postdoctoral fellows (CUPE Unit 1), and academic employees from other departments and from libraries at UofT.

As shown in Table III.1.e below, since the last accreditation 204 additional instructors have taught courses in the Faculty: (For CVs of part-time faculty, see [Appendix III.1.c](#). A list of instructors with the number of courses taught per year is in [Appendix III.1.d](#))

Table III.1.e Number of Courses taught by Sessional Instructors per Academic Year

| Academic Year | Number of courses taught by Sessional Instructors | Number of Sessional Instructors* |
|------------------|---|----------------------------------|
| 2017-2018 | 24 | 25 |
| 2018-2019 | 30 | 28 |
| 2019-2020 | 38 | 30 |
| 2020-2021 | 58 | 44 |
| 2021-2022 | 65 | 50 |
| 2022-2023 | 68 | 46 |
| 2023-2024 | 73 | 61 |
| 2024-2025 | 65 | 56 |

* Some Sessional Instructors team taught with appointed faculty or taught a course in pairs

Some regular sessional instructors hold adjunct appointments that allow them to be appointed as associate SGS members. This, in turn, qualifies them to serve as a thesis supervisor, or as a research advisor to students.

From 2017–2018 to 2024-2025, appointed faculty taught 571 of the courses (counting all sections), while sessional instructors taught 424 courses.⁶ Table 3.1.f shows the total number of courses taught per Academic year and reveals the rise in the number courses taught connected to the expansion of the MI. Table III.1.g shows the number of courses taught by appointed faculty and sessional instructors. The percentage of courses taught by appointed faculty ranges from a high of 72% in 2017–2018 to a low of 50% in 2021– 2022, which corresponds to the rise in the Program's enrollments, and which precedes the bulk of the recent faculty hiring. Table III.1.g shows the number of required courses taught per academic year. The drop in required courses taught in 2024-25 reflects the new MI curriculum which makes Workshop courses electives. Table III.1.h shows the number of required courses taught by appointed faculty and by Sessional Instructors. The percentage of required courses taught by appointed faculty has risen to 76% in 2024-2025 which reflects recent hiring and the new curriculum. As the recently appointed Faculty continue to come on board this percentage will continue to rise.

⁶ The category *appointed faculty* includes cross-appointed faculty, CLTAs (who may hold only a 40% appointment), and faculty members whose graduate appointment is with the iSchool.

Table III.1.f Number of Courses Taught

| Academic Year | Count of Courses |
|--------------------|------------------|
| 2017-18 | 86 |
| 2018-19 | 98 |
| 2019-20 | 104 |
| 2020-21 | 132 |
| 2021-22 | 130 |
| 2022-23 | 145 |
| 2023-24 | 159 |
| 2024-25 | 141 |
| Grand Total | 995 |

Table III.1.g Courses Taught by Appointed Faculty and Sessionals per Academic Year

| Academic Year | Appointed | Sessionals | Grand Total | % Taught by Appointed |
|--------------------|------------|------------|-------------|-----------------------|
| 2017-18 | 62 | 24 | 86 | 72 |
| 2018-19 | 68 | 30 | 98 | 69 |
| 2019-20 | 66 | 38 | 104 | 63 |
| 2020-21 | 74 | 58 | 132 | 56 |
| 2021-22 | 65 | 65 | 130 | 50 |
| 2022-23 | 77 | 68 | 145 | 53 |
| 2023-24 | 86 | 73 | 159 | 54 |
| 2024-25 | 76 | 65 | 141 | 54 |
| Grand Total | 574 | 421 | 995 | 58 |

Table III.1.h Number of Required and Elective Courses Taught per Academic Year

| Academic Year | Required | Elective | Grand Total |
|---------------|----------|----------|-------------|
| 2017-18 | 60 | 26 | 86 |

| Academic Year | Required | Elective | Grand Total |
|--------------------|------------|------------|-------------|
| 2018-19 | 67 | 31 | 98 |
| 2019-20 | 76 | 28 | 104 |
| 2020-21 | 83 | 49 | 132 |
| 2021-22 | 75 | 55 | 130 |
| 2022-23 | 78 | 67 | 145 |
| 2023-24 | 82 | 77 | 159 |
| 2024-25 | 62 | 79 | 141 |
| Grand Total | 583 | 412 | 995 |

Table III.1.h Required courses taught by appointed Faculty and Sessionals

| Academic Year | Appointed | Sessionals | Grand Total | % Taught by Appointed |
|--------------------|------------|------------|-------------|-----------------------|
| 2017-18 | 47 | 13 | 60 | 78 |
| 2018-19 | 50 | 17 | 67 | 75 |
| 2019-20 | 56 | 20 | 76 | 74 |
| 2020-21 | 55 | 28 | 83 | 66 |
| 2021-22 | 49 | 26 | 75 | 65 |
| 2022-23 | 51 | 27 | 78 | 65 |
| 2023-24 | 53 | 29 | 82 | 65 |
| 2024-25 | 47 | 15 | 62 | 76 |
| Grand Total | 408 | 175 | 583 | 70 |

Sessional instructors provide professional expertise that is highly valued by students and enhance connections with expert communities beyond the Faculty of Information. They balance and complement the competencies of appointed faculty and are integral to the program.

Standard III.2

III.2 The program demonstrates the high priority it attaches to teaching, research, and service by its appointments and promotions; by encouragement of excellence in teaching, research, and service; and through provision of a stimulating learning and research environment.

In the seven years since the last ALA accreditation, the Faculty has engaged in a vigorous period of hiring while also supporting the promotion of faculty through the ranks. As Table III.2 illustrates below, between 2016 and 2024 seventeen faculty were hired into the full-time tenure stream (twelve tenure-track holding rank of Assistant Professor; three tenured holding rank of Associate Professor; two tenured holding rank of Full Professor), four Assistant Professors were awarded tenure with promotion to the rank of Associate Professor, and eight Associate Professors were promoted to the rank of Full Professor. Eight Assistant Professors, Teaching Stream were hired, with two promoted to the rank of Associate Professor, Teaching Stream. During the time of the review, three faculty members resigned, six retired, and one faculty member's cross-appointment ended. The three faculty members who resigned did so, in part, for personal reasons, moving to positions in locations that better fit their family situations (1 to Singapore and 2 to Montreal). To assist with the growing programs and increased class sizes, twenty Professors/Associate Professors/Assistant Professors/Lecturers were hired on Contractually Limited Term Appointments (CLTA). Six CLTA appointments carried into this reporting period, and fifteen CLTA contracts ended, leaving six one- to three-year CLTA contracts during the current year. For a full list of appointments and promotions see [Appendix III.2.a](#)

Table III.2 Appointments and Promotions 2017-2024

| Academic Year | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Total |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| Hire -Assistant Professor | | 1 | | 5 | 1 | 2 | 1 | 2 | 12 |
| Hire -Assistant Professor, Teaching Stream | 1 | 1 | | 1 | | | 3 | 2 | 8 |
| Hire - Associate Professor | | | 1 | | | | | 1 | 2 |
| Hire – Full Professor | | | | | | | 1 | 1 | 2 |
| Promotion to Associate Professor and Tenured | | 1 | 1 | 1 | | 1 | | | 4 |
| Promotion to Associate Professor, Teaching Stream and Continuing Status | | | | | | 1 | 1 | | 2 |
| Promotion to Full Professor | | | | | 2 | | 3 | | 5 |
| Hire CLTA -Assistant Professor | | | 1 | | | | | 1 | 2 |
| Hire CLTA -Assistant Professor, Teaching Stream | | 1 | 3 | 1 | 2 | | | | 7 |
| Hire CLTA- Associate Professor, Teaching Stream | | | | | | 1 | | | 1 |

| Academic Year | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | Total |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| Hire CLTA - Associate Professor | | | | | | | | 1 | 1 |
| Hire CLTA - Full Professor | | 1 | | | | | | | 1 |

Faculty appointments are conducted in accordance with the University of Toronto [Policy and Procedures on Academic Appointments](#). Promotions through the ranks for tenure stream faculty are also determined by following the University’s [Policy and Procedures Governing Promotions](#). Promotions for teaching stream faculty are governed by the [Policy and Procedures Governing Promotions in the Teaching Stream](#). These Policies emphasize and promote excellence in teaching, research and creative professional activity, and service. In recognition of the importance of teaching effectiveness in processes such as the interim review (which takes place for regular tenure-track faculty after their third year of appointment), tenure review, and promotion to Full Professor, the Faculty developed Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Tenure Stream in 2018 ([Appendix III.2.b](#)). In recognition of the importance of teaching effectiveness in processes such as the probationary review (which takes place for regular teaching-stream faculty after their third year of appointment), continuing-status review, and promotion to Full Professor, Teaching Stream, the Faculty also developed Faculty of Information Guidelines for Assessment of Teaching Effectiveness, Teaching Stream ([Appendix III.2.c](#)) in 2018.

Another process that encourages excellence in teaching, research and creative professional activity, and service is the annual evaluation process for Progress Through the Ranks (PTR) awards (as described in the university’s [Academic Administrative Procedures Manual](#)). Each April, the Dean sends out a call for activity reports for the previous year (covering the period from May through April) using a standard form and rubrics distributed the previous summer. In May the PTR Committee, chaired by the Dean, reviews and numerically ranks each faculty member in three areas: (1) teaching, (2) research, scholarship and creative professional activity, and (3) service for tenure-stream faculty, and (1) teaching, (2) scholarship, creative professional activity and pedagogical and professional development, and (3) service for teaching-stream faculty. The Dean develops guidelines that describe the process and rubrics that are used by the PTR committee in their evaluation. Based on their recommendation, the Dean prepares letters for each faculty member providing the rationale for the assessment. The PTR process is used to recognize scholarly achievement and merit, and to determine merit-based salary increments annually.

Other examples that demonstrate the Program’s commitment to excellence in teaching, research and creative professional activity, and service include:

- Assigning mentors from among the tenured and continuing status faculty to advise pre-tenure and pre-continuing status faculty and to support them through the promotion process;
- Assigning mentors to Associate Professors to guide them in their current roles, and to support them on the path to applying for Full Professor status;

- Awarding a teaching and service release term to pre-tenure faculty to give them a sustained period to focus on research and writing after the interim review (the Faculty has been doing this since the 2009–2010 year, and in 2015 it became a University policy); and
- Forming an academic administrative team including Associate Dean, Teaching and Learning; Associate Dean, Research; and Associate Dean, Faculty Life to create, review, and implement clear and consistent policy; support faculty members' growth and development; and to liaise between faculty and staff to implement consistent and effective practices.

The iSchool's faculty mentoring program assigns senior faculty members to all newly appointed faculty members, who provide holistic collegial support in developing skills such as course preparation and instruction, capitalizing on research opportunities, discovering sources of funding and applying for grants, expanding contacts within the University, progressing through the ranks, preparing for interim/probationary and tenure/continuing status reviews, and addressing other issues of professional growth. The university also provides orientation sessions for new faculty. This mentoring is supplemented by the Dean, who meets at least twice a year with all pre-tenure/continuing status faculty members to discuss their research direction and progress, their teaching, and their overall workload (e.g. university service, doctoral supervision, and service to the profession). In 2016 the Dean identified mentors for all associate professors who expressed interest in having this support, this has now been implemented as a standing practice for all associate professors.

In Fall 2015, the Associate Dean, Academic, in consultation with the Program Directors, developed an instructor orientation document to support instructors in course development and teaching. Each term, an instructor orientation session is led by the Associate Dean, Teaching and Learning and Assistant Dean for Registrarial and Student Services for all instructors to communicate key policies related to teaching, make known available resources, and discuss common issues within teaching (e.g. the use of AI in assignments). (see [Appendix I.4.1.c](#) for the Fall 2024 MI Syllabus Resource Guide)

In 2021, the Faculty launched [the Learning Hub](#). Situated on the fourth floor of the building and directed by a teaching stream faculty member, the Learning Hub supports both faculty and students. The three [staff of the Learning Hub](#) offer instructors specialist advice on Universal Design for Learning and accessibility; pedagogy and course design; syllabus support and course website management; and technical support. The Learning Hub is also responsible for the Technological and Accessibility Support Assistants (TASA) program which provides non-teaching support for classroom activities including emergency technical assistance and support for remote access.

Faculty members also have access to a variety of workshops (including the University of Toronto Faculty Association's tenure/continuing status workshops, and the [Centre for Teaching Support and Innovation's](#) instructional workshops), internal grants, and other services to support them. Faculty members 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 offers workshops, round tables and seminars on topics related to teaching, learning and pedagogical issues.

Provision of a stimulating learning and research environment

The Faculty of Information is dedicated to providing a rich and stimulating learning and research environment for its members. Article 4 in the Memorandum of Agreement between the University and UTFA outlines the terms under which research and study leaves are considered. The objective is to

provide faculty members with a period of leave for sustained research, writing, scholarship, and intellectual collaboration with their community of scholars to enhance the research and teaching activities of the University. The University of Toronto's Guidelines on Research and Study Leaves delineate the purpose and process for applying for leaves ([Appendix III.2.d](#) lists research leaves granted to faculty and librarians).

As part of its recent review of its governance structure, the Faculty has converted the role of the Associate Dean, Academic to Associate Dean, Teaching and Learning. It has also added the role of Associate Dean, Faculty Life which takes up the tenure and promotions responsibilities. The Associate Dean, Research has expanded the Research Office in the Faculty and has worked to support more awareness of Research in the Faculty. The response to [Standard III.5](#) provides an overview of the research achievements of faculty members and the role of the Associate Dean, Research in fostering research in the Faculty.

Standard III.3

III.3 The program has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

The Faculty of Information follows all applicable University of Toronto policies when hiring. Reviewing the faculty complement is one of the elements of the annual planning process, and any changes that arise from that process are subject to Provostial approval.

The University, through its [Employment Equity Policy](#) and its commitment to the Federal Contractors Program, requires that advertisements carry specific wording to ensure that members of designated groups are encouraged to apply. All University of Toronto advertisements must include the following statement:

The University of Toronto embraces Diversity and is building a culture of belonging that increases our capacity to effectively address and serve the interests of our global community. We strongly encourage applications from Indigenous Peoples, Black and racialized persons, women, persons with disabilities, and people of diverse sexual and gender identities. We value applicants who have demonstrated a commitment to equity, diversity and inclusion and recognize that diverse perspectives, experiences, and expertise are essential to strengthening our academic mission.

[\(Academic Administrative Procedures Manual\)](#)

The University requires, where possible, that both women and men serve on the search committee. Committees should include racialized persons / persons of colour. The search committee should make every effort to ensure that Indigenous people of North America are consulted in the search process. The university recognizes that diversity in hiring is more likely to occur when search committees also contain diverse representation. Between 2016 and 2024, the Faculty held searches for 22 full-time academic positions. Of the 25 faculty members hired, nine were women or non-binary. As of December 23, 2024, 19 of the 38 positions were held by women or non-binary faculty.

At the end of every recruitment process the Faculty is required to submit a report to the Provost's Office that includes the following:

- A description of the ways in which the search committee informed itself about diversity issues when developing the short list and preparing for the candidate visits;
- A description of special efforts taken to draw the position to the attention of the four designated groups: women, racialized persons / persons of colour, Indigenous / Aboriginal People of North America, and persons with a disability;
- In cases where the short list does not contain candidates from both sexes, the name of the highest ranked candidate from the underrepresented sex and an explanation of why he/she was not shortlisted;
- Where the short list contains a candidate from the underrepresented sex and that candidate has not been chosen, a statement indicating why the candidate of the underrepresented sex was not chosen;
- A comment, written to the best of the committee's knowledge, on the presence or absence of racialized persons / persons of colour, Indigenous / Aboriginal People of North America, and persons with a disability in the applicant pool and on the short list; and
- Where, to the best of the committee's knowledge, the short list contains racialized persons / persons of colour, Indigenous / Aboriginal People of North America, or disabled candidate(s) who were not chosen, a statement indicating why.

In 2021-22 we conducted a search for a position with research expertise in Black Studies and the archive which successfully led to the appointment of Professor Smythe. The same year, we also conducted two searches in the areas of Indigenous Data Governance and Indigenous Data Sovereignty. These searches both failed.

Standard III.4

III.4 The qualifications of each faculty member include competence in designated teaching areas, technological skills and knowledge as appropriate, effectiveness in teaching, and active participation in relevant organizations.

Through the recruitment process, the Faculty of Information commits to hiring faculty members with qualifications in designated teaching areas (see also [Table III.1a](#), above). The application package requires information on teaching experience. The Faculty's search committees also read letters of reference for insights regarding the candidate's potential as an instructor.

Teaching is an important element of the annual activity review process. In its assessment of teaching the PTR Committee takes under consideration course teaching evaluations as well as development of, or revisions to, course syllabi. Effectiveness in teaching is also an area that students are asked to address in letters solicited as part of the processes of interim review, tenure review, and promotion.

Program faculty are actively involved in organizations relevant to their areas of expertise, often serving in leadership positions within those organizations. Some examples are listed in Table III.4, below.

Table III.4 Full-time faculty: examples of University Service and Leadership in Professional and Scholarly Organizations

| Faculty member | University Level Service | Leadership Roles in Professional Organizations | Other |
|----------------------------|--|--|---|
| Alexander, Rohan | <ul style="list-style-type: none"> • Director, Technical Skills Curriculum & Instruction, Data Science Institute (2021-present) | <ul style="list-style-type: none"> • President-elect, Data Science and Analytics Section, Statistical Society of Canada (2023-24) • Assistant Director, Canadian Statistical Sciences Institute (CANSSI) Ontario (2021-2024) | |
| Battershill, Claire | <ul style="list-style-type: none"> • Interim Director, Critical Digital Humanities Initiative (CDHI) (2024) | <ul style="list-style-type: none"> • Academic Advisory Board Member, Bloomsbury Digital Collections (2022-present) | <ul style="list-style-type: none"> • Editorial Board Member, <i>Papers of the Bibliographical Society of Canada (PBSC)</i> (2018-2020) |
| Becker, Christoph | <ul style="list-style-type: none"> • Director, Digital Curation Institute, Faculty of Information (DSI) (2014 – present) | <ul style="list-style-type: none"> • Co-founder and Editorial Board Member of ACM Journal on Responsible Computer (2022) | |
| Bernstein, Malayna | <ul style="list-style-type: none"> • Centre for Teaching Support & Innovation Academic Advisory Group (2022- • Director, Learning Hub, Faculty of Information (2021- | | |
| Caidi, Nadia | <ul style="list-style-type: none"> • Global Scholars Initiative, Faculty Liaison (2018-20) | <ul style="list-style-type: none"> • Executive Board Member, Council of Scientific Society Presidents (CSSP) (2016-19) | <ul style="list-style-type: none"> • Conference Committee Board Member, Congres des Professionnels de l'Information (CPI) (2022-24) • Comite Scientifique, Colloque International sur le Document Électronique (CIDE), Gresec – Université Grenoble |

| Faculty member | University Level Service | Leadership Roles in Professional Organizations | Other |
|----------------------------|--------------------------|--|---|
| | | | Alpes et laboratoire Paragraphe (2022) <ul style="list-style-type: none"> • Steering committee, National Steering Committee on Technology (NCST), (2022-present) • Advisory Committee, Orientation to Canada and Group Settlement Orientation, Immigration Refugee Citizenship Canada (2016-20) |
| Chandra, Priyank | | | <ul style="list-style-type: none"> • Area Editor, Development, Economics and Policy, <i>ACM Journal on Computing and Sustainable Societies</i> • Editorial Board Member, <i>Journal of Posthumanism</i> |
| Elshakankiri, Maher | | <ul style="list-style-type: none"> • Co-Chair, SIGCSE Virtual, SIGCSE (Special Interest Group on Computer Science Education) (2024) | <ul style="list-style-type: none"> • Member, Internet of Things and Digital Twins Committee, Standards Council of Canada (2022-present) |

| Faculty member | University Level Service | Leadership Roles in Professional Organizations | Other |
|----------------------------|--|--|--|
| Foscarini, Fiorella | <ul style="list-style-type: none"> • Member, Stakeholders Committee, Head of Rare Books and Special Collections, UTL (2023) • Member, University's Data Governance (DG) Council (2022) • Advisory Board Member, Jackman Humanities Institute (2019-22) • Member, Academic Scenario Planning Working Group (2020) • Interim Director, Book History and Print Culture Program (2020) • Member, Special Committee for the Appointment of Academic | <ul style="list-style-type: none"> • Co-Editor-in-Chief, <i>Archival Science</i> (2023-present) • General Editor, <i>Archivaria</i> (2019-22) • Senior Associate Editor, <i>Archivaria</i> (2018-23) • Co-Editor-in-Chief, <i>Records Management Journal</i> (2015-19) | <ul style="list-style-type: none"> • Member, Mirror Committee for ISO/TC46/SC11 Archives/Records Management, Standards Council of Canada (SCC) (2013-present) |
| Furness, Colin | | <ul style="list-style-type: none"> • Chair, Excellence in Teaching Award Committee, Association for Library and Information Science Education (ALISE) (2020-23) | |
| Galey, Alan | <ul style="list-style-type: none"> • Member, Thomas Fisher Rare Book Library Steering Committee (2016-present) • Member, Adjudication Committee, Connaught PhDs for Public Impact Fellowship (2023) • Director, Book History and Print Culture Collaborative Specialization (2017-22) • Member, Library Committee, Massey College (2017-22) | <ul style="list-style-type: none"> • Member, Board of Directors (Chair, 2017–2019), Society for the History of Authorship, Reading, and Publishing (SHARP) (2015-23) • Member, Board of Directors, Society for Textual Scholarship (2016-21) | <ul style="list-style-type: none"> • Member, Editorial Board, Cambridge Elements series on Shakespeare and Performance, Cambridge University Press (2018-present) |
| Hartel, Jenna | | | <ul style="list-style-type: none"> • Member, Editorial Board, <i>Information</i> |

| Faculty member | University Level Service | Leadership Roles in Professional Organizations | Other |
|------------------------|---|--|-------------------------------|
| Keilty, Patrick | <ul style="list-style-type: none"> • UTFA Council Representative for Faculties of Information and Social Work (2023-6) • Awards Committee, University College (2021-present) • Steering Committee, Critical Digital Humanities Initiative (2020-24) • Archives Director, Sexual Representation Collection, Bonham Centre for Sexual Diversity Studies (2018-23) • Steering Committee, Bonham Centre for Sexual Diversity Studies (2012-20) | <ul style="list-style-type: none"> • Editor-in-Chief, Catalyst: Feminism, Theory, Technoscience (Co-Lead Editor) (2017-19) • Co-Chair, Adult Film History Scholarly Interest Group, Society for Cinema and Media Studies (2020-23) • Treasurer, Sexuality Studies Association (2020-23) | <i>Matters (2023-present)</i> |
| Krmpotich, Cara | <ul style="list-style-type: none"> • Academic Colleague, Council of Ontario Universities; COU Board member (2018-20) • Member, Academic Board, University of Toronto (2017-20) • Member, Jackman Humanities Institute Advisory Panel (2015-2018) | <ul style="list-style-type: none"> • Past-President, Council for Museum Anthropology (2020-22) • President, Council for Museum Anthropology (2018-20) • President-Elect, Council for Museum Anthropology (2016-18) • Board Member, Ontario Museum Association (2021-23) | |

| Faculty member | University Level Service | Leadership Roles in Professional Organizations | Other |
|-------------------------|--|--|---|
| Lyons, Kelly | <ul style="list-style-type: none"> • Acting Vice Dean, Research and Program Innovation, SGS (2023) • Member, Academic Continuity Leadership Group, Office of the Vice Provost, Academic Programs and Vice-Provost, Innovations in Undergraduate Education (OVPIUE), University of Toronto (2020-1) • Member, Teaching and Learning Technology Advisory Committee (TLTAC), OVPIUE (2020-1) • Member, Academic Continuity Working Group, OVPIUE, University of Toronto (2019-2020) | <ul style="list-style-type: none"> • Chair, Awards Committee, for the Canadian Association of Computer Science/Association informatique canadienne (CS-Can Info-Can) Appointed (2019-Present) • Chair, Program Committee of NSERC CREATE on Software Analytics Research (SOAR) (2022-2027) • Board Member, Canadian Association of Computer Science/Association Informatique Canadienne (CS-Can Info-Can), Elected, 2020-2023 • Board Member, INFORMS Service Science Section, Elected (2020-2022) | <ul style="list-style-type: none"> • Member, IEEE Computer Society Technical Council on Software Engineering (TCSE) Distinguished Synergy Award Committee (2022-23) • Member, External Advisory Board, Appointed, Centre for Innovation in Computing at Lassonde, York University (2014-2023) |
| MacNeil, Heather | <ul style="list-style-type: none"> • Member, OVPIUE Course Evaluation Advisory Group (2023) • Member, VPAP Academic Continuity Leadership Group (2020-23) • Member, University Tenure Appeals Committee (2018-21) | | <ul style="list-style-type: none"> • Member, Nominations and Awards Committee, Association of Canadian Archivists (2021-23) |

| Faculty member | University Level Service | Leadership Roles in Professional Organizations | Other |
|---------------------------|--|---|---|
| Ross, Seamus | <ul style="list-style-type: none"> • Senate Committee on Academic Planning, University of St Michael's College (2016-23) • University Tribunal (2021-23) • School of Graduate Studies Tenure Assessor (2017-22) | <ul style="list-style-type: none"> • Member, Steering Group of International Conference on Digital Preservation (2009–23) • Co-Chair, Task Force on "Europeana Resource Citation and Object Identity Standardization" (2015–17) | <ul style="list-style-type: none"> • Member, Advisory Board of the European Holocaust Research Infrastructure, Phase 2 (2015–20) • Member, Panel of Experts for the University of Melbourne's Digital Preservation Project (2016–19) • Member, Joint ALISE/ALA Committee for Accreditation Reform in Education (CARE) (2015–17) • Member, Standing Committee on Education and Training of the International Federation of Library Associations and Institutions (2013–17) |
| Stevenson, Siobhan | <ul style="list-style-type: none"> • Research Ethics Board (2018-20) • SGS Graduate Education Council Member (2016-22) | <ul style="list-style-type: none"> • Editorial Board, Public Library Quarterly (2016-present) | |

Standard III.5

III.5 For each full-time faculty member, the qualifications include a sustained record of accomplishment in research or other appropriate scholarship (such as creative and professional activities) that contribute to the knowledge base of the field and to their professional development.

As a major research institution, the University of Toronto expects that faculty members will be involved in a strong and sustained program of research throughout their careers. Evidence of the high degree of research productivity expected of faculty members includes peer-reviewed publications, awards,

acquisition of internal and external research grants, research creation, public lectures, exhibitions, and workshops, and other contributions to industry, policy, and community stakeholder groups.

Research is the backbone of our Faculty and contributes significantly to our reputation and advancement. In addition to the heritage strengths in libraries, archives, and the cultural sector, our Faculty has undergone tremendous changes in the last few decades, driven by the changing nature of information and its role in society. Today, the work across the unit is highly interdisciplinary, integrating perspectives from the social sciences, humanities, and the arts, with technical insights from data science, computer science, and human-computer interaction for the purpose of studying all aspects of information.

With the influx of new faculty members (especially in technical fields) and cross- and interdisciplinarity as a divisional strength, a key element of the Faculty's vision – as articulated in a forthcoming strategic plan – is to continue strengthening the excellent interdisciplinary research and partnerships at the Faculty.

The research-related activities are within the mandate of the Associate Dean Research and Research Office staff who are operationalizing the overarching goal of fostering an environment conducive to groundbreaking research in four ways:

1. Encouraging divisional leadership in research funding and nurturing of internal and external partnerships;
2. Development of strategic research infrastructure within the Faculty;
3. Improvements to divisional research environment and capacity; and
4. Increasing the internal and external visibility of research accomplishments.

1. Divisional Leadership in Research Funding, Collaborations, Partnerships & Engagement

Continued growth in Faculty-led research funding and collaborative initiatives is a priority area. We see further room for growth in the number of larger-scale applications led by FOI PIs, and especially proposals involving collaborations with other divisions and external partners. Our researchers already participate in a range of interdisciplinary hubs and Institutional Strategic Initiatives (ISIs) at U of T in which they contribute as faculty affiliates, thematic program leads, and funding recipients. Among ISIs, the Data Science Institute (DSI), the Critical Digital Humanities Initiative (CDHI), the School of Cities, and the Schwartz Reisman Institute for Technology and Society boast strong FOI participation. In addition, because of the nature of the information domain, research also tends to be oriented to society. There is wonderful long-term partnership development, community work, and collaboration. We are developing and professionalizing mechanisms to boost divisional capacity and readiness to apply to funding opportunities to sustain and enhance research and partnerships of all types.

In recent years, our faculty have shown great capability as co-investigators on large, multi-divisional and/or multi-institutional grants. Our next goal is for our faculty to assume leadership roles on multi-divisional and/or multi-institutional submissions. Recent examples are Professor Ratto's multi-institutional, multi-country project "Pluralizing Energy Futures: Mobilizing Local Experts" submitted to NFRF's 2023 International Joint Initiative for Research in Climate Change Adaptation and Mitigation.

Research Clusters: To further support such initiatives, we are facilitating the development of cross-disciplinary clusters that will foster various partnerships and collaborations, within the division and

beyond. A preliminary activity identified 24 clusters of expertise (e.g., Artificial Intelligence; Design Studies; Cultural Memory & Heritage; Health Informatics; and Youth & Digital Technology). On the public-facing website, these clusters serve to promote core interdisciplinary areas and make it easier for potential students and collaborators to discover research expertise in the unit. Internally, these clusters will serve as critical nodes to motivate grant development and research funding growth. We are planning a range of events to encourage such activities, including brainstorming sessions structured around specific proposals or clusters.

Crosstalks: In parallel, we are expanding our divisional Crosstalk Series. Commencing in the Fall 2023, the Crosstalk Series was incorporated into the PhD Curriculum via the course INF 3001H Research Colloquium. Seven sessions were organized around a theme crossing two faculty members. Alongside students enrolled in the class, the invitation was extended to other interested faculty and students. Each session covers a theme of common interest to multiple faculty but that may have been approached from different theoretical, conceptual, methodological, etc. lenses. The Crosstalk Series serves multiple objectives, including: introducing and welcoming new students to faculty research areas; accelerating matches between students and faculty; tuning our senses to seeing possible and ‘hidden’ connections between faculty members’ works; and engendering disciplinary, multi/interdisciplinary, and/or cross-sectoral collaboration between faculty.

The overarching goal of the activities described in this section is to generate a steady pipeline of grant activity, thus maintaining high Tri-Council participation in foundational programs (e.g., NSERC Discovery, SSHRC Insight or Insight Development Grants) and creating steady-steady participation in larger-scale collaborative applications (e.g., SSHRC Partnership Development Grant or Partnership Grant; NFRF Exploration or International; Canada Foundation for Innovation infrastructure funding).

2. Strategic Research Infrastructure

The Faculty will begin a large renovation within our Bissell Building facility in 2025, expected completion in 2026. We are currently reviewing and revising our current research space and infrastructure allocation processes in preparation for the renovation. The Faculty will look to leverage this space revitalization and U of T’s CFI Innovation Fund/John R. Evans Leaders Fund (JELF) envelopes to create state-of-the-art facilities for research that will advance multiple priorities, including research funding; collaborations, partnerships, and engagement; and equity, diversity, and inclusion in research.

Faculty researchers in machine learning and AI have also expressed interest in developing shared resources via grant opportunities such as NSERC Research Tools and Instruments (RTI) and CFI JELF. Multiple (and mainly new) researchers in the faculty require enhanced computing resources to carry out their work and to extend current resources provided by the Digital Research Alliance of Canada.

3. Improvements to Divisional Research Environment and Capacity

We are improving access to research opportunities for underrepresented faculty groups. The pilot Black, Indigenous, and Racialized Scholar/Research Grant program was launched in 2021-22 as a collaborative effort between the Faculty of Information’s Research Office and EDI Unit. The application process/materials are being updated. Grants help researchers seed short-term exploratory research and collaboration to address racial inequity, social justice and/or advance the division’s commitment to Truth and Reconciliation. The grants resource Black, Indigenous, and racialized scholars by providing

them with research leadership and professional development opportunities and/or funds to engage in research that addresses racism, social justice, or decolonization.

In addition to improving research access to underrepresented faculty groups, the Faculty supports [the GLAM Incubator](#) a research and support hub that connects galleries, libraries, archives, and museums with industry partners, researchers, and students to advance the development of seedling projects that benefit cultural institutions, industry, and the research and teaching goals of universities worldwide. The overarching goal of the Incubator is to provide support to experimental projects that benefit the GLAM industries and engage faculty and students. Support for the incubator is part of the Faculty's commitment to exploring the intersections between memory institutions.

4. Increasing Internal and External Visibility of Research Accomplishments

A major goal is increasing the internal and public visibility of FOI research and research impact. This is being accomplished through various activities, including the development of a divisional honours and awards (H&A) strategy, completion of [DiscoverResearch](#) profiles, and the revitalization of the research communication strategy and supporting tools (e.g., research website).

The purpose of the proposed H&A strategy is to systematize the nomination process across all H&A types; increase the number of nominations; encourage faculty to think about H&A much earlier, allowing for more development time and stronger submissions; and support the recognition of excellence, bringing visibility to individual faculty as well as the division as a whole. The development of a systematic process will support targeted increases in submission relative to historical numbers.

We are planning to rejuvenate and reconceptualize the public communication strategy related to research. The large-scale revamp of the FOI website and associated research webpages will highlight various research clusters, affiliated institutes, labs and centers, doctoral and master's theses arising from excellent student research, and a range of community impact stories.

We will leverage other internal resources under development this year, including the quarterly Research Highlights questionnaire. This faculty-wide questionnaire was rolled out in Fall 2022 as a mechanism to allow researchers to describe highlights related to pedagogical and non-pedagogical research and innovation, creative outputs, professional activities, leadership, and service at any stage. Responses are disseminated internally and externally.

About Research Funding Data

The ADR works with staff to identify internal and external grants for faculty members whose primary appointment is with the Faculty of Information. Given the interdisciplinary nature of the unit, faculty members apply to a variety of funding opportunities, including internal U of T as well as external grants. Tri-Council activity is centered on SSHRC and NSERC grants.

- **SSHRC:** The base participation of faculty applying for/holding SSHRC funding has been relatively high (65% in 2023-24). Our goals are to maintain high participation rate over the next 2-3 years of 65-75% and maintain the number of applications being submitted. (see [Table III.5.e](#))
- **NSERC:** Goal is to maintain the high participation rate in NSERC Discovery Grants (91% in 2023-24 amongst eligible faculty) and increase success rates among submitted DGs. (See [Table III.5.f](#))

Other factors with impact on funding:

- **Changing faculty complement within the division**, with new hires working in areas of increased grant opportunity. The newly recruited faculty are conducting interdisciplinary programs with sociotechnical implications, enabling them to apply to multiple agencies (e.g., parallel applications to SSHRC and NSERC).
- **Given the growing number of institutional programs, internal grant opportunities are pursued** that are appropriate to the proposed projects.
- This was also another year of **increased administrative work** associated with new faculty hiring in Fall/Winter 2023-24 (7 faculty searches at the Assistant/Associate Professor level).

The Tables and Figures below summarize the research activity of the Faculty in the period of the review. [Table III.5.a](#) tracks the number of funding applications by faculty members while [Table III.5.b](#) tracks the value of the applications led by our faculty. [Figure III.5.a](#) shows all sources of funding in the Faculty and [Table III.5.c](#) gives examples of the funding sources. Tables III.5.d to III.5.h breakdown faculty application by major funding source. [Table III.5.d](#) and [III.5.e](#) indicate faculty participation in SSHRC applications while [Table III.5.f](#) and [III.5.g](#) show faculty participation in NSERC. [Table III.5.h](#) shows faculty applications to internal university sources. [Figure III.5.b](#) presents the range of research outputs by faculty members in the period of the review. [Table III.5.i counts](#) and [III.5.j](#) lists the publication, research and service awards won by faculty members. Taken together, these tables and figures provide an overview of the level and quality of research activities in the Faculty during the period under review.

Table III.5.a Number of grant/funding applications with participating FOI faculty members by fiscal year (May to April). Improvements in internal tracking were made in 2022-23, allowing us to better capture the breadth of submission activity.

| Submissions with | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | *2022-23 | *2023-24 |
|--|---|---------|---------|---------|---------|---------|----------|----------|
| FOI in lead role | 13 | 15 | 14 | 16 | 18 | 29 | 32 | 48 |
| FOI in non-lead roles on external proposals (e.g., as co-PIs/co-Directors, co-applicants, collaborators) | Data not tracked systematically. New internal tracking system implemented in 2022-23 enabling us to better capture externally led applications. | | | | | | 15 | 18 |

Table III.5.b Total value of FOI-led applications by fiscal year (May to April), with faculty members as Principal Investigators (PIs). The amounts reflect total funds applied for and awarded on applications based on complete proposed budget. They do not reflect sub-grant activity (flowing in or out of FOI).

| Fiscal Year | Tri-Agency | Other Government | Not-for-Profit | Private Sector | Institutional | Totals |
|----------------|------------|------------------|----------------|----------------|---------------|-------------------|
| 2016-17 | | | | | | |
| Applied | 799,214 | 140,000 | | 100,207 | | 1,039,420 |
| Awarded | 341,277 | | | 100,207 | | 441,483 |
| 2017-18 | | | | | | |
| Applied | 1,106,000 | 36,668,040 | 288,615 | | | 38,062,655 |
| Awarded | 94,441 | | 49,650 | | | 144,091 |
| 2018-19 | | | | | | |
| Applied | 4,164,044 | 201,640 | | | 193,794 | 4,559,478 |

| Fiscal Year | Tri-Agency | Other Government | Not-for-Profit | Private Sector | Institutional | Totals |
|--------------------------------|-------------------|-------------------|------------------|------------------|------------------|-------------------|
| Awarded | 268,330 | 37,000 | | | 43,794 | 349,124 |
| 2019-20 | | | | | | |
| Applied | 1,490,113 | 1,260,098 | | 90,000 | 355,000 | 3,195,211 |
| Awarded | 895,041 | 175,097 | | 90,000 | 100,000 | 1,260,138 |
| 2020-21 | | | | | | |
| Applied | 937,114 | 17,130 | 405,500 | 25,000 | 176,169 | 1,560,913 |
| Awarded | 384,108 | 16,884 | 45,000 | 25,000 | | 470,992 |
| 2021-22 | | | | | | |
| Applied | 3,271,392 | | 1,296,886 | 176,008 | 195,752 | 4,940,038 |
| Awarded | 515,744 | | 538,000 | 25,254 | 23,750 | 1,102,748 |
| 2022-23 | | | | | | |
| Applied | 1,535,301 | 140,000 | 438,667 | 2,524,000 | 450,601 | 5,088,569 |
| Awarded | 732,588 | | 438,667 | 2,524,000 | 264,461 | 3,959,716 |
| 2023-24 | | | | | | |
| Applied | 3,296,657 | 424,417 | 385,395 | 27,000 | 764,552 | 4,898,021 |
| Awarded | 350,567 | 4,500 | 99,395 | 27,000 | 38,500 | 519,962 |
| Total Applied by Source | 16,599,835 | 38,851,325 | 2,815,063 | 2,942,215 | 2,135,868 | 63,344,306 |
| Total Awarded by Source | 3,582,096 | 233,481 | 1,170,712 | 2,791,461 | 470,505 | 8,248,255 |

Note 1: Outcomes of some FOI-led applications submitted in FY2023-24 are still pending (total value of pending proposals is nearly \$686,000).

Note 2: This table does not reflect the engagement of FOI faculty in external applications (i.e., led by other U of T units or other institutions). As examples:

- The total value of such external submissions on which FOI faculty participated was \$2.9 million in 2022-23 (with \$1.6 million successful) and \$22.9 million in 2023-24 (with \$1.4 million successful to date). This is the total budget proposed in submitted applications (and not the amount expected to flow to FOI).
- Over the 2016-17 to 2023-24 timeframe, FOI administered just over \$444,000 in subgrants from successful applications submitted to federal agencies (e.g., SSHRC, New Frontiers in Research Fund, Public Health Agency of Canada).

Figure III.5.a New funding amounts secured through FOI-led submissions by fiscal year (May to April) and source type.

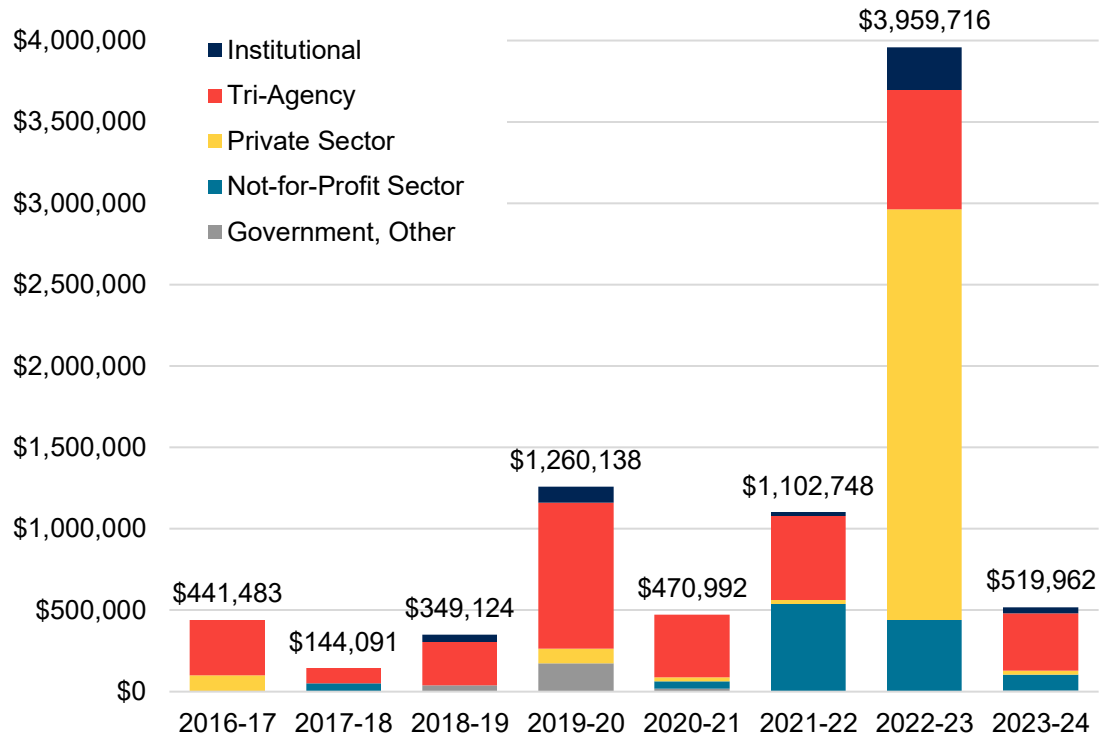


Table III.5.c Examples of external sponsors from which funds were secured for FOI-led applications (2016-17 to 2023-24).

| Sponsor Sector | Examples |
|-----------------------|---|
| Tri-Agency | Natural Sciences and Engineering Research Council (NSERC) Social Sciences and Humanities Research Council (SSHRC) |
| Government, Other | Canada Foundation for Innovation (CFI) Government of Ontario Office of the Privacy Commissioner Smithsonian National Museum of Natural History |
| Not-for-Profit Sector | Canadian Institute for Advanced Research (CIFAR) Mitacs |
| Private Sector | IBM LG Electronics Microsoft Naver/Wattpad |
| Institutional | Connaught Fund Critical Digital Humanities Institute (CDHI) Data Sciences Institute (DSI) Jackman Humanities Institute Learning & Education Advancement Fund (LEAF) Major Research Project Management (MRPM) Fund School of Cities Schwartz Reisman Institute for Technology and Society |

Table III.5.d Number of FOI-led applications per fiscal year (May to April) to all external SSHRC programs. Small-scale institutionally administered SIG/Explore/Exchange funds are not included.

| Number of applications | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | | | | | |

| | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|
| Successful | 5 | 2 | 3 | 3 | 3 | 2 | 3 | 4 |
| Unsuccessful | 4 | 5 | 3 | | 2 | 1 | 1 | 4 |
| Pending | | | | | | | | |
| Total | 9 | 7 | 6 | 3 | 5 | 3 | 4 | 8 |

Table III.5.e Participation rate in SSHRC programs by fiscal year (May to April). Small-scale institutionally administered SIG/Explore/Exchange funds are not included. Participation rate is defined as number of eligible faculty applying for/holding SSHRC funding.

| Number of faculty | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--|------------|------------|------------|------------|------------|------------|------------|------------|
| with subject matter eligible to apply to SSHRC | 18 | 18 | 18 | 18 | 22 | 22 | 22 | 23 |
| holding SSHRC funds and/or applying to SSHRC as PIs | 11 | 13 | 9 | 8 | 11 | 11 | 14 | 15 |
| holding SSHRC funds and/or applying to SSHRC in any role (including co-PI/co-applicants) | 14 | 16 | 12 | 11 | 14 | 16 | 18 | 18 |
| Participation rate for PI roles | 61% | 72% | 50% | 44% | 50% | 50% | 64% | 65% |
| Participation rate in any role | 78% | 89% | 67% | 61% | 64% | 73% | 82% | 78% |

Table III.5.f Participation rate in NSERC's Discovery Grant (DG) program by fiscal year (May to April). Participation rate is defined as number of eligible faculty applying for/holding NSERC DG funding.

| Number of faculty | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|-------------|------------|------------|------------|------------|------------|------------|------------|
| with subject matter eligible to apply to NSERC DG | 4 | 4 | 4 | 5 | 8 | 10 | 11 | 11 |
| holding DG funds | 3 | 2 | 2 | 4 | 4 | 7 | 9 | 8 |
| applying to DG (unsuccessfully) | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 2 |
| Total number holding/applying | 4 | 3 | 3 | 4 | 5 | 9 | 10 | 10 |
| Participation rate | 100% | 75% | 75% | 80% | 63% | 90% | 91% | 91% |

Table III.5.g NSERC Discovery Grant (DG) application success rates by fiscal year (May to April). Note that transfers are not included here (i.e., a DG being transferred by a faculty member joining U of T from another institution). National success rates are obtained from NSERC's Competition Statistics Dashboard.

| Number of DG applications | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------|------------|------------|------------|-------------|------------|------------|------------|------------|
| Successful | 0 | 0 | 1 | 2 | 0 | 3 | 1 | 0 |
| Unsuccessful | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 2 |
| Total number | 1 | 1 | 2 | 2 | 1 | 5 | 2 | 2 |
| Divisional success rate | 0% | 0% | 50% | 100% | 0% | 60% | 50% | 0% |
| National success rate | 66% | 66% | 66% | 67% | 66% | 57% | 68% | 58% |

Table III.5.h Number of FOI-led applications to institutional sources by fiscal year (May to April). U of T has seen an increasing number of programs established in recent years, many of which are applicable to our faculty members. Examples of sources applied to include the Data Sciences Institute, the Connaught Fund, School of Cities, Schwartz Reisman Institute, Office of the Vice-Provost in Undergraduate Education, and the Jackman Humanities Institute. Faculty participation on grants led by other divisions and centres is not reflected.

| Number of Applications to Internal Programs | *2016-17 | *2017-18 | *2018-19 | *2019-20 | *2020-21 | *2021-22 | 2022-23 | 2023-24 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|
| Successful | | | 1 | 2 | | 2 | 12 | 7 |
| Unsuccessful | | | 1 | | 2 | 3 | 4 | 7 |
| Pending | | | | | | | | 7 |
| Total | 0 | 0 | 2 | 2 | 2 | 5 | 16 | 21 |

*Note: Without past internal tracking, only applications submitted via the internal e-approval process (My Research Applications, MRA) or listed in the Research Information System (RIS) are counted. Since many internal programs do not require this e-approval, historical application data are likely undercounts. Internal tracking of all submissions (with or without MRA) commenced in Sep. 2023. This captures a wider range of applications but does rely on reporting by individual PIs.

Figure III.5.b Academic outputs generated between 2016 and 2024. An estimated 1,858 different outputs were generated by appointed faculty with >49% appointment to the Faculty of Information.

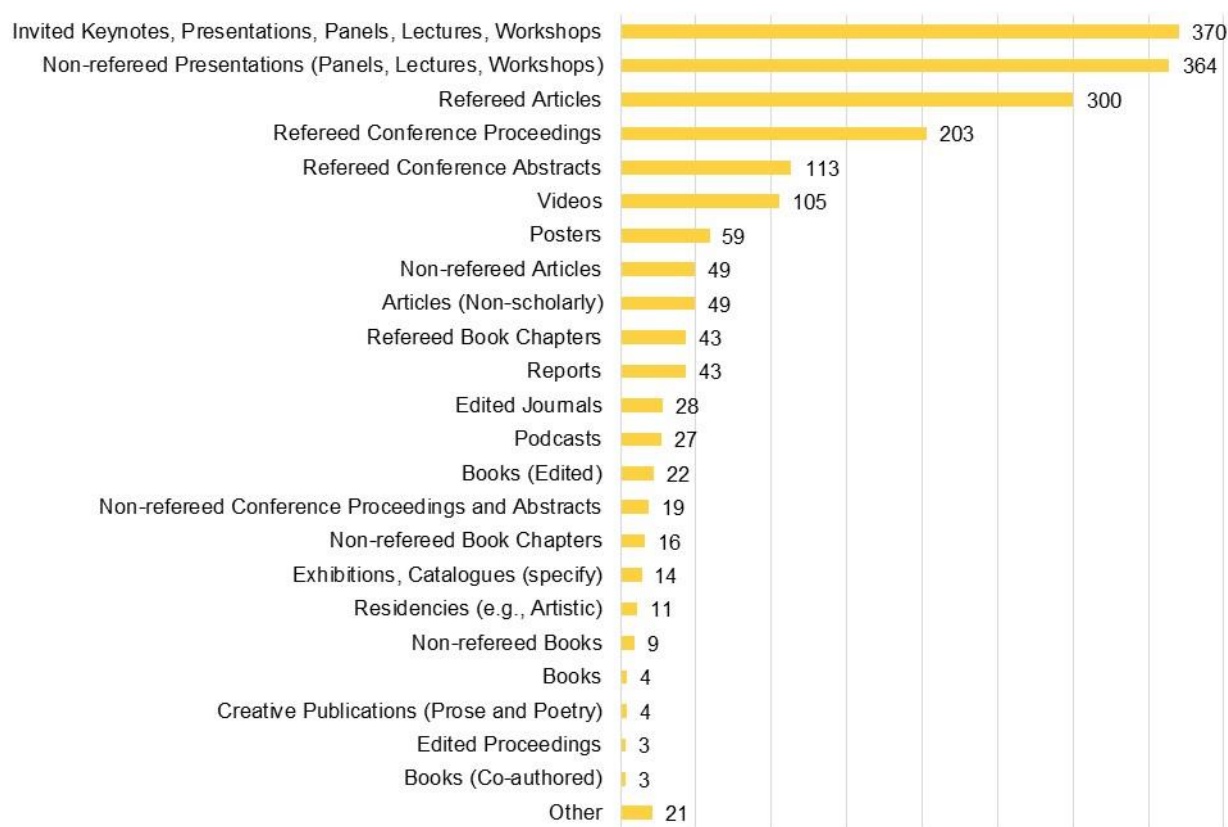


Table III.5.i Number of publication and research/service awards received by year.

| Year | Publication Awards | Research and Service Awards (including teaching) | Totals |
|---------------|--------------------|--|-----------|
| 2016-17 | 1 | 1 | 2 |
| 2017-18 | 3 | 3 | 6 |
| 2018-19 | 4 | 1 | 5 |
| 2019-20 | 6 | 4 | 10 |
| 2020-21 | 3 | 5 | 8 |
| 2021-22 | 2 | 4 | 6 |
| 2022-23 | 1 | 1 | 2 |
| 2023-24 | 1 | 6 | 7 |
| Totals | 21 | 25 | 46 |

Table III.5.j List of awards won by faculty members from 2016 to 2024 (divisional, university-wide, and external).

| Last Name | First Name | Award | Organization | Year |
|------------------|------------|---|---|---------|
| Andritsos | Periklis | Best Paper Award | IEEE International Conference on Data Sciences and Systems (DSS) 2017 | 2017-18 |
| Andritsos | Periklis | Best Paper Award | European Conference on Advances in Databases and Information Systems (ADBIS) | 2019-20 |
| Becker | Christoph | Emerald Literati Network Highly Commended Paper Award | Emerald Publishing | 2016-17 |
| Becker | Christoph | W. Kaye Lamb Prize | Association of Canadian Archivists | 2018-19 |
| Becker | Christoph | Best Paper Award | International conference on ICT for sustainability | 2019-20 |
| Caidi | Nadia | Emerald Literati Network Outstanding Research Article | Emerald Publishing | 2017-18 |
| Caidi | Nadia | Outstanding Paper Award | International Journal of Information, Diversity and Inclusion | 2018-19 |
| Caidi | Nadia | David Cohen/EMIERT Multicultural Article Award | American Library Association | 2018-19 |
| Caidi | Nadia | Pratt-Severn Faculty Innovation Award | Association for Library and Information Science Educators (ALISE) | 2019-20 |
| Caidi | Nadia | Outstanding Paper Awards | International Journal of Information Diversity and Inclusion | 2019-20 |
| Caidi | Nadia | Watson Davis Award for Service | Association for Information Science & Technology | 2020-21 |
| Caidi | Nadia | ASIS&T Distinguished Member | Association for Information Science & Technology | 2023-24 |
| Caidi | Nadia | Best Poster Award | Annual Meeting of the Association for Information Science & Technology (ASIS&T) | 2023-24 |
| Chandra | Priyank | Best Paper Award & Diversity and Inclusion Recognition | Proceedings of the ACM on Human-Computer Interaction | 2020-21 |
| Choo | Chun Wei | Research in Information Science Award | Association for Information Science and Technology | 2021-22 |
| Duff | Wendy | Council Exemplary Service Award | Society of American Archivists | 2020-21 |
| Foscarini | Fiorella | Emerald Literati Network Highly Commended Paper Award | Emerald Publishing | 2019-20 |
| Foscarini | Fiorella | Fellow | Association of Canadian Archivists | 2023-24 |
| Foscarini | Fiorella | Emerald Literati Network Outstanding Paper Award | Emerald Publishing | 2023-24 |
| Furness | Colin | Eugenie Stuart Award - Best Instructor | Institute for Health Policy, Management, and Evaluation, University of Toronto | 2019-20 |
| Furness | Colin | Community Builder Award | Harbord Village Residents' Association | 2021-22 |
| Galey | Alan | Katherine Kyes Leab and Daniel J. Leab Exhibition Award | Association of College & Research Libraries | 2017-18 |

| Last Name | First Name | Award | Organization | Year |
|------------------|------------|---|--|---------|
| Grimes | Sara | Gertrude J. Robinson Book Prize | Canadian Communication Association | 2021-22 |
| Guha | Shion | CSCW Impact Recognition Award | Association for Computing Machinery | 2021-22 |
| Guha | Shion | CHI Best Paper Award | Association for Computing Machinery | 2022-23 |
| Hartel | Jenna | Excellence in Teaching Award | Association for Library and Information Science Educators (ALISE) | 2017-18 |
| Hartel | Jenna | ASIS&T Lecture Series award | Association for Information Science & Technology | 2018-19 |
| Hartel | Jenna | Elfreda A. Chatman Research Proposal Award | Association for Information Science & Technology | 2019-20 |
| Hartel | Jenna | Faculty Innovation Award | ALISE/Pratt-Severn | 2021-22 |
| Hartel | Jenna | ASIS&T SIG-USE Outstanding Contribution to Information Behaviour Research Award | Association for Information Science and Technology (ASIS&T) | 2022-23 |
| Hartel | Jenna | Outstanding Information Science Teacher Award | Association for Information Science and Technology | 2023-24 |
| Howarth | Lynne | ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services | Association for Library and Information Science Educators (ALISE) | 2017-18 |
| Howarth | Lynne | Outstanding Paper Awards | International Journal of Information Diversity and Inclusion | 2019-20 |
| Hutcheson | Maggie | Big on Bloor Community Leader Award | Community Cultural Spaces Trust | 2023-24 |
| Keilty | Patrick | J. Franklin Jameson Archival Advocacy Award | Society of American Archivists | 2017-18 |
| Keilty | Patrick | Society for Social Studies of Science (4S) Infrastructure Award | Society for Social Studies of Science | 2020-21 |
| Lyons | Kelly | Distinguished Reviewer Award | International Conference on Software Engineering (ICSE) | 2018-19 |
| Lyons | Kelly | Distinguished Service Award | CS-Can Info-Can | 2023-24 |
| MacNeil | Heather | W. Kaye Lam Prize | Association of Canadian Archivists | 2023-24 |
| Pandeliev | Velian | Outstanding Instructor Award | Faculty of Information, University of Toronto | 2020-21 |
| Ratto | Matthew | Minister of College and Universities Awards of Excellence | Government of Ontario | 2020-21 |
| Shachak | Aviv | Eugenie Stuart Award for teaching | Institute of Health Policy, management and Evaluation, University of Toronto | 2023-24 |
| St-Cyr | Olivier | Master of Information Student Council (MISC) Outstanding Instructor Award | Faculty of Information, University of Toronto | 2016-17 |

| Last Name | First Name | Award | Organization | Year |
|-----------|------------|---|--|---------|
| St-Cyr | Olivier | University of Toronto Early Career Teaching Award | University of Toronto | 2020-21 |
| Tang | Anthony | Best Paper | 2021 ACM Interactive Surfaces and Spaces Conference (ACM ISS 2021) | 2021-22 |
| Wang | Tao | Best Paper | Communication, Technological Innovation, and Organization Division at the Academy of Management Conference | 2023-24 |
| Xue | Jia | Ivan Sun Outstanding Young Scholar Research Award | Association of Chinese Criminology and Criminal Justice (ACCCJ), The American Society of Criminology | 2023-24 |
| Yu | Eric | Peter P. Chen Award | Elsevier | 2019-20 |
| Yu | Eric | Project of the Year Award | IBM Center for Advanced Studies | 2019-20 |
| Yu | Eric | ER Fellow Award at the 41st International Conference on Conceptual Modeling (ER'22) | Annual Conceptual Modeling Conference | 2021-22 |

5. Measures of Faculty Research Impact

Given the multi- and interdisciplinary nature of the Faculty, our work is reflected in publications across a wide range of knowledge areas.

The tables below show the University of Toronto’s standing in some key subject areas to which the Faculty of Information contributes. This does not include other research pursued by our faculty members such as the humanities. The rankings are based on the latest QS World University Rankings by Subject. Please note that the rankings do not provide unit-level data.

Data source: [QS World University Rankings by Subject 2024](#)

Table III.5.k [Library and Information Management](#), 2024 QS World University Rankings by Subject.

| Institution | Rank, Global | Rank, North America | Rank, North American Public Peers | Rank, Canada U15 Peers |
|---|--------------|---------------------|-----------------------------------|------------------------|
| University of North Carolina at Chapel Hill | 2 | 1 | 1 | |
| University of Washington | 3 | 2 | 2 | |
| University of Michigan-Ann Arbor | 4 | 3 | 3 | |
| University of Illinois at Urbana-Champaign | 5 | 4 | 4 | |
| McGill University | 6 | 5 | 5 | 1 |
| University of British Columbia | 8 | 6 | 6 | 2 |
| University of Maryland, College Park | 9 | 7 | 7 | |
| University of Texas at Austin | 10 | 8 | 8 | |
| Indiana University Bloomington | 11 | 9 | 9 | |
| Université de Montréal | 12 | 10 | 10 | 3 |
| University of Toronto | 13 | 11 | 11 | 4 |
| University of California, Berkeley | 14 | 12 | 12 | |

| Institution | Rank, Global | Rank, North America | Rank, North American Public Peers | Rank, Canada U15 Peers |
|---------------------------------------|---------------------|----------------------------|--|-------------------------------|
| Rutgers University – New Brunswick | 15 | 13 | 13 | |
| University of Pittsburgh | 17 | 14 | 14 | |
| Syracuse University | 18 | 15 | | |
| Cornell University | 29 | 16 | | |
| Drexel University | 30 | 17 | | |
| The University of Arizona | 36 | 18 | 15 | |
| University of California, Los Angeles | 39 | 19 | 16 | |
| University of Wisconsin Milwaukee | 41 | 20 | 17 | |

Table III.5.l Data Science and Artificial Intelligence, 2024 QS World University Rankings by Subject.

| Institution | Rank, Global | Rank, North America | Rank, North American Public Peers | Rank, Canada U15 Peers |
|--|--------------|---------------------|-----------------------------------|------------------------|
| Massachusetts Institute of Technology (MIT) | 1 | 1 | | |
| Carnegie Mellon University | 2 | 2 | | |
| University of California, Berkeley | 3 | 3 | 1 | |
| Harvard University | 5 | 4 | | |
| University of Toronto | 9 | 5 | 2 | 1 |
| University of Washington | 12 | 6 | 3 | |
| Georgia Institute of Technology (Georgia Tech) | 13 | 7 | 4 | |
| University of Illinois at Urbana-Champaign | 14 | 8 | 5 | |
| Princeton University | 15 | 9 | | |
| Cornell University | 16 | 10 | | |
| New York University (NYU) | 17 | 11 | | |
| University of Pennsylvania | 20 | 12 | | |
| California Institute of Technology (Caltech) | 21 | 13 | | |
| Johns Hopkins University | 27 | 14 | | |
| University of California, San Diego | 31 | 15 | 6 | |
| University of Maryland, College Park | 33 | 16 | 7 | |
| University of Chicago | 35 | 17 | | |
| University of Waterloo | 40 | 18 | 8 | 2 |
| University of British Columbia | 42 | 19 | 9 | 3 |
| Brown University | 51-70 | 20 | | |

Table III.5.m Computer Science and Information Systems, 2024 QS World University Rankings by Subject.

| Institution | Rank, Global | Rank, North America | Rank, North American Public Peers | Rank, Canada U15 Peers |
|--|--------------|---------------------|-----------------------------------|------------------------|
| Massachusetts Institute of Technology (MIT) | 1 | 1 | | |
| Carnegie Mellon University | 2 | 2 | | |
| Stanford University | 2 | 2 | | |
| University of California, Berkeley | 5 | 4 | 1 | |
| Harvard University | 7 | 5 | | |
| University of Toronto | 13 | 6 | 2 | 1 |
| Princeton University | 14 | 7 | | |
| Cornell University | 17 | 8 | | |
| University of Washington | 18 | 9 | 3 | |
| University of California, Los Angeles | 19 | 10 | 4 | |
| University of Waterloo | 21 | 11 | 5 | 2 |
| Columbia University | 23 | 12 | | |
| New York University (NYU) | 23 | 13 | | |
| University of Illinois at Urbana-Champaign | 25 | 14 | 6 | |
| University of British Columbia | 26 | 15 | 7 | 3 |
| Georgia Institute of Technology (Georgia Tech) | 28 | 16 | 8 | |

| Institution | Rank, Global | Rank, North America | Rank, North American Public Peers | Rank, Canada U15 Peers |
|-------------------------------|--------------|---------------------|-----------------------------------|------------------------|
| University of Texas at Austin | 30 | 17 | 9 | |
| Yale University | 33 | 18 | | |
| McGill University | 34 | 19 | 10 | 4 |
| University of Pennsylvania | 38 | 20 | | |

Table III.5.n Communication and Media Studies, 2024 QS World University Rankings by Subject.

| Institution | Rank, Global | Rank, North America | Rank, North American Public Peers | Rank, Canada U15 Peers |
|---|--------------|---------------------|-----------------------------------|------------------------|
| University of Southern California | 2 | 1 | | |
| University of Texas at Austin | 4 | 2 | 1 | |
| Harvard University | 6 | 3 | | |
| University of Pennsylvania | 7 | 4 | | |
| Stanford University | 8 | 5 | | |
| New York University (NYU) | 9 | 6 | | |
| University of Wisconsin-Madison | 11 | 7 | 2 | |
| Michigan State University | 13 | 8 | 3 | |
| University of California, Berkeley | 13 | 8 | 4 | |
| Columbia University | 15 | 10 | | |
| Northwestern University | 17 | 11 | | |
| University of Michigan-Ann Arbor | 18 | 12 | 5 | |
| Massachusetts Institute of Technology (MIT) | 20 | 13 | | |
| University of California, Los Angeles | 21 | 14 | 6 | |
| University of Toronto | 21 | 15 | 7 | 1 |
| Yale University | 28 | 16 | | |
| Cornell University | 30 | 17 | | |
| Pennsylvania State University | 31 | 18 | 8 | |
| The Ohio State University | 33 | 19 | 9 | |
| University of California, Santa Barbara | 36 | 20 | 10 | |

To provide insight into unit-level impact, we show below the citation count and h-index per investigator for outputs authored during the ALA assessment period ([Appendix III.5.a](#)). Between 2016 and 2024, our researchers were cited collectively just over 11,840 times. The average and median h-index were both 6.

We use these numbers cautiously, especially in a multi/interdisciplinary setting where “healthy” citation counts and h-indices may vary significantly across disciplines, making direct comparisons challenging. Moreover, these numbers may be significant undercounts for some faculty. In [Appendix III.5.a](#), for recently hired investigators or those on a short-term contract during the ALA assessment period, we only show the impact for the time spent at the Faculty of Information. Some faculty members also took on administrative/service roles or entered phased or full retirement during this period, leading to a drop-off in output.

To remedy this, we also include career-level impacts showing the citation counts and h-indices for outputs spanning an investigator’s entire research history, demonstrating the significant contributions to knowledge before the evaluation period or after a researcher’s departure from our faculty (refer to [Appendix III.5.b](#)).

Standard III.6

III.6 The faculty hold advanced degrees from a variety of academic institutions. The faculty evidence diversity of backgrounds, ability to conduct research in the field, and specialized knowledge covering program content. In addition, they demonstrate skill in academic planning and assessment, have a substantial and pertinent body of relevant experience, interact with faculty of other disciplines, and maintain close and continuing liaison with the field. The faculty nurture an intellectual environment that enhances the accomplishment of program objectives.

Faculty members hold Doctoral Degrees from a variety of top-tier universities. Among the 38 appointed permanent faculty members, 16 hold PhDs from Canadian institutions (including six from the University of Toronto), 13 hold Doctorates from American universities, another two from universities in the UK, one from Austria, one from Australia, one from Israel, one from Egypt, and one from Brazil. (See [Table III.1a](#) for details.) Two teaching stream faculty do not hold Doctoral Degrees; one is ABD at the University of Toronto and one holds a M.Sc. degree from the University of Toronto.

In addition to the faculty members’ record of research accomplishments, as detailed in response to [Standard III.5](#) and in [Figure III.5b](#) and [Table III.5j](#), faculty also have experience in academic planning and assessment. Faculty members serve on Faculty Council, as well as on standing committees of Council, where they develop, review, and assess new courses, changes to programs, and new initiatives. All major initiatives are discussed in monthly faculty meetings. Faculty were actively involved in creating both the interim strategic plan and the new strategic plan currently going through governance (see the response to [Standard I.1.4](#))

Some faculty members serve as liaisons to partner collaborative specializations (such as Book History and Print Culture, and Knowledge Media Design), and some hold non-budgetary cross-appointments with other university departments—both roles provide opportunities for interaction with faculty and students in other departments and help to strengthen ties within the University as a whole. The iSchool faculty members who hold non-budgetary cross-appointments are: Shion Guha, Anastasia Kuzminykh,

Kelly Lyons (Computer Science); Fiorella Foscarini (History), Olivier St-Cyr (Mechanical & Industrial Engineering).

Standard III.7

III.7 Faculty assignments relate to the needs of the program and to the competencies of individual faculty members. These assignments assure that the quality of instruction is maintained throughout the year and take into account the time needed by the faculty for teaching, student counseling, research, professional development, and institutional and professional service.

The University of Toronto [Workload Policy and Procedures for Faculty and Librarians](#) defines workload as “a combination of tasks assigned and tasks determined through collegial interaction and self-direction” (Preamble). While listing general principles for establishing workload, it recognizes that faculties “vary in their contributions to the University mission and so it is understood that what constitutes normal workload will vary from one unit to another.” The policy also states that unit members will experience different demands from year to year in the balancing of domains of workload, and so an individual member's workload may vary from year to year and within the year. This flexibility is important for recognizing the unique missions of units and range of activities that take place within them. Regular collegial discussions about workload, informed by fair and transparent workload policies, help to ensure appropriate balance of workload among individuals and within units as a whole.

In alignment with the [Provostial guidelines](#), the iSchool maintains a Workload Policy Committee to set and monitor workload norms. The Dean chairs the committee, and its membership reflects the range of appointments held within the Faculty. The Faculty updated its Workload Policy in 2024. ([Appendix III.7.a](#))

In accordance with the Workload Policy, every faculty member receives their teaching and service assignment by June 30th, at the latest, for the next academic year. Normally, consultation between faculty members and the Dean (or the Dean designates) begins much earlier in the year, which allows time for discussion with the Dean and other academic administrators. As per the Policy, a standard workload distribution for a tenured or tenure stream faculty position is 40% teaching (the equivalent of 2.0 FCE), 40% research, and 20% service. For teaching stream faculty, the standard workload distribution is 60% teaching (the equivalent of 3.0 FCE), 20% pedagogical and professional development, 20% service.

Research, teaching, and service activities are systematically assessed every year as part of the PTR process, and during the interim review, tenure, and promotion processes, all of which generate formal written feedback to aid faculty in making decisions about their research programs, teaching activities, and professional goals.

The Dean, advised by the Associate Dean, Teaching and Learning and Assistant Dean, takes under consideration program needs, faculty preferences, and assessments of teaching evaluations, and makes decisions about teaching and service assignments. Faculty members are invited to discuss their assignments with the Dean (or the Dean designates).

The Dean (or the Dean designate) uses the following guidelines, as laid out in the Workload Policy, when assigning teaching and service:

1. Teaching

1.1. Full-time Tenure Stream Appointments

1.1.1. The normal teaching load for individuals holding full-time tenure stream appointments is 2.0 FCEs.

1.1.2. There is 0.5 FCE course release in the first year of teaching for new tenure stream faculty hires.

1.1.3. In addition, in accordance with the requirements of the Policy and Procedures on Academic Appointments (PPAA), pre-tenure faculty who have been granted a renewal of their initial contract are entitled to an adjustment to their workload assignment for one academic term in order to allow them to focus on preparing for their tenure consideration and to address any advice from the review of their initial appointment. Normally, this term will not include assigned teaching or service, but the term may include assigned teaching, with the faculty member's agreement, in order to address advice from their review.

1.2. Full-time Continuing Stream Teaching Stream Appointments

1.2.1. The normal teaching load for individuals holding full-time continuing stream teaching stream appointments is 3.0 FCEs.

1.2.2. There is 0.5 FCE course release in the first year of teaching for new continuing stream teaching stream hires.

1.2.3. In addition, following a successful probationary review, under the PPAA, pre-continuing status faculty will be offered an academic term to focus on preparing for their continuing status review and to address any advice from the probationary review. Normally this term will not include assigned teaching above half of the normal teaching assignments or service, but with the faculty member's agreement the term may include more than half of the normal teaching assignments or some assigned service, in order to reflect feedback from their probationary review.

1.3. Contractually Limited Term Appointments (CLTAs)

1.3.1. The normal teaching load for non-tenure stream CLTA faculty is 2.0 FCEs.

1.3.2. The normal teaching load for non-continuing teaching stream CLTA faculty is 3.0 FCEs.

1.4. Part-Time Appointments

1.4.1. Individuals holding non-tenure stream or teaching stream part-time appointments normally shall have a teaching load consistent with their tenure stream or continuing stream teaching stream colleagues, prorated to their FTE.

1.5. Course Coordination

1.5.1. For courses with multiple sections, the course coordinator will normally receive credit for coordination work in line with Faculty norms.

1.6. Co-Teaching

1.6.1. Faculty members who co-teach a course section (lecture, seminar, studio or other) will share the teaching credit for that course section in line with Faculty norms for contact time. Normally, each co-instructor will have an equal share of the course credit, unless they mutually agree to different proportions based on their relative contributions to the course in line with Faculty norms.

1.7. Unpaid Overload Teaching

1.7.1. Faculty who elect to teach (unpaid) more than their stream's normal teaching load in any given year may, in consultation with the Dean and Associate Dean, Teaching & Learning, carry over FCEs to the following academic year. Carry-forward of FCEs is capped to a

maximum of 0.5 FCE.

2. Service

- 2.1. Service to the Faculty and the University are inherent components of academic life, and all faculty members are expected to be available for Faculty and University service.
- 2.2. Service is composed of internal and external components. Internal service may include (i) participation on Faculty and University committees; and (ii) service performed through sharing in the necessary administrative work of the Faculty (e.g., academic review committees, recruitment and admissions, search committees, *ad hoc* planning committees); and external service may include (i) service to academic organizations outside the University, including publishers (e.g., academic journals), professional associations, funding agencies, and other educational institutions (e.g., external examining, tenure and promotion reviews); and, (ii) significant engagement with community associations related to the Faculty's professional and institutional goals. Taking on a higher external service load will not normally reduce one's internal service load.
- 2.3. The Dean (or the Dean designate), in consultation with faculty members and academic leadership, strives to ensure that faculty members are engaged in service at a level that will allow the Faculty to function optimally, that each faculty member is allowed to thrive in all aspects of their work and that service assignments be generally seen as a reasonable distribution of service workload amongst its members. Service assignments consider many factors, including the type of appointment and rank of the faculty member, leaves, research area, etc.

Following Article 8 of the memorandum of agreement between the Governing Council of the University of Toronto and The University of Toronto Faculty Association, faculty members normally teach in two terms, leaving one term (usually Summer) for research-related activities. Teaching in all three terms is possible only if a faculty member voluntarily agrees to rearrange their teaching schedules so as to include summer teaching as part of their normal teaching loads where this is acceptable to them and to the program.

As part of their workload, all faculty members serve on Faculty Council, and individuals are annually appointed to standing committees of Council (e.g. Executive, Appeals, Programs, Standing, Recruitment, and Awards), to *ad hoc* working groups, and to the PTR Committee. Likewise, faculty are expected to serve, when needed, on committees for interim review, tenure, and promotion. The Dean (or the Dean designate) also appoints liaisons for each MI Program concentration. As of 2020, faculty workload letters are accessible to UTFA and its members in the applicable unit. See [Appendix III.7.b](#) for a list of the 2024/25 workload assignments for the Faculty. The table in the Appendix is shared through our SharePoint site with all appointed faculty and UTFA (through OneDrive) to facilitate transparency in Faculty workload assignments.

The Dean and Chair of Faculty Council are members *ex officio* on all Faculty Council committees but will normally be active participants only where explicitly named. Each standing committee of Council also includes representation from students and staff members. [Appendix III.7.c](#) lists committee assignments for faculty and librarians over the past three years (with the names of chairs in bold).

Standard III.8

III.8 Procedures are established for systematic evaluation of all faculty; evaluation considers accomplishment and innovation in the areas of teaching, research, and service. Within applicable institutional policies, faculty, students, and others are involved in the evaluation process.

Systematic evaluation of all faculty members adheres to the policies and processes outlined in the [University of Toronto Academic Administrative Procedures Manual](#). The following processes are used for systematic evaluation:

- Interim/probationary and tenure/continuing status review;
- Review for promotion (to Associate or Full Professor); and
- Annual review for PTR awards.

These processes involve colleagues drawn from the iSchool faculty members (but sometimes, in the case of tenure committees, also from other units), the Dean and Associate Deans, and the Provost in the regular and long-term evaluation of faculty achievements. Student letters are solicited as part of the interim, tenure, and promotion reviews; references from scholars, colleagues, collaborators, and others in the field who are familiar with the candidate's research and teaching are solicited as part of the tenure and promotion reviews. The consistent use of these procedures produces the feedback necessary for faculty development and success in achieving promotion and tenure/continuing status. The PTR process, described in detail in response to [Standard III.7](#), above, uses feedback from the student course and instructor evaluations conducted each academic term.

The University of Toronto Governing Council [Policy and Procedures on Academic Appointments](#) (PPAA) describes the interim/probationary review and tenure/continuing status review for pre-tenure and pre-continuing status faculty members, and provides evaluation criteria and examples of evidence to document a faculty member's achievements. The promotion process for tenure stream faculty is likewise defined in [Policies and Procedures Governing Promotions](#) (PPGP). As the following two excerpts from the PPAA and PPGP underscore, tenure-stream evaluation considers accomplishment and innovation in the areas of teaching, research, and service:

Demonstrated excellence in one of research (including equivalent and creative or professional work) and teaching, and clearly established competence in the other, form the second essential requirement for a positive judgment by the tenure committee.

Only outstanding performance with respect to University service should be given any significant weight and, even then, only if there are no substantial reservations relating to the research, teaching and future promise criteria. (Section 13, PPAA).

The successful candidate for promotion (to full professor) will be expected to have established a wide reputation in their field of interest, to be deeply engaged in scholarly work, and to have shown themselves to be an effective teacher. These are the main criteria. However, either excellent teaching alone or excellent scholarship alone, sustained over many years, could also in itself justify eventual promotion to the rank of Professor. Administrative or other service to the University and related activities will be taken into account in assessing candidates for promotion, but given less weight than the main criteria: promotion will not be based primarily on such service. (Section 7, PPGP).

The promotion process for teaching stream is governed by the [Policy and Procedures Governing Promotions in the Teaching Stream](#) (PPGPTS). To be granted Continuing Status, teaching stream faculty evaluation requires "on the basis of excellent teaching, educational leadership and/or achievement, and ongoing pedagogical/professional development"

Excellent teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives, all in accordance with appropriate divisional guidelines. Teaching includes lecturing, activity in seminars and tutorials, individual and group discussion, laboratory teaching, thesis and/or research supervision, and any other means by which students derive educational benefit. Teaching effectiveness is demonstrated by the degree to which the candidate for promotion is able to stimulate and challenge the intellectual ability of students, to communicate academic material including professional knowledge effectively, and to maintain a mastery of his or her subject areas. It also involves maintaining accessibility to students, and the ability to influence the intellectual and scholarly development of students. (Section 8, PPGPTS).

As a single department faculty, FOI is responsible for developing its own interpretations of the University's policies on promotion and review. To support faculty members preparing for interim review, procedures and guidance specific to FOI are being developed by the Associate Dean, Faculty Life (ADFL). Such procedures will also contribute to consistency and equity in the assessment of interim review materials. As discussed in the response to [Standard III.2](#), we currently have divisional guidelines for assessing teaching excellence in both the tenure and teaching stream (Appendixes [III.2.b](#) and [III.2.c](#)). The ADFL is also developing FOI-specific guidance for teaching stream faculty member seeking promotion to Full Professor, Teaching Stream. Although no faculty members in FOI currently hold this rank, our success in hiring and nurturing teaching stream faculty means guidance for such promotions will be necessary within five years.

Standard III.9

III.9 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of the faculty.

The mechanisms for systematic evaluation of faculty members, outlined in response to [Standards III.2](#) and [III.8](#) above, and the decisions made in their application, are all well documented and archived. For example, interim/probationary and tenure/continuing review and promotion decisions are accompanied by full dossiers, a letter to the candidate summarizing evidence to be considered by the review committee (in tenure/continuing status cases), a letter to the Provost detailing review committee deliberations (in tenure and promotion cases), and a letter to the candidate outlining the committee's decision and rationale, with a synthesis of documentation considered (in interim/probationary reviews).

Other forms of documentation that are maintained as confidential files within the Dean's Office include: copies of candidates' dossiers; letters from faculty, students, and others; summaries of deliberations and rationales for recommendations to the Provost (in tenure and promotion cases); and copies of decisions sent to candidates under review.

With regard to the annual PTR assessment, the following excerpt from a sample PTR letter (for the 2023-24 academic year) refers to the decision-making process, and to the data used to substantiate the evaluation of faculty, while underscoring the relative importance of accomplishments in teaching, research, and service (see also the response to [Standard III.8](#), above):

As you are aware, all faculty members at the University of Toronto benefit from annual Progress Through the Ranks (PTR) assessment initiatives. This assessment provides an opportunity for you to reflect, with advice from colleagues, on your accomplishments during the previous year.

The evaluation process is based on the professional responsibilities of the faculty member in teaching, research, and service.

This letter provides a report of the Faculty of Information 2023-24 PTR Advisory Committee's reflection of your Annual Activity Report and CV. The Guidance on 2023-24 PTR Arrangements in the Faculty of Information, which you would have received in August 2023, provides you with the background details on how we conducted PTR assessments within the faculty this year and describes the implications of our deliberations in general terms. In accordance with Faculty practice and University guidelines, a PTR Advisory Committee for 2023-24 was established, consisting of Dean Javed Mostafa (Chair), three members selected from the tenure stream academic faculty (Assistant Professor SA Smythe, Associate Professor Irina Mihalache, and Professor Christoph Becker) and one teaching stream faculty member (Assistant Professor, Teaching Stream Maher Elshakankiri). Enclosed you will also find a copy of the evaluation rubric which guided discussions at the 2023-24 PTR Advisory Committee meetings.

The Faculty—ten Full Professors (excluding me), nine Associate Professors, one Associate Professor, Teaching Stream, ten Assistant Professors, and seven Assistant Professors, Teaching Stream—had a productive year. Collectively, we had more than 174 publications (four books, 12 book chapters, four book reviews, 17 journal articles, 45 journal articles co-authored, 25 essays/reports and 67 conference items), 47 items accepted for publication (six authored books, one co-edited books, nine book chapters, two journal articles, 22 journal articles co-authored, and seven conference items). We also disseminated book reviews, reports, and data sets.

Furthermore, our faculty gave more than 155 presentations at domestic and international conferences. We delivered keynote talks and we were invited to speak at 63 different engagements. In the 2023-24 fiscal year, we led 15 applications to Tri-Agency programs (8 SSHRC, 4 NSERC, 2 NFRF, 1 Banting Postdoctoral Fellowship program), with 4 successful, 9 unsuccessful, and 2 pending. The total value of successful Tri-Agency grants is \$344,041. Our faculty also applied for an additional 33 research applications from various other sources.

Among us are winners of prestigious awards including the Connaught New Researcher Award, ACM CHI Best Paper (top 1%) Award, ASIS&T Distinguished Member award, National: Distinguished Service Award CS-Can|Info-Can, and Outstanding Teaching Awards. We are actively involved in professional organizations and associations (ASIS&T, editorial boards, and granting agencies). Among our faculty are Fellows of the Critical Digital Humanities Institute (CDHI) and Victoria College. Our faculty also includes recipients of prestigious fellowships such as the MacDowell Fellowship in Multimedia Installation, Virginia Centre for the Creative Arts Composer Fellowship, George Greenia Fellowship in Pilgrimage Studies at the College of William & Mary, a faculty fellowship at the Jackman Humanities Institute. Additionally, our faculty have contributed to various fellowship programs, including reviewing applications for the Doctoral Student Fellowship at the Data Science Institute, and participating in the Decolonizing Curriculum Program as Faculty Fellows.

Our faculty members engaged actively in mainstream media outlets via YouTube channels, radio stations, and podcasts as a way to share information of interest to both academics and the general public, publicize the research of colleagues, and inform the wider public about the activities of the Faculty of Information.

Faculty members have worked diligently and thoughtfully to implement key diversity, equity, accessibility, and inclusion initiatives in their teaching and course structure. The Faculty of Information Indigenous Action and Anti-Colonialism Committee (IAACC) has been instrumental in its important work and has led the Faculty in organizing training initiatives this academic year.

Finally, as the Faculty of Information moves into the next academic year, I would like to extend my sincere and special thanks for your support during a time of transition throughout this past academic year. Your commitment and dedication to a bright future for the Faculty of Information and its robust communities continues to inspire.

FOI's rubrics for PTR assessment were revised in May 2023 to provide greater transparency and consistency, and to better integrate teaching stream activities. The rubrics were further refined in June 2024, and an Annual Activity Report template specific to teaching stream faculty was created. See Appendices [III.9.a](#), [III.9.b](#), [III.9.c](#), and [III.9.d](#) for Evaluation Rubrics and Guidelines for Teaching and Tenure Stream faculty for the 2024-25 Academic year.

Standard III.10

III.10 The program demonstrates how the results of the evaluation of faculty are systematically used to improve the program and to plan for the future.

The Associate Dean, Teaching and Learning receives all teaching evaluations after the end of each term. The ADTL invites all full-time faculty members to discuss their respective teaching evaluations with them, to determine response strategies for particular concerns raised by students, and to consider future teaching assignments. In the case of sessional instructors, results from teaching evaluations have significant impact on decisions regarding further hiring.

MI teaching has had a significant influence on faculty hiring in the review period. Evaluations of teaching factor in systematic reviews of curricular offerings by the ADTL, Program Directors and Concentration Coordinators. These contribute to decanal strategic plans in ways that shape the development of hiring plans for teaching stream faculty and contribute to complement planning in general.

Standard IV: Students

Standard IV.1

IV.1 The program formulates recruitment, admission, retention, financial aid, career services, and other academic and administrative policies for students that are consistent with the program's mission and program goals and objectives. These policies include the needs and values of the constituencies served by the program. The program has policies to recruit and retain students who reflect the diversity of North America's communities. The composition of the student body is such that it fosters a learning environment consistent with the program's mission and program goals and objectives.

SGS promotes University-wide excellence in graduate research and education and defines and administers University-wide regulations for graduate education. Academic and administrative policies for students are established by the School of Graduate Studies, in consultation with Graduate Faculties. It is the responsibility of each Graduate Faculty to apply these policies in a fair, consistent, and equitable manner. SGS provides the framework for the full continuum of administrative and academic policies,

including admissions, enrollment, registration, fees, academic progression, appeals processes, and graduation.

Graduate units can supplement SGS-level policies for their unique circumstances to ensure, for example, that admission standards allow for the admission of the best fit applicants for the program.

The iSchool has seen a strong rise in the number of qualified applicants from 2022 (see Table IV.1a below) allowing us to establish higher admission entry Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) standards. Some administrative policies are guided by the Faculty’s internal committee procedures, including recruitment, Faculty-based awards and internships

Table IV.1a All Submitted applications from Fall 2022 to Fall 2024(ROSI)

| Average of CGPA Program | Intake cycle | | | Grand Total |
|----------------------------|--------------|-------------|-------------|-------------|
| | Fall 2022 | Fall 2023 | Fall 2024 | |
| Master of Information | 3.27 | 3.30 | 3.44 | 3.34 |
| Master of Museum Studies | 3.39 | 3.45 | 3.57 | 3.48 |
| PhD in Information | 3.67 | 3.65 | 3.65 | 3.65 |
| Grand Total | 3.3 | 3.31 | 3.46 | 3.36 |

In regard to our commitment to fostering diversity, our recruitment draws upon the diversity of the undergraduate populations of not only the University of Toronto but also of other Canadian undergraduate programs. In addition, the Faculty has a grant to support Black or Indigenous students: [Faculty’s Grant for Black or Indigenous students](#). The Faculty monitors initiatives by other professional Faculties within the University (e.g. Law, medicine, the Rotman School of Management) and by other Ontario Universities to observe new recruitment methods. iSchool-specific population dynamics reflect changes to admissions, retention, financial aid, and career services. As discussed in the response to [Standard IV.3](#), we are prohibited by the Canadian legal system from considering race or ethnicity in the admissions process. When the University [does survey](#) its students to foster better understanding of the [demographics of our student population](#), it does so on the basis of Self-Identification.

As per the Student Recruitment and Admissions: Fall 2023 Report, since 2018-2019, the Faculty has experienced a 132% increase in domestic and international MI applications, and overall, 112% increase in domestic and international MI & MMSt applications, with the largest increase seen in international applications. The larger growth for 2023 shows cumulative effect of dedicated recruitment staff members as well as clarity in strategic directions and enhancement of program. Recent Government of Canada Immigration changes have not affected our ability to welcome new international students. The UofT has maintained their ability to welcome new international students.

This will be the first year that graduate students will be required to have a PAL (provincial attestation letter) in order to apply for their study permit. Students will need to accept our offer first and pay their deposit before being able to obtain this letter. Central governance offices maintain good relations with the appropriate government offices and we expect to maintain our overall number of international students at UofT.

As a faculty, we expect to maintain our approximate 30% international student population within our programs.

Figure IV.1.a Domestic applications from September 2017 to September 2024

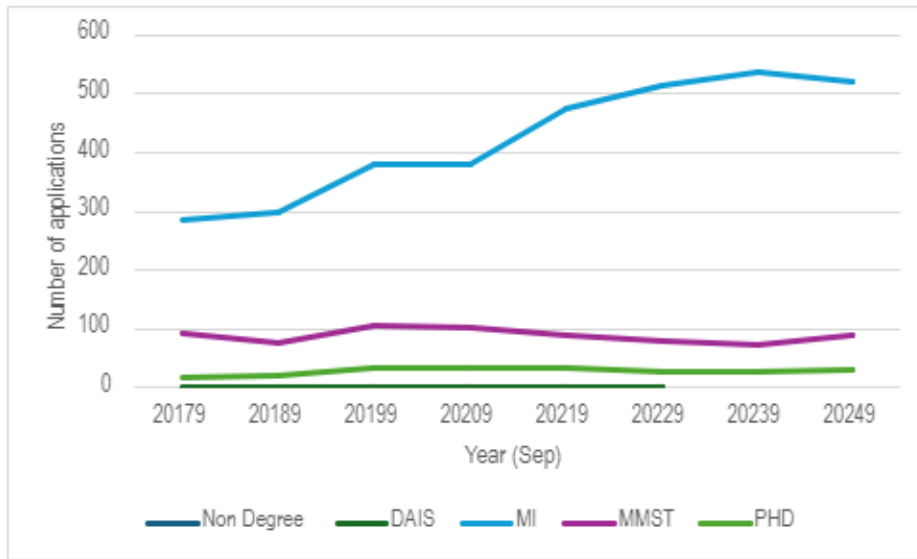
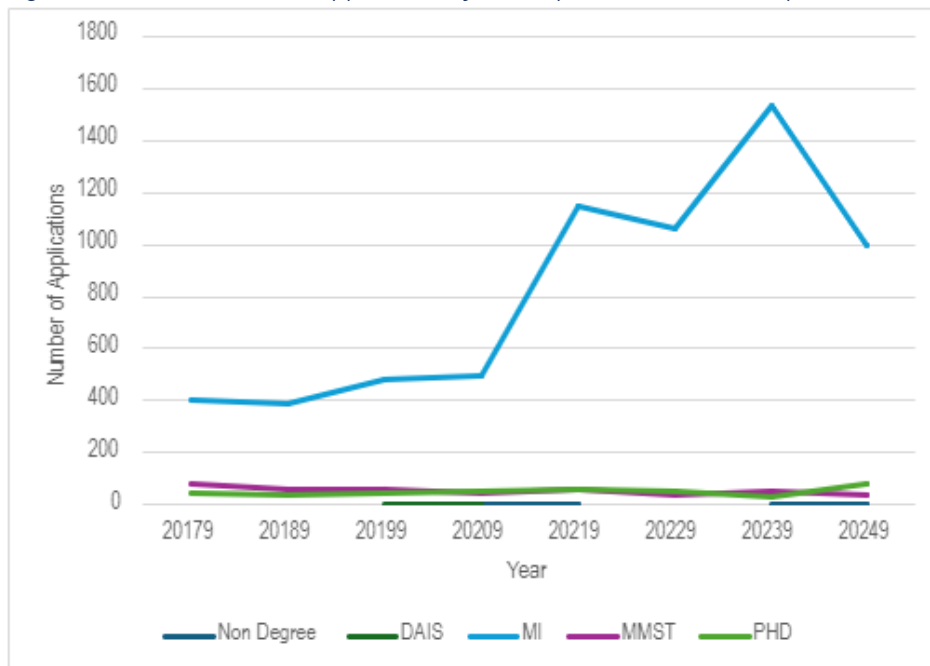


Figure IV.1.b International applications from September 2017 to September 2024



As described in the Faculty Council March 28th, 2024 MRAC report (See [Appendix 1.5.d](#)), in 2024 we received the highest number of total domestic applications, and the highest number of domestic MMSt applications in the Faculty’s history. Contributing factors to the higher number of applications include a higher number of recruitment fairs attended by the recruitment team and on-going support for applicants throughout the application process. The recruitment team attended 23 fairs/conferences in 2023-2024 (up from 17 in the previous year).

Table IV.1.b 2023-2024 Recruitment Conferences and Fairs

| DATE | INSTITUTION | LOCATION |
|----------------------|--|------------------|
| September 13 | University of Toronto Mississauga | Mississauga, ON |
| September 19 | Simon Fraser University | Vancouver, BC |
| September 21 | University of British Columbia | Vancouver, BC |
| September 27 | McMaster University | Hamilton, ON |
| October 3 | University of Calgary | Calgary, AB |
| October 4 | University of Toronto Scarborough | Toronto, ON |
| October 5 | Mount Royal University | Calgary, AB |
| October 5 | OCAD University | Toronto, ON |
| October 5 | York University | Toronto, ON |
| October 5 | St. Michaels College, University of Toronto | Toronto, ON |
| October 11 | University of Guelph | Guelph, ON |
| October 16 | Trent University | Peterborough, ON |
| October 18 | Wilfred Laurier University | Waterloo, ON |
| October 19 | University of Waterloo | Waterloo, ON |
| October 20-21 | Women in Computing Conference | Toronto, ON |
| October 23-25 | ACCESS (Library Tech Conference) | Halifax, ON |
| October 24 | Dalhousie, Mount Saint Vincent, Saint Mary's University | Halifax, NS |
| October 25 | Guelph-Humber University | Toronto, ON |

| DATE | INSTITUTION | LOCATION |
|-------------------------|--|--------------|
| October 27 | University Western of Ontario | London, ON |
| November 1 | Queens University | Kingston, ON |
| November 8-9 | INFOcon (iSchools Network) | Virtual |
| November 22 | Laurentian University | Sudbury, ON |
| January 20, 2024 | WISE Conference (Women in Science & Engineering) | Toronto, ON |
| TOTAL COUNT | 23 Graduate Fairs & Conferences | |

The following notable trends occurred that have impacted the delivery of services and the learning environment since 2018-2019. The intake in September 2023 had seen a further sharp escalation in demand for our programs in terms of early application numbers and confirmation / accepts. However, 2023-2024 also saw a large drop-off very late in the cycle at a rate larger than experienced in the past five years (mainly due to housing availability and affordability).⁷ It is of importance to note that the proportionate gains in concentration interest have been within the areas such as User Experience Design, Human Centred Data Science (for international), Information Systems and Design (for international), with a ‘flat line’ growth in Library and Information Science.

The primary ‘feeder’ institutions for the MI Program, in order of size, are University of Toronto, UBC, York, McGill, Queen’s, Western, Alberta, McMaster Universities over the past five years. These institutions are all within Canada. Alberta, UBC, and Western have shown an increase in importance to the Faculty (reflective of our increased presence in these areas); while McMaster, Queen’s, and York University numbers remain stable.

⁷ Note on affordability and housing: Students are encouraged to apply for student loans (OSAP, out of provinces, etc.) and are considered for admission and in-course awards during their time. The PMFA provides students with financial funding where their provincial loan shows that they still have an unmet need. Students are complete a need form to be considered and a percentage of their unmet need is provided to them via a bursary.

If during their studies, students are still in financial difficulty as it pertains to their living expenses, bursaries are available for them to apply for. Emergency funds are also available should there be an unexpected situation. Additionally, the workstudy program is an excellent way to be able to work for minimal hours to support their costs in an environment where school studies still come first. The workstudy program employs students to work a maximum of 12 hours per week.

Students are encouraged to work with the central housing office to help support their search for affordable housing.

As our student population is drawn largely from within Canada, we have increased the number of Canadian graduate fairs attended. Recruitment attended 18 fairs in each year between 2018 - 2022 and increased to 23 in 2023.

As the program diversifies and looks outward for recruitment, the relative importance of Ontario admissions is only slightly lessened. This has been mitigated by relative growth in admissions from the rest of Canada, most notably from British Columbia and Alberta. The largest contingent of international students comes from the USA, China, and India, with a rise in applicants from the United States in the past three years, reflective of the disparity in Canadian to American currency.

Students aged 21-24 represent the largest age category in the Program, followed by those 26-28 years old. This further demonstrates the importance of the MI Program to students who aim to add value to a recently completed undergraduate program, as well as those with early career work experience who are returning to school through the MI Program to open up opportunities for leadership roles in the workplace and to increase their employability.

The Faculty has responded to students who may be re-entering the academic environment or dealing with work-life balance issues by providing [iSkills Workshops](#), writing and technical support tutors through the Learning Hub, and the [Peer Mentoring Program](#).

Part-time enrollment in the program has remained steady from 2022 to 2024, whereas full-time enrollment increased from 2022 to 2024. This is a testament to the favorability of full-time immersive experience rather than an addendum to career work.

Many of the changes noted above have been the result of curricular reframing of the MI Program, increase in recruitment events, enhanced career services, and expansion of MI concentration options to accommodate and encourage growth in the Program.

The total full-time enrollment for the MI program has increased drastically from 240 in 2017 to 680 in 2024 (see table IV.1.b) The graduation rate has also increased 84% from 2017-2024. Table IV.1.b and VI.1.c below further provide more information on enrollment and application trends overall for the MI program since the last ALA accreditation review.

Table IV.1.c MI Application, Offer Acceptance, Yield Rates, and Incoming Enrollment

| Year | Apps | Offers | Accept FT | Accept PT | Total Headcount | Total FTE | Enrollment/Apps | Enrollment/Offers |
|------|------|--------|-----------|-----------|-----------------|-----------|-----------------|-------------------|
| 2017 | 690 | 428 | 232 | 25 | 257 | 240 | 37% | 60% |
| 2018 | 691 | 484 | 293 | 33 | 326 | 303 | 47% | 67% |
| 2019 | 860 | 642 | 377 | 38 | 415 | 388 | 48% | 65% |
| 2020 | 878 | 644 | 345 | 40 | 385 | 357 | 44% | 60% |
| 2021 | 1619 | 693 | 348 | 36 | 384 | 359 | 24% | 55% |
| 2022 | 1578 | 736 | 437 | 33 | 470 | 447 | 30% | 64% |
| 2023 | 2073 | 703 | 407 | 38 | 445 | 418 | 21% | 63% |
| 2024 | 1519 | 957 | 619 | 40 | 659 | 631 | 43% | 69% |

Table IV.1.d Intake vs Graduate Review

| Year | MI Grads | Total Year 1 Intake (Headcount) |
|---------|----------|---------------------------------|
| 2016-17 | 208 | 257 |
| 2017-18 | 210 | 326 |
| 2018-19 | 251 | 415 |
| 2019-20 | 279 | 385 |
| 2020-21 | 332 | 384 |
| 2021-22 | 319 | 470 |
| 2022-23 | 358 | 445 |
| 2023-24 | 388 | 659 |

From 2017 to 2024 the following initiatives occurred to help increase enrollment numbers and overall recruitment:

Increased Number of Information Sessions - New Audiences

- Targeted student clubs and associations to host program specific presentations, e.g., University of Toronto ICCIT Council, Material Merge Club
- Information session for year one JD students
- Undergraduate class visits / presentations. E.g., University of Toronto Department of Visual Studies
- Museum Visits (5 up from 0 in previous year)

Marketing and Promotion

- Created new Faculty of Information Future Students Instagram account (@ischool.future) along with the development of a communications plan – includes marketing on X (Twitter), and LinkedIn as well
- Paid advertisements with Varsity magazine and website, social media (Facebook / LinkedIn), The Association for Information Science & Technology website
- Sent out 1100 emails across Canada to student clubs, museums and galleries promoting our programs (up from 300 in previous year)

Other Forms of Outreach

- Increased tour offerings (three tours a week - up from one a week), which includes an evening option
- Increased on-on-one advising with prospective students

Standard IV.2

IV.2 Current, accurate, and easily accessible information about the program is available to students and the general public. This information includes documentation of progress toward achievement of program goals and objectives, descriptions of curricula, information on faculty, admission requirements, availability of financial aid, criteria for evaluating student performance, assistance with placement, and

other policies and procedures. The program demonstrates that it has procedures to support these policies.

The Faculty's website is the primary source of information for program-level [student learning outcomes](#), course sequences, descriptions of curricula, program options, admissions requirements and procedures, funding and financial aid, course descriptions, course syllabi (which include criteria for evaluating student performance), experiential learning opportunities including co-op and practicum courses, co-curricular programs including iSkills workshops, and extra-curricular networking opportunities. The Faculty website frequently links to the [School of Graduate Studies website](#) and the [SGS Calendar](#), which details University-wide policies and procedures for students, and to other University services and information sources. While the Faculty has consistently relied upon its website as its main communication vehicle, there have been challenges in that area, and a newly revitalized website launched in the summer of 2024. In addition, the Faculty has undertaken a variety of initiatives to address those challenges over the past several years.

As per the Administrative response to the external Review of the Faculty of Information, the Faculty hired a new Communications Coordinator in April 2021, whose job includes keeping major sections the website up to date. This coordinator also has responsibility for executing the Faculty's social media strategy, which is designed to provide awareness of the Faculty and its activities and often sends users to its website for further information. Analytics data show the Faculty has succeeded in steadily increasing engagement for all its social media presence and calling attention to news and events at the Faculty of Information.

In June 2021, the Faculty transferred the hosting of the website from a US-based service provider to a company located in Ontario. This was a preliminary step towards the ongoing revitalization of the website.

In the summer of 2021, the Faculty began the process of revitalizing its website by striking a Website Revitalization Committee (WRC) run by the Senior Communications Officer. The ultimate overseer of the WRC was the former Dean. In the summer of 2022, Premise Design Communications Inc was hired to design and develop the new website. Further meetings and consultations were held as work on the new website got underway. It continued throughout the revitalization process through the final quality assurance stages.

The Faculty also participates in graduate recruitment fairs and conferences in Ontario and Quebec as well as University of Toronto campus-based class and club visits to familiarize potential applicants with information about the Program. The Faculty viewbook, with targeted inserts, is the main print information source currently used by the Program for recruitment. Program and concentration one pagers are also used for this purpose.

One-on-one information and admission support is provided through in-person, email, and telephone inquiries, along with webinars and online chats. The Ask an Alumni Program allows prospective applicants/students to connect with professionals in the field to obtain first-hand knowledge of various career paths. Student ambassadors, through the Program's student Work Study program, connect with new students via [X \(Twitter\)](#), [Facebook](#) and [YouTube](#) accounts and, in person, at Faculty events. There are also special communiques related to programs such as the Co-op Option and TALInt.

In 2022, the Recruitment & Admissions team has further evolved to a team of three, and consists of the Associate Registrar, Recruitment & Admissions, who develops and oversees the initiatives and activities carried out by the Recruitment & Admissions Officer and Admissions Assistant.

The Recruitment & Admissions team also frequently consults with other staff and faculty, especially the Careers Officer and the MI Concentration Coordinators and Program Directors, to ensure the accuracy of messaging about the programs, and to connect prospective students to the best sources of information and advice. The expansion of the Recruitment & Admissions team has allowed for improvements in the admissions process and increased efficiency, to ensure a more streamlined application process, fair and equitable admissions, timely offers of admission and entrance scholarship decisions. The following additional accomplishments include:

- Increased outreach at institutions and organizations across Canada, including Eastern and Northern Canada;
- Student Club and Association recruitment presentations, undergraduate course lecture talks (virtual and in-person) and lunch and learn sessions which cover program suitability, fees and financial supports, and admissions;
- New social media accounts and campaigns geared specifically for future students;
- Increased webinars and one on one student advising appointments;
- Implementation of a CRM to better manage and communicate with our leads / prospective students;
- A suite of conversion events, including “iSchool Spring Showcase” events in March and April, that include tours, next steps information sessions, meet and greets with staff, faculty and students, Q&A drop-in sessions with program coordinators and staff, student / alumni panels, mini lectures by faculty, and work integrated learning webinar sessions by careers team; and
- Newly Admitted Student Page on the website that points incoming students to information about next steps, how to prepare for the start of school, and past issues of the New Student Newsletter.

The *Getting Started* [handbook](#) is the culmination of various iterations of supporting documents for incoming students, to guide them in the choices they need to make about their programs at the enrollment stage.

Students are provided with extensive advice on the construction of a coherent program, through a pre-approved path to an MI degree in the form of a concentration (mapped out in course sequence guides, provided to students via the website). Orientation is viewed as a suite of virtual and in-person activities and events planned to ensure each student feels academically, socially, and personally connected to the iSchool within their first term of study (for list of orientation activities see [Appendix IV.2.a](#)).

Faculty and staff work together to help students understand their program choices and potential areas of concentration ahead of enrollment. For example, in July 2023, 300 students met in person and virtually with faculty and staff members, including Student Services Advisors and Careers to discuss student learning outcomes, required and elective course offerings, co-curricular workshops, and extra-curricular networking opportunities. The July information session also focuses on making choices about optimal combinations of program options, including dual concentrations, collaborative specializations, and co-op and practicum courses.

Career Advising:

Students wishing to discuss the following topics may book individual consultations with a Careers advisor:

- Work Integrated Learning offerings (co-op, internships, practica)
- Resume/cover letter reviews
- Job search strategies
- Mock interviews
- General careers conversations

All sessions are confidential. No information is shared with any members of the Faculty of Information, or anyone else, except by written request of the student, or as required by law. Appointments are available during the week and can be booked using the self-serve appointment booking system. (See [Appendix IV.2.b](#) for a Career Advisor job description)

Orientation:

Orientation events are also coordinated with current students via the Master of Information Student Council and with other University of Toronto student services units, such as Health & Wellness, Accessibility, International Experience, to ensure students know how to find points of support.

Virtual orientation sessions, which include Meet Your Advisor sessions, Co-op / Work Integrated Learning sessions, and Program / Concentration Advising sessions will take place in mid-August. A suite of in-person orientation activities, which include Clubs and Services Fair, General Assembly / Welcome session and program related Bootcamp Sessions will take place in the first two weeks of September.

Standard IV.3

IV.3 Standards for admission are applied consistently. Students admitted to the program have earned a bachelor's degree from an accredited institution; the policies and procedures for waiving any admission standard or academic prerequisite are stated clearly and applied consistently. Assessment of an application is based on a combined evaluation of academic, intellectual, and other qualifications as they relate to the constituencies served by the program, the program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for the program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of the program and subsequent contribution to the field.

The admissions review process uses an online system (Slate), as does most other graduate units at the University of Toronto to support a consistent and consultative review process. Each file is assessed holistically, involving a review of grades that includes both the Grade Point Average or GPA (in 5 most recent, upper year undergraduate courses) and Cumulate Grade Point Average or CGPA (cumulative 4-year average), a minimum of two references, the student's curriculum vitae, and a personal statement in which the applicant describes their own learning expectations for the Program. Assessment also includes English-language competence scores for which the Faculty expects scores higher than the standards set by the School of Graduate Studies. For example, the overall TOEFL iBT score expected by the Faculty of Information is 107 or greater whereas SGS requires a score of 93 or greater.

The generally accepted admission standard has been B grade or better with the majority of applicants presenting B+ or greater. The applicant must provide two (2) academic references unless the student's last academic experience was five years ago or more, then the applicant may present work references.

Starting in 2023, in response to the request of the Indigenous Action and Anti-Colonialism Committee, the Faculty added a protocol for References from Traditional Knowledge Keepers and Elders to all of its degree application processes. This is part of our commitment to implementing recommendations of the Truth and Reconciliation Commission of Canada; specifically those concerned with eliminating educational gaps for Aboriginal students, improving education attainment levels and success rates, and developing culturally appropriate curricula. Our protocol specifies that letters of achievement, recognition, and support from community knowledge keepers and elders will be accepted by the admissions committee, and weighted equally to formal academic references.

The protocol offers the following guidance to recruitment committees for assessing references from Traditional Knowledge Keepers and Elders:

Elders and knowledge keepers constitute a primary link between the past, present and future of Indigenous communities. They guide individuals in developing critical self assessment and problem solving skills, and to see themselves as interdependent to their communities. There is not a standard format for these letters, some may be presented with western conventions (e.g. subject, recipient), while some may take a more narrative form. The key elements will highlight an individual's role, activities, and involvement with their community (e.g. event organizing, fundraising, childcare), and may also include references to their achievements in language, arts, or knowledge based activities (e.g. building housing). Key highlights to look out for are references to the strength of the individual's relationship to, and interdependency with their community.

References are sent a confidential form to assess 11 attributes in a 5-rank system: outstanding, above average, average, below average and unable to judge. References may also attest to the student's capabilities in narrative form. The Personal Statement is expected to address such topics as career goal/s, why the iSchool is the best place to pursue same; and, main topics, concerns and/or issues the applicant hopes to explore during their studies ([full list of requirements](#)).

The admissions process is overseen by the Master's Recruitment and Admissions Committee (MRAC), a standing committee of Faculty Council. Ethical decision-making for admissions review is governed by University and Faculty policies, and, like all Canadian university admissions processes, takes place within a legal framework that includes the [Canadian Charter of Rights and Freedoms](#) and the [Ontario Human Rights Code](#). This framework prohibits discrimination, in statements or actions, on the basis of age, gender, colour, race, religion, sexual orientation, marital status, or disability. Masters Recruitment and Admissions Committee members have access to name, gender, citizenship, and first language provided via the School of Graduate Studies application form.

As the screenshot (Figure VI.3) below indicates, the applicant is not asked to provide information concerning religion, race, ethnicity and/or dis/ability. When the University [does survey](#) its students to foster better understanding of the [demographics of our student population](#), it does so on the basis of Self-Identification.

Figure VI.3 Screenshot of SGS Admissions Application Form

School of Graduate Studies

Andrea TEST DiBiase TEST

Fall 2025, 521006224

Impersonation Active: You may be able to see data and make changes that the user might not be able to see or do directly. Avoid impersonating multiple records simultaneously in a browser session.

Personal and Contact

Please provide your name, citizenship, and contact information. The email address you provide will be used by the graduate unit to contact you concerning your application.

You must use your **complete official name** as shown on official government documents. Pay attention to spelling and capitalization, as changing this information once your application has been submitted requires official documentation.

Name

| | |
|------------------------------|---|
| Legal Given Name | <input type="text" value="Andrea TEST"/> |
| Middle | <input type="text"/> |
| Surname/Family Name | <input type="text" value="DiBiase TEST"/> |
| Suffix | <input type="text" value="v"/> |
| Preferred First Name | <input type="text"/> |
| Previous Surname/Family Name | <input type="text"/> |

Addresses

Permanent Address

| | |
|----------------|--------------------------------------|
| Country | <input type="text" value="Canada"/> |
| Street Address | <input type="text"/> |
| City | <input type="text"/> |
| Province | <input type="text" value="Ontario"/> |
| Postal Code | <input type="text"/> |

Delete

Email Address

Current Email andrea.dibiase@utoronto.ca

Change

Telephone Numbers (include +country code)

| | |
|-----------------------|----------------------|
| Work Telephone Number | <input type="text"/> |
|-----------------------|----------------------|

When students with a disability identify the need for accessibility accommodation, then they are referred to the University's [Accessibility Services](#) to make appropriate individual arrangements.

Each MI Program application file normally receives a minimum of two reviews. Files are assessed by senior admissions staff in Student Services and by the MRAC faculty member most aligned with the applicant's stated area of study. All files are open to the full MRAC for additional review and comment.

Outstanding students who may not meet standard admissions criteria may be offered admission following review and approval by both the Faculty and SGS. In the past seven years, three to five students per year on average have received non-standard admissions approval.

MRAC regularly reviews admissions processes to ensure appropriate decision-making, and the chair reports the results to Faculty Council. The Assistant Dean for Registrarial and Student Services and their staff monitor application standards and requirements at other Canadian institutions with library and information studies programs.

Standard IV.4

IV.4 Students construct a coherent plan of study that allows individual needs, goals, and aspirations to be met within the context of requirements established by the program. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

As noted in response to Standard [II.3](#), students have several options by which they can construct an individualized yet systematic program of study that reflects [program-level learning outcomes](#). These options, which include collaborative specialization study options, internships, Co-op placements, practicums, and/or master's theses, provide students with opportunities for achievement and evaluation beyond the usual coursework assignments. Possible combinations of these options include:

- Concentration by Coursework only
- Concentration + [Thesis](#)
- Concentration + [Co-op](#)
- [Collaborative Specialization](#) (Can be added to Concentration by Coursework only or Concentration + Thesis)

Full-time students can finish the program in two years (with a maximum allowed duration of three years). Part-time students are eligible to use up to six years to complete their degree requirements.

[Collaborative specializations](#) allow students to specialize in a field outside of their main area of study and count the courses taken as electives in their MI degree program. In addition to completing the CS requirements, coursework only students must take 30% of their courses in topics relating to the CS. Thesis students must complete the thesis on a topic related to the CS in addition to fulfilling the CS requirements.

The [MI thesis](#) option allows students to gain experience in developing and executing a research project from beginning to end. This option is designed for students who have a clearly defined topic, can find a supervisor, and can meet tight deadlines to complete all program requirements within the normal time limit. The thesis option is typically carried out in the second year of the two-year program. Faculty

approval is required. (See [Appendix II.3.b](#) for a list of completed Theses. See also the [searchable list of theses and dissertations](#) on our website)

A Co-operative (Co-op) education is an academic program coupled with experiential education attained in partnership between students, employers and an academic institution. The [MI Co-op](#) is an option within the MI program to complete two consecutive, paid, full-time Co-op work terms and gain professional experience in the student's field of study. It is an opportunity to apply knowledge in a real-world situation and gain academic credit for it.

The program also provides course sequence guides for each of its concentrations, which frame an optimal timetable over six terms to complete the course requirements for each concentration. (See [Appendix IV.4.a](#) for the MI course sequence, [Appendix IV.4.b](#) for the concentration sequences, and [Appendix IV.4.c](#) for the CDP sequence)

Students are able to plan, enroll and maintain their own coherent graduate programs in [ACORN](#). The staff view of the system is called ROSI (Repository of Student Information). ACORN stands for Accessible Campus Online Resource Network. It is our students' web interface to enroll in courses, check fees and finances, as well as perform registration tasks such as updated personal contact information. Students will be able to view not only the courses they have enrolled in and completed, but also the programs and specific concentrations that they are currently enrolled in. A consequence of ACORN is that it is not able to track students through the MI Program and therefore, students and advisors alike must consult the official [SGS calendar](#) and the Faculty's website to determine the mandatory and elective course options that fit within their selections. Staff regularly monitor student activity on ROSI/ACORN and provide guidance and referral when necessary to ensure that students are enrolling in courses appropriate to their program and goals. Both systems are restricted to users only as they provide confidential student information.

The ROSI/ACORN system also tracks grades and other program benchmarks (such as enrollment in the Thesis Option, if applicable) and allows staff proactively to address potential problems, such as students taking too many courses at once, or students who are developing a pattern of low grades. Students in academic difficulty are contacted by Student Services and invited to attend an in-person/virtual meeting with an advisor to ensure that any issues are dealt with as early as possible.

A number of other advising resources assist students in their decisions about course selection and program pathways, as well as library services and careers questions.

The primary source of systematic, multifaceted evaluation of achievements that students receive is through feedback on course assignments. The Faculty's [Policy on Defining Student Learning Outcomes in Course Syllabi](#) requires instructors "to clearly articulate how students will demonstrate that they have achieved each of the [student learning outcomes](#) or course learning outcomes (for example through assignments, presentations, activities in class, [and] discussions)" see the response to [Standard I.4.1](#) for examples of this best practice.

All assignments are designed and graded in accordance with the [University Assessment and Grading Practices Policy](#), which also limits course participation grades to 20%. It is considered best practice at the iSchool to return at least one piece of graded work worth at least 10% of the grade before the term's final date to drop courses without academic penalty, so that students have timely feedback to assess the

likelihood of success in the course. The Faculty also adheres to the following grade interpretation guideline for undergraduate level work: [Undergraduate Grade Interpretation Guidelines](#) and to the following grade interpretation guideline for graduate level work: [Graduate Grade Interpretation Guidelines](#).

At a level above individual courses, some concentrations also have structures that warrant systematic and holistic evaluation of student achievements within their experience of the concentration as a whole. The UXD concentration, for example, normally requires students to take [INF2192H: Representing UX](#) in their final term as a capstone, and its main deliverable is a group UX design project that requires students to draw from the entirety of their prior UXD courses.

Similarly, the Culture and Technology concentration also recommends to students to take the courses [INF1511H: Culture & Technology Studio I](#) and [INF1512H: Culture & Technology Studio II](#) as bookends to their course sequence, taking place in the Fall and the Winter of Year 1, respectively. Culture & Technology Studio I builds on a pedagogical and experimental focus, exposing students to different forms and practices of creative work at the intersection of culture and technology, and Culture & Technology Studio II requires them to apply what they have learned in an individual creative-scholarly project that draws on their experience of the C&T concentration. In both concentrations, the evaluation of student achievements is systematic in the sense that it takes the whole concentration, and not just the individual course, as the scope for the students' own evaluation and application of what they have learned. Finally, MI students also receive multifaceted evaluation at the program level through periodic degree audits carried out by Student Services, through which students are alerted to any required courses they may be missing. More qualitatively, students can themselves evaluate the fit between their career goals and program choices with the help of events such as the Employer Showcase (offered every January) and various workshops organized by the Careers Office.

Standard IV.5

IV.5 The program provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to:

The mission of the Faculty is to educate the next generation of academic and professional leaders in information, who transform society through collaboration, innovation, and knowledge creation. To do so, the program engages students collaboratively in determining and defining their learning experience.

Collaborative infrastructure/s

Since 2016, we have redesigned Bissell 116, Bissell 224, and the Learning Hub to support collaborative learning. These collaborative spaces will be enhanced following the upcoming large renovation of the Bissell building. We have engaged the architectural firm Alison Brookes Architects and are beginning the consultations, planning, and design phases of the building renovation. We discuss the Dean's vision for the renovated building and its connection to our strategic goals in the response to [Standard I.1.4](#).

Student input on curriculum

Student participation on programs via student feedback sessions and student evaluations contributes to the development of new courses and curriculum. Additionally, Concentration Coordinators conduct townhalls with students as part of curricular review processes. The Faculty conducted multiple feedback

sessions with students when developing the 2023 major modification to the MI and changed the proposal in response to their feedback.

Work Integrated learning

The total learning experience is also enhanced by two practicum courses in which students identify the most suitable projects for their learning trajectory.

[INF2173H Information Professional Practicum I](#)

[INF2273H Information Professional Practicum II](#)

These practicum courses focus on projects within all information areas. The goal of the practicum is to provide students with hands-on experience to supplement their course-based knowledge and to help them develop professional competencies. Assignments are carefully structured to fit with the workplace and the classes are designed to focus on professional issues and workplace practices in different environments. The aim is to foster sharing, to deepen knowledge through experience, and to promote a high standard of professionalism in information work.

The Information Professional Practicum course typically receives three times as many project proposals as students, which gives students an opportunity to choose from a wide variety of projects and guarantees the placement. The iSchool partners with information professionals from a range of organizations in many industries (e.g. government, law academic, finance, and culture). At the culmination of the course, students reflect on their experience and showcase their work at a networking exhibition. Table IV.5a shows the number of students enrolled in practicum courses each year. To accommodate student interest in WIL, we added a second practicum course (INF 2273H) starting in the Fall of 2022.

Table IV.5.a Enrollment in Practicum Courses

| Term | INF2173H | INF2273H | Grand Total |
|-------------|----------|----------|-------------|
| Winter-2017 | 35 | | 35 |
| Summer-2017 | 46 | | 46 |
| Winter-2018 | 39 | | 39 |
| Summer-2018 | 46 | | 46 |
| Winter-2019 | 35 | | 35 |
| Summer-2019 | 39 | | 39 |
| Winter-2020 | 54 | | 54 |
| Summer-2020 | 61 | | 61 |
| Fall-2020 | 50 | | 50 |

| Term | INF2173H | INF2273H | Grand Total |
|-------------|------------|-----------|-------------|
| Winter-2021 | 43 | | 43 |
| Winter-2022 | 26 | | 26 |
| Summer-2022 | 49 | | 49 |
| Fall-2022 | 34 | 16 | 50 |
| Winter-2023 | 16 | 18 | 34 |
| Summer-2023 | 47 | 2 | 49 |
| Winter-2024 | 50 | 8 | 58 |
| Grand Total | 670 | 44 | 714 |

Total learning via Co-op immersion

The Master of Information (MI) Co-op is an option within the MI program for students to complete one or two terms of co-op work and gain professional experience in their relevant field of study. The MI Co-op is a partnership between students, employers, and the Faculty of Information.

The Faculty’s Co-op Option provides a notable enhancement to total learning experience opportunities. The Co-op Option offers a broad spectrum of paid employer engagement opportunities that covers most of the career paths available to our graduates. The 2020-2021 cohort had 196 students that were approved for Co-op. Out of the 196, 109 completed either a 4 or 8-months Co-op position. The number approved for Co-op increased to 272 for the 2022-2023 cohort with 158 students completing either a 4 or 8 month Co-op position. The table below showcases the top employers who have hired our students from 2020-2023.

Table IV.5.b Top employers who have hired our students from 2020-2023

| Organization Name | Industry | Total Hiring |
|----------------------------|--|--------------|
| RBC | Financial Services & Professional Services | 32 |
| Ontario Digital Service | Government | 21 |
| Loblaw Companies Limited | Retail & Manufacturing | 17 |
| CIBC | Financial Services & Professional Services | 13 |
| Ontario Public Service | Government | 12 |
| IBM | Technology | 12 |
| RideFlag Technologies Inc. | Technology | 11 |

| Organization Name | Industry | Total Hiring |
|--|--|--------------|
| Legislative Assembly of Ontario (Ontario Legislative Assembly) | Government | 10 |
| Ontario Ministry of Children, Community & Social Services | Government | 9 |
| Innovation Hub | Education | 9 |
| TD Bank | Financial Services & Professional Services | 9 |
| Scotiabank | Financial Services & Professional Services | 8 |
| OurDigitalWorld | Not for Profits | 8 |
| Government of Ontario (Ministry of Transportation) | Government | 7 |
| Ministry of the Environment, Conservation and Parks | Government | 7 |
| Bank of Montreal (BMO) | Financial Services & Professional Services | 7 |

Globally-focused international work experiences

MI students can apply for an extraordinary total learning experience. In partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Faculty has offered two UNESCO Internship opportunities in Paris, France since 2015–2016. The visibility and significance of the project provides students with an extraordinary experience to assist the work of UNESCO in the areas of records management, archiving, and knowledge sharing.

Standard IV.5.1

IV.5.1 Participate in the formulation, modification, and implementation of policies affecting academic and student affairs;

Through the Master of Information Student Council (MISC), students participate in the governance of the Faculty by participating in Faculty Council. In addition to having one voting member per concentration as well as ex officio membership for the MISC president on Faculty Council, MI students have representation on the following Council committees: Awards, Graduate Appeals, Executive, Graduate Committee on Standing, Indigenous Action and Anti-Colonialism Committee, M-RAC, and Programs.

Through their participation on these committees and other working groups, students are able to participate in the formulation, modification, and implementation of policies affecting academic and student affairs. Many policies are established through standing committees of Faculty Council through which students participate as Representatives. For example, the [Policy on Defining Student Learning Outcomes in Course Syllabi](#) was established by the Programs Committee which had student membership and participation. Policies are brought to Faculty Council for approval which provides additional opportunity for student consultation. Students are given opportunities to affect change in the Faculty.

In addition to being represented on key committees, students also influence Program policy decisions through surveys, sent to all MI students on average three times per year.

The Careers Officers, the Assistant Dean, and the Recruitment Officers also hold individual open chats to seek student feedback. The Assistant Dean has held open student chats to identify ways to improve student services. Additionally, the Careers Office seeks regular student feedback during career workshops and in one-to-one sessions.

Standard IV.5.2

IV.5.2 Participate in research;

The program fosters a thriving student research culture. This takes the form of student-led research projects and events as well as student participation in faculty-led research activities.

The Faculty is home to [The iJournal](#). Supported by MISC, *The iJournal* is an open-access academic journal run by graduate students at the University of Toronto’s Faculty of Information. The first issue was published in 2016. During the period of the review, MI students published over 110 blind editorially-reviewed articles in *The iJournal* ([Appendix IV.5.2.a](#)). They were published alongside articles by Master of Museum Studies students, as well as grad students and recent alumni from across the University and across Canada.

MISC and MUSSA also collaborate to host an [annual iConference](#).

Students are also actively involved in faculty research activities through coursework, independent studies, Theses, and working as Research Assistants (See [Appendix II.3.b](#) for a list of MI Theses since 2017; See [Appendix IV.5.2.b](#) for examples of student assignments) As Table IV.5.2.a summarizes, MI students (in bold) are engaged in research on a variety of research projects with faculty. Students are afforded opportunities to participate in many aspects of the research process, enriching their total learning experience.

Table IV.5.2.a Research Projects and Publications involving MI Students

| Faculty member | Details (student author names in bold, where applicable) |
|--------------------|---|
| Rohan Alexander | <p>Katz, Lindsay, and Rohan Alexander, 2023, “Digitization of the Australian Parliamentary Debates, 1998-2022”, <i>Scientific Data</i>, 10, 567, https://doi.org/10.1038/s41597-023-02464-w.</p> <p>Collins, Annie, and Rohan Alexander, 2022, “Reproducibility of COVID-19 pre-prints”, <i>Scientometrics</i>, 4 July, https://doi.org/10.1007/s11192-022-04418-2.</p> |
| Claire Battershill | Battershill, C., Mukamal, A. and Southworth, H. "Digital Editions" in Hammond A, ed. <i>The Cambridge Companion to Literature in a Digital Age</i> . Cambridge University Press; 2024. |

| Faculty member | Details (student author names in bold, where applicable) |
|------------------|--|
| Christoph Becker | <p>2023 Fabian Fagerholm, Andres De los Rios, Carol Cardenas Castro, Jenny Gil, Alexander Chatzigeorgiou, Apostolos Ampatzoglou & Christoph Becker (2023). It's about time: How To Study Intertemporal Choice in Systems Design. <i>Information & Software Technology</i> 158, June 2023, [doi] [IF=2.9]</p> <p>2020 Christoph Becker, Tara Tsang, Rachel Booth, Enning Zhang, Fabian Fagerholm. Undecided? A Board Game to study Intertemporal choices in software projects. Proceedings of PPIG 2020: The Psychology of Programming IG workshop. [link]</p> <p>2019 Becker, C., Booth, R., Zhang, E., De los Rios, A., Fagerholm, F., Brutian, A., & Akinli Kocak, S. (2019). The collaborative achievement of trust in data-intensive curation. Paper presented at CSCW Workshop: Better supporting workers in ML workplaces, November 9, 2019, Austin, TX. [workshop]</p> <p>2018 Becker, C; Maemura, E; Moles, N; Whyte, J; Kulovits, H; Marks, S. (2018). Evaluating Assessment Frameworks in Digital Curation. University of Toronto. http://hdl.handle.net/1807/93425</p> |
| Kenzie Burchell | Burchell, K. and Fielding, S. 2024. "What hits me the hardest...the Photojournalist Blog: Genres and Practices of Journalistic Witnessing." In M. Lithgow and M. Martin eds. <i>Eyewitness Textures: User Generated Content and News Coverage in the 21st Century</i> . McGill-Queens University Press. |
| Nadia Caidi | <p>2018 Duncan, J. & Caidi, N. "Mobilities, Media and Governmentality: Asylum Seekers in Lacolle, Quebec." Special Issue on Migration and the Media, <i>Migration und Soziale Arbeit (German Journal of Migration and Social Work)</i>, 4, 331-340.</p> <p>2019 Kim, A., Caidi, N., & Chah, N. "'Our Korea': Transcultural affinities as mediated through YouTube." <i>Information Research</i>, 24(1), paper isic1828. http://InformationR.net/ir/24-1/isic2018/isic1828.html</p> <p>2024 Caidi, N., Nangia, P., Samson, H, Ekmekcioglu, C, Olsson, M. (pending revisions). Spiritual and Religious Information Experiences." <i>Annual Review of Information Science and Technoloy (ARIST)</i>.</p> |
| Brett Caraway | Bhatia-Kalluri, A. , & Caraway, B. (2023). Evaluation of Paytm in India's Digital Payment Ecosystem. <i>Journal of Social Inclusion</i> |
| Priyank Chandra | Tang, Nicole and Chandra, P. (2022). Community, Culture, and Capital: Exploring the Financial Practices of Older Hong Kong Immigrants. In CHI Conference on Human Factors in Computing Systems Extended Abstracts. April 2022 Article No.: 410. Pages 1–6. https://doi.org/10.1145/3491101.3519740 (CHI 2022) |
| Chun-Wei Choo | Katy Czajkowski "Patients' Information Uses in an Online Health Community" (defended 2021) |

| Faculty member | Details (student author names in bold, where applicable) |
|---------------------|---|
| Beth Coleman | 2024. (B. Coleman, M. Mackley , A. Wong, W. Lim, and M. Fox) Policy and Practice in Data Governance and Sharing: Engaging Toronto’s Digital Infrastructure Strategic Framework (DISF) to Model Trusted Data Sharing. Policy Paper. HEI City of Toronto. |
| Costis Dallas | Batist, Zachary, Val Masters , Tiffany C. Torma , Michael Carter, Neal Ferris, Isto Huvila, Seamus Ross, and Costis Dallas. 2021. ‘Figurations of Digital Practice, Craft, and Agency in Two Mediterranean Fieldwork Projects’. <i>Open Archaeology</i> 7 (1): 1731–55. https://doi.org/doi:10.1515/opar-2020-0217 . |
| Alessandro Delfanti | Delfanti, A., & Phan, M. (2024). Rip It Up and Start Again: Creative Labor and the Industrialization of Remix. <i>Television & New Media</i> , 15274764241227613. |
| Maher Elshakankiri | <p>B. Kelly, S. Chen, P. Zhou, M. Elshakankiri, “AI-Enabled Plastic Pollution Monitoring System for Toronto Waterways,” 10th International Conference on Internet of Things: Systems, Management and Security, San Antonio, Texas, October 2023.</p> <p>B. Yam, M. Elshakankiri, “The Design of Smart Cane SC+,” 7th World Conference on Smart Trends in Systems, Security and Sustainability, London, UK, August 2023.</p> |
| Fiorella Foscarini | <p>Foscarini, F., J. Bunn, L. Dymock, L. Evans, P. Hohmann, S. Schenkolewski-Kroll, E. Shepherd, and A. Tractinsky. 2019. “Citizen Engagement.” In <i>Trusting Records in the Cloud</i>. Eds. L. Duranti and C. Rogers. London: Facet, 65-96.</p> <p>Foscarini, F. and J. Ilerbaig. 2017. “Intertextuality in the Archives.” In <i>Archives in Liquid Times</i>. Eds. F. Smit, A. Gaudemans, and R. Jonker. Arnhem, NL: Stichting Archiefpublicaties, 177-194.</p> <p>Foscarini, F., M. Krucker and D. Golick. 2022. “Meeting Technologies and Recordkeeping: A Preliminary Study.” <i>Records Management Journal</i> 32 (1): 96-109.</p> |
| Colin Furness | <p>Bose, A., & Furness, C.D. (2021). Towards a learning organization - navigating barriers, levers, and employees’ capacity for change. In D. Tessier (Ed.) <i>Handbook of Research on Organizational Culture Strategies for Effective Knowledge Management and Performance</i>. Toronto: IGI Global.</p> <p>Furness C, Findlay-White M (2018). “Personal Growth as an Experiential Learning Outcome: Measuring Improvement in Student ‘Self-Efficacy’ and ‘Wisdom’”. Educating for the Future: Learning Outcomes and Experiential Learning Symposium. Ontario Universities Council on Quality Assurance. Toronto, October 11, 2018.</p> <p>Kumaresan M, McCardle L, Chandrashekar S, Karakus E, Furness C. (2022). Learning with ADHD: A Review of Technologies and Strategies. <i>Journal on Technology and Persons with Disabilities</i>, 10. May 2022.</p> |
| Alan Galey | Alan Galey and Rebecca Niles . “Moving Parts: Digital Modeling and the Infrastructures of Shakespeare Editing.” <i>Shakespeare Quarterly</i> 68, no. 1 (2017): 21–55. |

| Faculty member | Details (student author names in bold, where applicable) |
|----------------|--|
| Sara Grimes | <p>MI Student involvement in Knowledge Media Design Institute Research Projects Adrian Lam, Alexander Parent, and Mary Ellen Brown: KMDI Maker Space (2022-2023) Samantha Younan: KMDI Communications (2022-2023) Dakshata Shukla: KMDI Video Studio (2022-2023) Mujgan Ozceylan: Academic Tiktok (2021-2022) Garima Batra: MEME Project (2021-2022) Des'Ree Brown: Media Ratings Study (2021-2022) Mary Ellen Brown: InGame Ads Project (2021-2022) Mi Huang: KMDI Communications (2021-2022) Adrian Petterson: Kids Movement Game (2021-2022) Michael Andreae, and Kyra Savolainen: KMDI Makerspace (2021-2022) Turner Wigginton: KMDI Podcast (2020-2021) Mi Huang: KMDI Communications (2020-2021) Halla Imam: Crafting Printers (2019-2020) Adrian Wong: Focus on Balance (2019-2020) Adrian Petterson: Accessibility Arcade (2019-2020) Veronica Zaretski: Semaphore (2019-2020) Tarik Abu Elhaiga, and Ammar El-Amir: KMDI Communications Team (2019-2020) Jose Guzman, Michael Andreae: KMDI Makerspace (2019-2020) Sarah Dunn: KMDI Events (2019-2020) Halle Imam: Children's Rights in the DigiEnv (UN) (2019-2020) Jose Guzman: KMDI Makerspace(2018-2019) Tarik Abu Elhaiga: KMDI Communications Claudia Szabuniewicz, and Veronica Zaretski: Semaphore (2018-2019) Marco Piccolo and Vince Merriman: Kids DIY Media (2017-2018)</p> <p>KMDI Reports: Danica Facca, Arun Jacob, junoh kimm, J.P. King, Mujgan Ozceylan, and Sara M. Grimes, Academic TikTok Report, (August 2022). Available at: https://hdl.handle.net/1807/124170</p> <p>Bui, Alan and Grimes, Sara and Brown, Des'ree, The Media Ratings Project Report: A Cross-Cultural and Cross-Media Comparative Analysis (November 1, 2022). Available at SRN: https://ssrn.com/abstract=4445631 or http://dx.doi.org/10.2139/ssrn.4445631</p> |
| Shion Guha | <p>Erina Seh-Young Moon and Shion Guha. 2024. A Human-Centered Review of Algorithms in Homelessness Research. In Proceedings of the CHI Conference on Human Factors in Computing Systems (CHI 24), May 1116, 2024, Honolulu, HI, USA. ACM, New York, NY, USA, 24 pages. https://doi.org/10.1145/3613904.3642392</p> <p>Seh-Young Moon, E., Saxena, D., Maharaj, T., and Guha, S., Beyond Predictive Algorithms in Child Welfare, Graphics Interface Conference, 2024. doi:10.48550/arXiv.2403.05573.</p> <p>Devansh Saxena, Erina Seh-Young Moon, Aryan Chaurasia, Yixin Guan, and Shion Guha.2023. Rethinking "Risk" in Algorithmic Systems Through A Computational</p> |

| Faculty member | Details (student author names in bold, where applicable) |
|----------------|---|
| | <p>Narrative Analysis of Casenotes in Child-Welfare. In Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems (CHI '23). Association for Computing Machinery, New York, NY, USA, Article 873, 119. https://doi.org/10.1145/3544548.3581308 (Best Paper Award, top 1%)</p> <p>Devansh Saxena, Erina Moon, Dahlia Shehata, Shion Guha. Unpacking Invisible Work Practices, Constraints, and Latent Power Relationships in Child Welfare through Casenote Analysis. In CHI Conference on Human Factors in Computing Systems (CHI '22). Association for Computing Machinery, New York, NY, USA, Article 120, 122. https://doi.org/10.1145/3491102.3517742</p> <p>Victoria Chui, Jessica Pater, Tammy Toscos, and Shion Guha. 2023. Applying Human-Centered Data Science to Healthcare: Hyperlocal Modeling of COVID-19 Hospitalizations. In Companion Proceedings of the 2023 ACM International Conference on Supporting GroupWork (GROUP'23). Association for Computing Machinery, New York, NY, USA, 2426. DOI: 10.1145/3565967.3570979</p> |
| Jenna Hartel | <p>Hartel, J., Kent, J.L., Gorichanaz, T., & Munro, K. (2024). <i>Psychedelic information theory: A systematic exploration of information during altered consciousness</i>. Panel at the 52nd Canadian Association for Information Science Annual Meeting (online, June 4-7, 2024).</p> <p>Samson, H., Hartel, J., Mehra, B., Broussard, M., & Levy, D. (2024). <i>Writing practice in LIS: Contemplative, critical, ethnographic, and institutional visions</i>. Panel at the 52nd Canadian Association for Information Science Annual Meeting (online, June 4-7, 2024).</p> <p>Hartel, J. & Guzik, E. (in press). Positive information science. <i>Encyclopedia of Library and Information Science</i>. Milton Park, UK: Routledge.</p> <p>VanScoy, A., Thomson, L., & Hartel, J. (2020). Applying theory in practice: The serious leisure perspective and public library programming. <i>Library & Information Science Research</i>, 42(3).</p> <p>Hartel, J., & Siracky, H. (2023). Editor's introduction to the special issue: Joy of Information. <i>Library Trends</i> 70(4), 445-451.</p> <p>Hartel, J. & Siracky, H. (Eds.). (2023). Special issue: Joy of Information, <i>Library Trends</i>. 70(4).</p> <p>Hartel, J., Mehra, B., Griffin, B., Webb, J., Noone, R. Samson, H., & Cooper, D. (2022). <i>Ethnography kaleidoscope</i>. Panel at the 2022 Canadian Association for Information Science Annual Meeting (online, June 7-10, 2022).</p> <p>Hartel, J., Latham, K., Tench, B., Samson, H., Siracky, H., & Chabot, R. (2021). <i>Finding sanctuary and strength in the LIS classroom</i>. Panel at the Canadian Association for Information Science Annual Meeting (online, June 3-6, 2021).</p> |

| Faculty member | Details (student author names in bold, where applicable) |
|---------------------|---|
| | <p>Hartel, J., Latham, K., Tench, B., & Samson, H. (2020). <i>Introducing the Tree of Contemplative Practices</i>. Annual Meeting of the Association for Library and Information Science Education (online, October 22, 2020).</p> <p>Hartel, J., Lueg, C., Thomson, L. & Latham, C. (2020). <i>Towards an integrated information science</i>. Panel at the ASIS&T 2018: 83st Annual Meeting of the American Society for Information Science and Technology (online, October 25, 2020).</p> <p>Hartel, J., Latham, K., Gorichanaz, T., Samson, H., & Siracky, H. (2020). <i>Climbing the tree of contemplative practices</i>. Alternative event at DOCAM 2020, Annual Meeting of the Document Academy (online, August 6, 2020).</p> <p>Bedi, S., Hartel, U. Hicks, D., Noone, R., Webb, J. & Whyte, J. (2020). <i>Images and imaginations: A primer on visual research methods</i>. Ontario Library Association Super Conference (Toronto, Canada, January 29-February 1, 2020).</p> <p>Hartel, J., Munro, K., Solhjo, N., & Samson, H. (2023). <i>Writing-up research as thematic narrative</i>. Workshop at the American Society for Information Science and Technology (London, England, October, 28, 2023).</p> <p>Hartel, J., Latham, C. Chabot, R., Gorichanaz, T., & Samson, H. (2021). <i>The Information and contemplation salon</i>. Workshop at the 2021 iConference (online, March 18, 2021).</p> <p>Hartel, J. & Samson, H. (2020). <i>Writing-up research as thematic narrative</i>. Workshop at the ASIS&T 2020: 83rd Annual Meeting of the American Society for Information Science and Technology (online, October 30, 2020).</p> <p>Hartel, J., Dowdall, D., Bradley Rideout, G., Konkotong, K., Saunders, L., Ruiz, M., Tossios, M., and Chandler, M. (2017). <i>Extending the range of information behaviour research: The Information horizon interview</i>. Diversity by Design Conference (Toronto, ON, September 13-14, 2017).</p> |
| Anastasia Kuzminikh | <p>Xu, Y.*, Cheng, M.*, Kuzminykh, A. “What Makes It Mine? Exploring Psychological Ownership over Human-AI Co-Creations”. <i>Graphic Interface</i>, 2024</p> <p>Kalirai, M.*, Kuzminykh, A. “You Today, Better Tomorrow: Envisioning The Role of Conversation in Recommender Systems of the Future”. <i>2024 CUI</i>, ACM.</p> <p>Ferguson, S.*, Akemi Aoyagui, P.*, Rizvi, R.*, Kim, Y., Kuzminykh, A. “The Explanation That Hits Home: The Characteristics of Verbal Explanations That Affect Human Perception in Subjective Decision-Making”. <i>Proceedings of the ACM on Human-Computer Interaction 2 (CSCW)</i>. ACM, 2024</p> <p>Ponochevnyi, N.*, Kuzminykh, A. “Chart What I Say: Exploring Cross-Modality Prompt Alignment in AI-Assisted Chart Authoring”. <i>In Proceedings of the 2024 CHI Conference</i></p> |

| Faculty member | Details (student author names in bold, where applicable) |
|----------------|---|
| | <p>Extended Abstracts on Human Factors in Computing Systems. ACM, 2024. https://arxiv.org/abs/2404.05103</p> <p>Ferguson, S.*, Akemi Aoyagui, P.*, Kuzminykh, A. “Something Borrowed: Exploring the Influence of AI-Generated Explanation Text on the Composition of Human Explanations”. In <i>Proceedings of the 2023 CHI Conference Extended Abstracts on Human Factors in Computing Systems</i>. ACM, 2023. https://doi.org/10.1145/3544549.3585727</p> <p>Kalirai, M.*, Kuzminykh, A. <i>What Can You Do For Me? The Discoverability of Intelligent Assistant Skills. Extended Abstracts (Late-Breaking Work) at the ACM UbiComp/ISWC 2022</i>. https://doi.org/10.1145/3544793.3560362</p> <p>Ferguson, S.*, Akemi Aoyagui, P.*, Rizvi, R.* , Kim, Y., Kuzminykh, A. “Just Like Me: The Role of Opinions and Personal Experiences in The Perception of Explanations in Subjective Decision-Making”. The workshop on Trust and Reliance in Evolving Human-AI Workflows (TREW) at CHI’24</p> <p>Akemi Aoyagui, P.*, Ferguson, S.*, Kuzminykh, A. “Exploring Subjectivity for more Human-Centric Assessment of Biases in Large Language Models”. The workshop on Human-centered Evaluation and Auditing of Language Models (HEAL) at CHI'24</p> <p>Chowdhury, N.*, Kuzminykh, A. <i>An Exploration of Prompt-Based Biases in AI Art-Generated Tools</i>. The Workshop on Generative AI and HCI (GenAICHI) at CHI'23</p> <p>Ferguson, S.*, Akemi Aoyagui, P.*, Alexander, R., Kuzminykh, A. <i>A Thematic Comparison of Human and AI Explanations of Sexism Assessment</i>. The Workshop on Human-Centered AI at NeurIPS'22</p> |

| Faculty member | Details (student author names in bold, where applicable) |
|-----------------|--|
| Kelly Lyons | <p>Alexopoulos, M., Lyons, K., Barnes, M.*, Gutwillinger, R., Mahetaji, K.* (2023). Gender Inference: Can ChatGPT Outperform Common Commercial Tools? In Proceedings of In Proceedings of CASCON '23: The 33rd Annual International Conference on Computer Science and Software Engineering (CASCON '23). ACM, New York, NY, USA, 161-166.</p> <p>Alexopoulos, M., Lyons, K., Mahetaji, K.*, & Chiu, K.* (2021). Evaluating the Disruption of COVID-19 on AI Innovation using Patent Filings, In Proceedings of the 2021 IEEE International Symposium on Technology and Society (ISTAS), 28-31 October 2021, Waterloo, Ontario, Canada (Virtual Event), 6 pages.</p> <p>Frost, R.B.*, Cheng, M.*, & Lyons, K. (2019) A Multilayer Framework for Service System Analysis. In: Maglio P., Kieliszewski C., Spohrer J., Lyons K., Patrício L., Sawatani Y. (eds) Handbook of Service Science, Volume II. Service Science: Research and Innovations in the Service Economy. Springer, Cham, 285-306.</p> <p>Frost, R.*, & Lyons, K. (2017). Service Systems Analysis Methods and Components: A Systematic Literature Review. <i>Service Science</i>, 9(3), 219-234.</p> |
| Heather MacNeil | <p>MacNeil, Heather, Jessica Lapp and Nadine Finlay. "The Evolution of the Ethnographic Object Catalogue of the Canadian Museum of History (1): Collecting, Ordering and Transforming Anthropological Knowledge in the Museum, ca. 1879-1960". <i>Information & Culture: A Journal of History</i> 55:2 (Spring 2020): 169-191.</p> <p>MacNeil, Heather, Jessica Lapp and Nadine Finlay. "The Evolution of the Ethnographic Object Catalogue of the Canadian Museum of History (2): Systematizing, Communicating, and Reconciling Anthropological Knowledge in the Museum, ca. 1960-2018". <i>Information and Culture: A Journal of History</i> 55:3 (Fall 2020): 226-251.</p> |
| David Nieborg | <p>Mahetji, Kaushar & David B. Nieborg. 2024. TikTok as a platform tool: Surveying disciplinary perspectives on platforms and cultural production. In <i>Creative Tools and the Softwarization of Cultural Production</i>, edited by Frédéric Lesage & Michael Terren. Palgrave Macmillan, pp. 23–45. // Based on MI thesis work</p> <p>Nieborg, David B., & Kaushar Mahetaji. 2023. Apps & Politics. In <i>Elgar Encyclopedia of Technology and Politics</i>, edited by Andrea Ceron. Edward Elgar, pp. 269–273.</p> |
| Leslie Shade | <p>Shade, Leslie Regan & Sharly Chan. "Digital Privacy Policy Literacy: A Framework for Canadian Youth" in <i>Handbook on Media Education Research</i>, edited by Divina Frau Meigs, Sirkku Kotilainen, Manisha Pathak-Shelat together with Michael Hoehsmann and Stuart R. Poyntz. Wiley/IAMCR, 2020, pp. 327-338.</p> <p>Shade, Leslie Regan, Harrison Smith, and Evan Hamilton, "The Use of the Geoweb for Social Justice Activism." In <i>Media Activism in the Digital Age</i>. Eds. Victor Pickard and Guobin Yang. NY: Routledge, 2018, 164-182. (IC)</p> |

| Faculty member | Details (student author names in bold, where applicable) |
|-------------------|---|
| Olivier St-Cyr | <p>Kabakova, P., St-Cyr, O., & Furness, C. D. (2020). <i>Monitoring the Short-Term Outcomes of Community-Engaged, Project-Based User Experience Design Courses</i>. <u>International Journal of Research on Service-Learning and Community Engagement</u>, 8, article 8.</p> <p>Wiebe, J., Khan, R., Carvalho, R., Raman, P., Burron, G., Jeong*, J. R., Van Beek, A., McCahan, S., St-Cyr, O., & Slotta, J. D. (2020). <i>Theoretical Perspectives on Active Learning</i>. <u>Proceedings of the SALTISE 9th Annual Meeting</u>, pp. 42-43. Montréal, QC: CANADA.</p> |
| Siobhan Stevenson | <p>Stella Palikarova. "A Socio-Economic Model of Disability as Emergent From Discourses on Ideologies And Ethical Issues Surrounding the Brain–Machine-Interface (BMIs)." In progress.</p> |
| Jia Xue | <p>Xue, J., Shi, H., Zhang, Q., Fan, J., & Shier, M., (2024). Attention-seeking strategies: An investigation of sexual assault organizations' communication tactics on Twitter in Canada. <i>Nonprofit and Voluntary Sector Quarterly</i>. (IF:2.8)</p> <p>Xue, J., Zhang, Q., Zhang, Y., Shi, H., Zheng, C., Fan, J., Zhang, L., Chen, C. Li, L., & Shier, M. (2024). Bridging and Bonding Social Capital by Analyzing the Demographics, User Activities, and Social Network Dynamics of Sexual Assault Centers on Twitter: Mixed Methods Study. <i>Journal of Medical Internet Research</i>. (IF: 7.08)</p> <p>Xue, J., Zhang, B., Zhao, Y., Zhang, Q., Zheng, C., Jiang, J., Li, H., Liu, N., Li, Z., Fu, W., Peng, Y., Logan, J., Zhang, J., & Xiang, X. (2023). Evaluation of the Current State of Chatbots for Digital Health: A Scoping Review. <i>Journal of Medical Internet Research</i>. (IF: 7.08)</p> <p>Xue, J., Zhang, B., Zhang, Q., Hu, R., Jiang, J., Liu, N., Peng, Y., Li, Z., & Logan, J. (2023). Using Twitter-based data for sexual violence research: a scoping review. <i>Journal of Medical Internet Research</i>. (IF: 7.08)</p> <p>Xue, J., Hu, R., Zhang, W., Zhao, Y., Hu, R., Zhang, B., Liu, N., & Logan, J. (2021). Virtual reality or augmented reality as a tool for studying bystander behaviors in interpersonal violence: scoping review. <i>Journal of medical internet research</i>. (IF: 5.43)</p> |
| Eric Yu | <p>Rohith Sothilingam, Eric Yu, Arik Senderovich. Towards Higher Maturity for Machine Learning: A Conceptual Modelling Approach. <i>The iJournal: Graduate Student Journal of the Faculty of Information</i> 5 (1) 80-97.</p> <p>Rohith Sothilingam, Eric Yu. "Modeling Agents, Roles, and Positions in Machine Learning Project Organizations", <i>13th Int. iStar Workshop at RE'20</i>. 6 pp.</p> <p>Rohith Sothilingam, Eric Yu. "Analyzing Challenges in Data Science Team Collaboration", <i>Interrogating Data Science Workshop at CSCW 2020 conference</i>. 5 pp</p> |

| Faculty member | Details (student author names in bold, where applicable) |
|----------------|--|
| | <p>R Sothilingam, V Pant, N Shahrin, Eric Yu. "Towards a Goal-Oriented Modeling Approach for Data Governance", PoEM (Forum), 2021</p> <p>Arnon Sturm, Sadra Abrishamkar, Eric Yu. "Know-how Mapping - A Goal-Oriented Approach and Evaluation" 22nd Conf. on <i>Evaluation and Modeling Methods for Systems Analysis and Development (EMMSAD'17)</i>, Essen, Germany. In: Reinhartz-Berger, I, et al., eds. Enterprise, Business-Process and Information Systems Modeling, LNBIP Vol. 287, Springer, 2017. 272-288.</p> |

Funding Provided by the Faculty of Information Alumni Association (FIAA) for Master’s Students attending Conferences or Conducting Research

The Faculty of Information Alumni Association awards grants of up to \$500 to MI (and MMSt) students who have been invited to a conference in order to present a paper or a poster session, or to participate as a speaker or a panelist, or for students who are conducting a clearly defined research project, supervised by a faculty member as part of their studies at the iSchool. These grants are intended to subsidize the cost of attending the conference or to help defray a project’s research costs. A committee of alumni volunteers decides the amount awarded to each recipient, and students may receive only one grant during their time in the program at the iSchool. The numbers and dollar amounts of conference grants awarded to students since 2017 is summarized in Table IV.5.2.b, below

Table IV.5.2.b FIAA Conference grants for MI Students, 2017-2023

| Year | Amount |
|-------|--------|
| 2017 | 1360 |
| 2018 | 1550 |
| 2019 | 2000 |
| 2020 | |
| 2021 | 4000 |
| 2022 | 2000 |
| 2023 | 6000 |
| Total | 14000 |

Standard IV.5.3

IV.5.3 Receive academic and career advisement and consultation

As of November 2022, the Faculty hired a new Assistant Dean, Registrarial and Student Services. In response to the needs of the students brought about by increased enrolment and the addition of an undergraduate program, they began to envision and develop a holistic approach to the support and services given to all students. This includes and is not limited to recruitment, admissions, transition, learning support, careers, financial advising etc. As such, the Office of the Registrar and Student Services (ORSS) was formed.

Office of the Registrar and Student Services

The Office of the Registrar and Student Services (ORSS) is made up of a team of individuals committed to facilitating students' academic and overall student experience at the University and the Faculty of Information. In addition to performing registrarial functions (the nuts and bolts of university registration), ORSS is also the first stop for academic, financial, personal, and general advising, and are here to assist students experiencing any difficulties that might have an impact on academic work, such as illness, a family emergency, or financial problems.

Areas with which ORSS provides assistance include, but are not limited to:

- Academic and general advising and guidance
- Student counselling and resource referral
- Degree and program requirements
- Course registration and enrolment
- Fee payment or fee deferral
- Financial counselling/grant applications
- Petitions/appeals
- Wellness programming
- Mentorship & networking opportunities

Student experience is about more than the academic experience. The University and Faculty of Information offers an array of leadership, mentorship, and discipline-specific opportunities designed to augment the academic experience and encourage co-curricular involvement.

Academic Advising

Within the holistic model of the ORSS, there are multiple opportunities for students to be able to access support. The Office is located on the 4th floor where a front-line staff member can triage and answer questions in person or via a general email iSchool Inquire inquire.ischool@utoronto.ca. Depending on the question, it may be escalated to an individual advisor, the Associate Registrar Advising & Student Engagement or to the Assistant Dean, Registrarial and Student Services. Students may reach out via phone, email, or in-person. Additionally, multiple drop-in opportunities are available for students both in person and virtually throughout the year. The team works collaboratively and refers students to additional resources and supports as needed.

Finally, students are supported via various workshops, coffee chats, de-stressor events, lectures, etc. as well as tracking through various reports to determine whether students may be in difficulty academically and at risk of not progressing. This information comes both from grades as well as individual referrals from instructors.

Advising Staff:

Staff Contact Information

General Mailbox: iSchool Inquire inquire.ischool@utoronto.ca

Undergraduate Admissions: Faculty of Information Undergrad Admissions
ugadmissions.ischool@utoronto.ca

Graduate Admissions: iSchool Admissions admissions.ischool@utoronto.ca

Advisors:

Assistant Dean, Registrarial and Student Services: Andrea McGee a.mcgee@utoronto.ca

Associate Registrar, Student Advising and Engagement: Lindsay Jackowetz
lindsay.jackowetz@utoronto.ca

Advisor and Program Administrator: Christine Chan christinegrace.chan@utoronto.ca

Advisor and Program Administrator: TBD

Student Services Support Coordinator: Min Kang mingoo.kang@utoronto.ca

Admissions & Recruitment

Associate Registrar, Admissions and Recruitment: Andrea DiBiase andrea.dibiase@utoronto.ca

Recruitment and Admissions Officer: Aleesha Singh aleesha.singh@utoronto.ca

Recruitment and Admissions Assistant: Christopher Lee chrism.lee@utoronto.ca

Careers Counselling

The Careers Office in the Faculty has been expanded to respond to the increased enrolment in the MI Program and the addition of an undergraduate program. The resourcing and structure of the office was shaped by the Careers report authored by former Assistant Dean, Registrarial and Student Services Barb Brown. As of 2023, the Careers team was expanded and embedded within the ORSS with an understanding that all student support and advising needed to be collaborative and not siloed. Currently, there are seven staff members in the career office with one staff member on leave see [Table IV.5.3](#) below). The Careers team has expanded to a team in which the Director, reports directly to the Assistant Dean, Registrarial and Students Services. Student advisors work directly with all students and their primary responsibilities are to support students in their career pathways and opportunities, Work integrated learning, co-ops, etc. Individual advising on resume/cover letter reviews, job search strategies, mock interviews, general career conversations, etc. can be booked by any students. Additionally, to be eligible for co-op, Independent Modules/Workshops have been introduced in 2024 providing sessions in Résumé and Cover letter, interview skills, job search strategies and personal branding & networking are offered.

Through Career Services, students have the opportunity to access a variety of programs and services designed to assist and facilitate their job searches and career development. The Faculty's dedicated Careers team supports students seeking out resources, opportunities, and advice. The Careers team provides support for:

- Work Integrated Learning offerings (co-op, internships, practica)
- Résumé/cover letter reviews
- Job search strategies
- Mock interviews
- General careers conversations

Table IV.5.3 Career Office Staff

| Staff Contact Information — Careers Office, Faculty of Information, University of Toronto | |
|--|--|
| General Mailbox | careers.ischool@utoronto.ca |
| Esmeralda Prifti Manager Co-op, Careers and Work Integrated Learning | esmeralda.prifti@utoronto.ca |
| Aziza Virani Career and Work Integrated Learning Advisor | aziza.virani@utoronto.ca |
| Judy Jia Career and Work Integrated Learning Advisor | judy.jia@utoronto.ca |
| Carlos Moreira Career and Work Integrated Learning Advisor | c.moreira@utoronto.ca |
| Sana Khan Engagement Coordinator | sanaa.khan@utoronto.ca |
| Cat McCormick Engagement Coordinator- On Leave | cat.mccormick@utoronto.ca |
| Molly Smith Engagement Coordinator | mollyelizabeth.smith@utoronto.ca |

Standard IV.5.4

IV.5.4 Receive support services as needed;

Student Services staff are experienced members who have been trained in supporting students. The more senior advisors on the staff have their Masters of Education in addition to all staff attending various workshops and professional development opportunities to continue to enhance their skills.

Students are able to access advising support in a number of ways, including in person by dropping into the office where they will meet the Student Services Support Coordinator who will triage their issue. Depending on the student's need they will either be provided with all that they need or will be immediately seen by an advisor if it is an emergency. Alternatively, students can email the general inquire.ischool@utoronto.ca account or if they already have already been working with someone specifically, can email that advisor directly for support.

Wellness Counselling and Advice

The Faculty of Information has a Wellness Counsellor & Coordinator available to its students. Appointments are available Monday-Friday during the academic year. Students can request that they would like to meet with the "iSchool Counsellor" to access counselling on campus. Students can also choose to see a counsellor during the academic year and over the summer at the Health & Wellness Centre during its [hours of operation](#).

Numerous additional health, wellness, and counselling services are offered through the University of Toronto's Health and Wellness Centre.

Students can access free mental health and wellbeing services at [Health & Wellness](#) such as [same day counselling](#), brief counselling, medical care, [skill-building workshops](#) and [drop-in peer support](#). They can also meet with a Wellness Navigation Advisor who can connect them with other campus and community services and support.

The Health & Wellness Centre's Medical Services Clinic provides a wide range of medical services for University of Toronto students. These services include routine health care services, such as [sexual and reproductive health counselling](#), [allergy care](#), [nutrition consultation](#), and support with many other health concerns.

The [Faculty's website](#) also provides information to guide students effectively to various wellness resources. As wellness is often linked to student academic matters, students are encouraged to contact the ORSS for any and all matters. Advisors will connect with colleagues across campus and refer students as needed to additional supports.

Financial Advising

Advisors within the ORSS provide advice and counselling to students at the undergraduate and graduate levels, regarding finances and the sources of funding available to them both at admission and throughout the course of their studies. They assist students in identifying and applying for awards and bursaries offered through the Faculty, and the broader University of Toronto, funding sources including the School of Graduate Studies (SGS), and Office of the Registrar (REG), among other Faculties and programs. Staff members guide students to various financial relief programs such as student loan programs, fee payment deferrals (for students waiting to receive government funded loans, or are receiving large scholarships / funding, or other supports), available bursaries, and external opportunities. ORSS staff members also help students apply and manage complex applications to major national research funding agencies (such as NSERC, SSHRC, and the provincial agency that administers the Ontario Graduate Scholarship program) including advising students on how to select the most effective references. These services are provided via individual meetings with students (and often their references), through casual drop ins, as well as through various workshops which are provided in a timely manner to assist the students in learning about upcoming deadlines, what funding is available, and how to apply.

As of 2023, the UofT Indigenous Tuition Initiative covers the tuition for students from nine First Nations communities. Indigenous students from other communities in Canada and Native American/Alaska Native students from federally recognized bands in the continental United States can apply for the domestic Ontario tuition fee. This initiative supports efforts to make the University more accessible and inclusive for Indigenous students and the Faculty takes pride in the ability to offer this entrance / admissions funding assistance to students who self-identify as being from these groups.

Additionally, several BIPOC specific funding envelopes have been made available to students who self-identify as being from one of these groups and it is also noted that international students are eligible for financial assistance as admission / entrance funding (sometimes renewable for an additional year) when they apply to the Ontario Graduate Scholarship program.

Over the 2023-2024 fiscal year, the Faculty (from funds entirely within the Faculty) disbursed a (non-repayable) total of \$2,817,581.15, across myriad entrance scholarships / fellowships, in-course financial assistance and awards, and bursaries that allowed students to bridge their financial needs.

Several entrance / admissions scholarships as well as fellowships (some of which were designated for BIPOC students), were awarded to students representing all levels of degree studies across the Faculty. Through the Ontario Graduate Scholarship program, 11 scholarships were awarded to students, totalling \$160,000 which is in addition to the \$449,823.48 awarded across all entrance and admission awards over the most recent fiscal year.

Similarly to the Faculty of Information's focus on access to its higher education programs, student persistence is also a priority, resulting in the focus on supporting students who are already attending, and providing financial assistance to ensure their ability to continue their studies. These disbursements totalled \$1,737,681.68 over the most recent fiscal year (through in-course / in-year financial supports).

A total of \$630,075.99 was also disbursed through various bursaries to which students applied and for which they formally demonstrated their financial need.

The Faculty, however, does not operate in isolation of the broader University of Toronto enterprise and there were many other financial assistance funds accessed by the Faculty's students over the past year. These included noteworthy amounts that were secured through close collaborations of the ORSS staff members with their contemporaries at the School of Graduate Studies (SGS; representing a total of \$733,588.00) and the Office of the Registrar (REG; representing \$985,396.20) at the University of Toronto. Not to be left out, other Faculties, for example, Law, and Victoria College added over \$62,000 in funding to our students.

Taken as a whole, together with the amounts accessed directly from other areas of the University or as a result of the University of Toronto's external partnerships and agreements, the Faculty's students accessed financial assistance (only a very small portion of which is repayable) in the amount of \$4,671,575.40.

Other Faculty of Information Supports

iSchool students may choose to participate in student societies, University of Toronto clubs as well as in many other campus-wide activities. While it is often difficult to choose amongst the students' competing demands for their time, the Faculty feels very strongly that engaging in extracurricular activities is key to the students' success. The Faculty encourages students to engage in student societies, attend lectures through our public programming, exercise at one of the many University of Toronto gyms, join a club or attend a gallery exhibition, or take advantage of other opportunities at the iSchool or the broader University of Toronto and in the City of Toronto.

The [Experiential Learning Hub](#) is a key resource that support students, faculty, staff, and partners, as they undertake impactful, innovative teaching and learning experiences.

Students have numerous other points of contact throughout the Faculty, including:

- Orientation and Transition programming both in person and virtually from the time of admission to the start of term;

- Resource and club fairs;
- Annual Welcome General Assembly for students and Faculty in September;
- Various academic talks, research colloquia and workshops;
- Support via iSchool jobsite, internships, Co-ops;
- De-stressor events, academic and social events;
- Student Society events with MISC and FIAA;
- iSkills workshops; and
- Writing and tech tutors.

Student Life

As the largest university in Canada, the University of Toronto’s resources to support students success are extensive. The division of Student Life at UofT ([UofT Student Life](#)) provides the supports, opportunities, and resources students need. The Office of Student Life works closely with the Faculty’s ORSS to provide the best possible opportunities for our students to succeed in their academic journeys. Whether an international student requires support for their visa renewal or is homesick, to housing, academic and wellness supports.

Table IV.5.4 University of Toronto Supports

As the top ranked and largest university in Canada, the resources available to support student success are considerable, including:

| Wellness Services | Academic Support Services | Professional skills | Other student supports |
|--|--|--|--|
| <p>Health and Wellness Health & Wellness - UofT Student Life (utoronto.ca)</p> <p>Providing a range of health services for students physical and mental health, wellness programs and information to help support students in achieving their personal and academic goals.</p> | <p>Academic Accommodations Accessibility Services - UofT Student Life (utoronto.ca)</p> <p>Extensions for programs / work / exam writing, accommodations specific to research and experiential components of degree.</p> | <p>The Centre for Graduate Professional Development (CGPD) Centre for Graduate Professional Development – University of Toronto (utoronto.ca)</p> <p>CGPD is a central hub for graduate student professional development at the University of Toronto.</p> | <p>First Nations House First Nations House - UofT Student Life (utoronto.ca)</p> <p>provide culturally relevant services to Indigenous students to support academic success, personal growth and leadership development. We offer learning opportunities for all students to engage with Indigenous communities at U of T and beyond.</p> |

| Wellness Services | Academic Support Services | Professional skills | Other student supports |
|---|---|--|--|
| <p>Accessibility Services Accessibility Services - UofT Student Life (utoronto.ca)</p> <p>The Accessibility Services team assists in navigating disability-related barriers to your academic success at U of T for your on-going or temporary disability. We provide services and supports for learning, problem solving and inclusion.</p> | <p>Mentorship & Peer Programs Mentorship & Peer Programs - UofT Student Life (utoronto.ca)</p> <p>provides training, programming, events and resources to mentors and support for students looking for mentors.</p> | <p>Clubs & Leadership Development Clubs & Leadership Development - UofT Student Life (utoronto.ca)</p> <p>support students in formal leadership positions (clubs, groups, representative leaders), students wanting to join clubs and students who want to develop leadership skills.</p> | <p>Hart House Home Page Hart House</p> <p>Hart house is a centre for experiential education outside of the classroom, a place where students can meet, study, attend a play, join a gym or purely socialize.</p> |
| <p>School of Graduate Studies Wellness Counsellors Graduate Wellness Services at SGS – School of Graduate Studies (utoronto.ca)</p> <p>Counselling services tailored to the challenges presented by graduate-level university life; with a focus on strengths, resiliency, and skills-building.</p> | <p>School of Graduate Studies English Language and Writing Support Writing Centre – School of Graduate Studies (utoronto.ca)</p> <p>One-on-one consultations are available for graduate students who seek individualized assistance with their writing.</p> | <p>Centre for Community Partnerships Centre for Community Partnerships - UofT Student Life (utoronto.ca)</p> <p>collaborate with students to advance community-engaged learning and research (CEL/R) through building community, enhancing capacity and learning together.</p> | <p>Centre for International Experience Home - Centre for International Experience (utoronto.ca)</p> <p>Offers a range of programs and services to support international students, as well as global learning opportunities for all students.</p> |
| <p>SafeTALK: Suicide Alertness for Everyone safeTALK - UofT Student Life (utoronto.ca)</p> <p>Workshop designed by Living Works to ensure that those with thoughts of suicide are connected to helpers who are prepared to provide first aid interventions.</p> | <p>University of Toronto Libraries Home University of Toronto Libraries (utoronto.ca)</p> <p>Students may access any of the 44 libraries on campus</p> | <p>Career Exploration & Education Career Exploration & Education - UofT Student Life (utoronto.ca)</p> <p>Support students and recent graduates as they build their future in our changing world. We help students explore what they can do with their degree, discover job opportunities and further education.</p> | <p>Multi-Faith Centre Multi-Faith Centre - UofT Student Life (utoronto.ca)</p> <p>provide an inclusive space for you to engage in community, where you can learn, grow and explore diverse cultural and spiritual perspectives</p> |

| Wellness Services | Academic Support Services | Professional skills | Other student supports |
|---|--|---|--|
| <p>H&W Peer support Service Health & Wellness peer support service - UofT Student Life (utoronto.ca) Chat with a trained University of Toronto student peer about whatever is on your mind, right away! Support is offered in a one-on-one, drop-in, non-judgmental, confidential and accessible space online or in-person from Wednesday to Friday, 11 a.m. – 4 p.m.</p> | <p>Office of Research Ethics Research Ethics Boards Research & Innovation (utoronto.ca) Animals in research, humans in research, ethical conduct of research, training, and resources.</p> | <p>Teaching Assistants' Training Program Home - Teaching Assistants' Training Program (utoronto.ca) Teaching support, faculty mentoring, workshops, teaching strategies, teaching resources, consultations.</p> | <p>Housing Housing - UofT Student Life (utoronto.ca) The staff at Housing can help you find a great home. Use the StarRez portal to apply for residence, or log in to the Off-Campus Housing Finder to search for rentals and find roommates. Attend our events or meet with us in person to get help with your housing search and learn about your tenant rights.</p> |
| <p>H&W Workshops Attend a Health & Wellness workshop - UofT Student Life (utoronto.ca) Health & Wellness offers all kinds of opportunities to support your mental health— from workshops to build general life and coping skills to specific programs to address issues like exam anxiety.</p> | <p>Centre for Learning Strategy Support Centre for Learning Strategy Support - UofT Student Life (utoronto.ca) Help students identify and achieve their learning goals.</p> | | <p>GradLife Gradlife - UofT Student Life (utoronto.ca) Gradlife is a hub for graduate support and finding community that helps registered graduate students (master’s and PhD) at the St George campus navigate the grad school experience at U of T. Gradlife programming includes skill building sessions, conversational chats, social opportunities and other special events that are tailored for graduate students. Orientation programming is also offered in the fall and winter to help incoming graduate students transition to grad life.</p> |

| Wellness Services | Academic Support Services | Professional skills | Other student supports |
|--|--|---------------------|--|
| <p>Student Mental Health Resource Home - Student Mental Health Resource (utoronto.ca) Mental health resource hub sharing tools, strategies and experts to meet students exactly where they are on their mental health journey</p> | <p><i>School of Graduate Studies</i> School of Graduate Studies – University of Toronto (utoronto.ca)</p> <p>Provides student supports including Grad Hub, financial aid, mentorship etc.</p> <p>Resources and Supports Resources & Supports – School of Graduate Studies (utoronto.ca)</p> | | <p><i>Family Care Office</i> Home - Family Care Office (utoronto.ca)</p> <p>Supporting students, providing services and resources to meet diverse family needs</p> |
| | | | <p><i>Orientation, Transition & Engagement</i> Orientation, Transition & Engagement - UofT Student Life (utoronto.ca)</p> <p>Starting with university orientation and continuing to graduation and beyond, we support active participation in campus life and a broad range of co-curricular involvement opportunities.</p> |

Standard IV.5.5

IV.5.5 Form student organizations;

The Master of Information Student Council exists to support and advocate for students in the MI Program, and to serve as a liaison organization between MI students and the Faculty. MISC represents MI students on Faculty Council, and supports the professional, academic, and social development of students. For example, MISC’s Social Development Committee organizes orientation activities for new students to meet and mingle with peers at an outdoor barbecue event and pub night, and also directs students toward financial, wellness, academic and student life support portals. The MISC Professional Development Committee organizes a series of events and workshops to provide networks within career

pathways. The annual employers' showcase draws more than 30 employers to meet on-site with students in the Program. MISC offers funding for student-sponsored initiatives including the annual iConference and student chapters of professional associations such as the Association of Canadian Archivists ([ACAUoT](#)) and Canadian Association of Professional Academic Librarians ([UTCAPAL](#)) (see also the response to Standard IV.5.6, below). A [MISC student initiatives fund](#) helps events, clubs and initiatives.

Recent examples of student-generated clubs and organizations include the Film Club, the iSchool Volleyball Team within the Graduate Student Union League, the CIPS Club, the Creative Writing Club, the Book Club, and the User Experience Club.

Standard IV.5.6

IV.5.6 Participate in professional organizations.

Students in the program receive encouragement to join professional organizations. Some of the most popular professional organizations among students include the American Library Association (ALA), the Association of Canadian Archivists (ACA), the Association for Computing Machinery (ACM), the Association of Moving Image Archivists (AMIA), the Canadian Association of Professional Academic Librarians (CAPAL), Librarians Without Borders, and the Special Libraries Association (SLA).

Many of these associations host meetings, run events and workshops, and engage in fundraising throughout the year. For example, the Association of Canadian Archivists runs an annual "[Human Library](#)" event and professional development panels, i.e. digital archives and advice from professional archivists. Students often participate as council members or as volunteers who assist with these activities throughout the year.

Faculty members also contribute to encouraging students to participate in professional organizations. For example, the ARM Concentration Coordinator (Fiorella Foscarini) organizes student volunteers to participate in recruiting student volunteers for a records management conference, known as [InfoNext](#) (formerly, MER), which takes place every April/May in the US. She informs ARM students about this opportunity, interviews any interested ones, and selects participants. The selected students get a scholarship from ARMA International covering conference registration and meals.

Standard IV.6

IV.6 The program applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the extent to which the program's academic and administrative policies and activities regarding students are accomplishing its objectives. Within applicable institutional policies, faculty, students, staff, and others are involved in the evaluation process.

The Faculty's internal program-level SLO review processes are governed by the Faculty Council through the Standing Committee on Programs (Programs Committee) and are communicated in the Faculty of Information Council Bylaws. The Programs Committee receives "annual reports from each program detailing the extent to which the goals and objectives are being satisfied in the delivery of the courses of study, the grading, the program content, and evaluation system, and the requirements for graduation." (Art. III, Sec.10.2)

As discussed in the response to [Standard I.4.1](#), in February 2023 we updated our [SLO Policy](#). All syllabi in the Faculty must map their CLOs to the degree level PLOs and map their CLOs to their assessments. This mapping enables us to track program objectives in each concentration through the required courses. Syllabi for all courses are checked at the start of each term for compliance with the policy before being saved in the syllabus repository (access provided on-site). To reflect the addition of the professional requirements, we also track the completion of the Course Learning Outcomes necessary to count as fulfilling the professional requirements as part of the concentration requirements.

The Programs Committee, however, is not the only mechanism by which the Program implements the kind of systematic evaluation of student achievement specified in Standard IV.6. Student Services plays an important role in leading operational policy changes, in consultation with the faculty members and academic administration (i.e. the Program Director, Associate Dean, Teaching and Learning, and Dean).

Overall, the Program has increasingly systematized its evaluation of student achievement in relation to decision-making processes for academic and administrative policies and activities. By ensuring close coordination between the various academic administrators, with the Programs Committee as the venue for decisions above a purely operational level, the Program has built a comprehensive system to ensure that its decisions are systematic, evaluation-based, and consultative.

Standard IV.7

IV.7 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of student learning outcomes, using appropriate direct and indirect measures as well as individual student learning, using appropriate direct and indirect measures.

The meetings of the Programs Committee and [Faculty Council](#) alike are minuted. All meeting records, including minutes and supporting documentation for program changes, are kept by the Office of the Dean. The kinds of documentation required for changes to graduate programs at the University are determined by the Office of the Vice-President Academic and the School of Graduate Studies. Standard forms are used for minor and major modifications alike, both of which require the documentation of rationale, supporting evidence, and consultation for program changes. These detailed minor and major modification forms are kept by the Dean's Office.

Moreover, Student Services periodically surveys students, alumni, and program stakeholders, and retains the survey questions, data, and results in their records.

A key mechanism to ensure that [Student Learning Outcomes](#) are systematically met is the course syllabus repository (access provided in [shared folder](#)). Instructors may choose whether to make their syllabi visible to the public, and, if so, they are made available on our [course website](#). However, all course syllabi must be deposited and archived. The University policy is that Instructors own the intellectual property of their syllabi and, while we encourage public facing syllabi, we support instructors who chose to not publish their syllabi. The syllabus repository allows the Associate Dean, Teaching Learning and the MI Director to verify that instructors are designing their syllabi and courses with reference to course- and program-level student learning outcomes, as required by [School policy](#). All instructors, both appointed faculty and sessionals/adjuncts, are provided with resource guides ([Appendix I.4.1.c](#)) to support the incorporation of CLOs and their linking to PLOs and assessment in their syllabi. The Program, Technology & Student Services Administrator, Anna Oh, is responsible for maintaining the syllabus repository. She performs a systematic check of all incoming syllabi to ensure

that they conform with the policy. Overall, the syllabus repository is a crucial resource, which enables the systematic tracking of CLOs in the design of courses and allows the administrative team to evaluate this information in relation to student feedback through course evaluations, alumni surveys, and other channels.

Standard IV.8

IV.8 The program demonstrates how the results of the evaluation of student learning outcomes and individual student learning are systematically used to improve the program and to plan for the future.

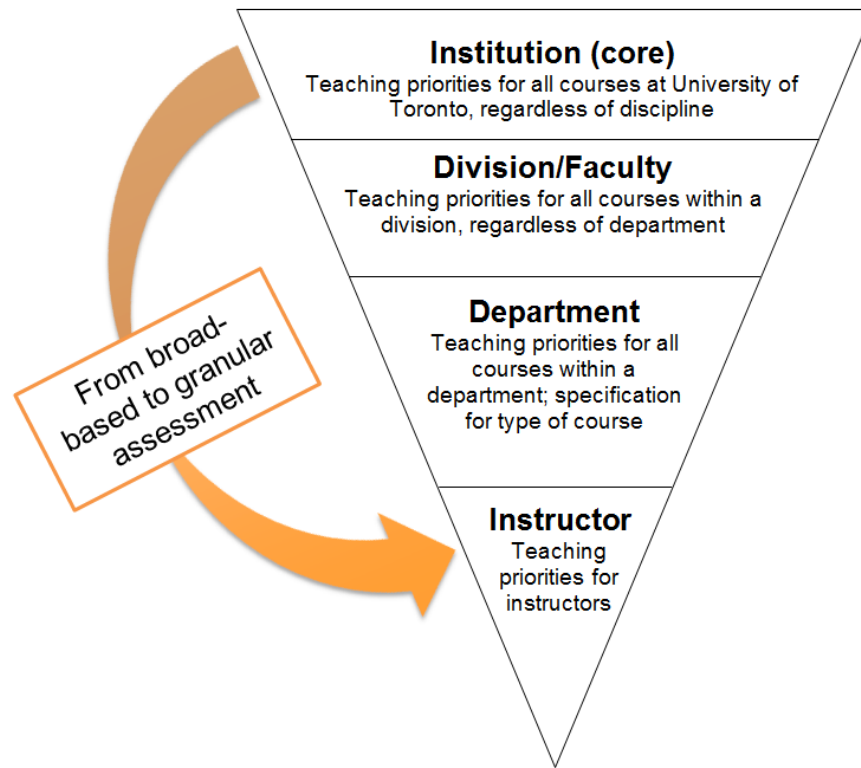
At the overall curricular level, course offerings are reviewed annually by a group that consists of the Associate Dean, Teaching and Learning, the MI Program Director, Concentration Coordinators, and the Assistant Dean for Registrarial and Student Services. This review occurs when the teaching assignments for a new academic year must be decided. This level of coordination and consultation allows program decisions to be informed by student course evaluations (via the ADTL who has access to the confidential results), by student surveys (via the Assistant Dean), and by independent feedback to the Associate Dean, Teaching and Learning, and MI Program Director based on their regular communication with Concentration Coordinators and instructors throughout the term. Through these systematic mechanisms, the details of student experiences in the program — and, for that matter, instructor experiences — can inform program-level decision-making, as well as the mentoring and support of teaching faculty.

Course Evaluations

Course evaluations are run by the University through the [Centre for the Support of Teaching](#) (CTSI). Evaluations are conducted online using a framework that applies a cascaded assessment structure. “Specifically, course evaluation forms are comprised of items that reflect **core** teaching and learning priorities, which apply to all courses at U of T; **divisional** items that reflect teaching and learning priorities within a specific division (e.g. Faculty of Arts & Science); **departmental** items that reflect teaching and learning priorities within a specific department (e.g. Computer Science); and finally, individual **instructor** items that reflect teaching and learning priorities within a specific course (and are selected via the Institutional Item Bank).” (CTSI, [Course Evaluation Framework](#))

As a single department Faculty, the iSchool has access to ask both divisional and departmental level items. Currently, it only asks five divisional questions and has reserved the departmental questions for future use (see [Appendix IV.8](#) for the Faculty’s Guidelines on Evaluation). The University provides [guidelines for Academic Administrators](#) in interpreting the results and has conducted a [validation study](#) on the Institutional Composite Mean (ICM) that it uses as a benchmark. The University rates the reliability of evaluations based on course size, response rates, and single Instructor / multi-instructor.

Figure IV.8 University of Toronto Cascaded Course Evaluation Framework.



As Figure IV.8 shows, the University’s course evaluation framework moves from broad based to granular assessments as it changes from Institutional to Divisional and Instructor level questions. Each instructor can choose three questions from a bank of 200+ questions to evaluate specific elements of their course.

The institution asks five core questions that address student engagement, knowledge gain, learning atmosphere, course components, and student understanding. The average of these five questions is the Institutional Composite Mean (ICM). The University uses a five-point Likert scale in the framework. The five core institutional items are rated on a 1 (Not at All) to 5 (A Great Deal) scale.

The Institutional section also includes a 6th question on overall learning experience using a 1 (Poor) to 5 (Excellent) scale. Institutional Questions 7 and 8 are open-ended prompts: “Please comment on the overall quality of this course” and “Please comment on any assistance that was available to support your learning in this course.”

Course Evaluation results are released after final grades are submitted. Fall 2024 Evaluation results should be released shortly before the site visit. Below are tables showing the Faculty’s average scores compared to the ICM on each Institutional question broken down by term and academic year during the period of the review. Both the ICM and the divisional results are included as the average and as the median.

Institutional Questions

Table IV.8.a Institutional Question 1: I Found the course intellectually stimulating.

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q01 Avg | Inst Q01 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| 2017/2018 | Fall | 4.02 | 4.00 | 3.94 | 4.00 |
| | Winter | 3.96 | 4.00 | 3.82 | 4.00 |
| | Summer | 4.08 | 4.00 | 3.95 | 4.00 |
| 2018/2019 | Fall | 3.99 | 4.00 | 3.87 | 4.00 |
| | Winter | 4.16 | 5.00 | 4.04 | 4.00 |
| | Summer | 4.14 | 5.00 | 4.05 | 4.00 |
| 2019/2020 | Fall | 4.17 | 4.00 | 4.09 | 4.00 |
| | Winter | 4.09 | 5.00 | 3.97 | 4.00 |
| | Summer | 4.02 | 4.00 | 3.90 | 4.00 |
| 2020/2021 | Fall | 4.16 | 4.00 | 4.08 | 4.00 |
| | Winter | 4.27 | 5.00 | 4.18 | 4.00 |
| | Summer | 4.15 | 5.00 | 4.00 | 4.00 |
| 2021/2022 | Fall | 4.23 | 5.00 | 4.14 | 4.00 |
| | Winter | 4.18 | 5.00 | 4.06 | 4.00 |
| | Summer | 4.02 | 4.00 | 3.86 | 4.00 |
| 2022/2023 | Fall | 4.13 | 5.00 | 4.03 | 4.00 |
| | Winter | 4.16 | 5.00 | 4.07 | 4.00 |
| | Summer | 4.11 | 5.00 | 4.08 | 4.00 |
| 2023/2024 | Fall | 4.26 | 5.00 | 4.17 | 4.00 |
| | Winter | 4.14 | 5.00 | 4.03 | 4.00 |
| | Summer | 4.20 | 5.00 | 4.09 | 4.00 |

Table IV.8.b Institutional Question 2: The Course provided me with a deeper understanding of the subject matter.

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q02 Avg | Inst Q02 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| 2017/2018 | Fall | 4.02 | 4.00 | 4.04 | 4.00 |
| | Winter | 3.96 | 4.00 | 3.98 | 4.00 |
| | Summer | 4.08 | 4.00 | 4.04 | 4.00 |
| 2018/2019 | Fall | 3.99 | 4.00 | 4.00 | 4.00 |
| | Winter | 4.16 | 5.00 | 4.14 | 5.00 |
| | Summer | 4.14 | 5.00 | 4.22 | 5.00 |
| 2019/2020 | Fall | 4.17 | 4.00 | 4.20 | 5.00 |
| | Winter | 4.09 | 5.00 | 4.07 | 4.00 |
| | Summer | 4.02 | 4.00 | 4.07 | 4.00 |
| 2020/2021 | Fall | 4.16 | 4.00 | 4.18 | 5.00 |
| | Winter | 4.27 | 5.00 | 4.27 | 5.00 |

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q02 Avg | Inst Q02 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| | Summer | 4.15 | 5.00 | 4.17 | 5.00 |
| 2021/2022 | Fall | 4.23 | 5.00 | 4.27 | 5.00 |
| | Winter | 4.18 | 5.00 | 4.19 | 5.00 |
| | Summer | 4.02 | 4.00 | 4.05 | 5.00 |
| 2022/2023 | Fall | 4.13 | 5.00 | 4.13 | 5.00 |
| | Winter | 4.16 | 5.00 | 4.17 | 5.00 |
| | Summer | 4.11 | 5.00 | 4.18 | 5.00 |
| 2023/2024 | Fall | 4.26 | 5.00 | 4.29 | 5.00 |
| | Winter | 4.14 | 5.00 | 4.13 | 5.00 |
| | Summer | 4.20 | 5.00 | 4.19 | 5.00 |

Table IV.8.c Institutional Question 3: The instructor created a course atmosphere that was conducive to my learning.

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q03 Avg | Inst Q03 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| 2017/2018 | Fall | 4.02 | 4.00 | 4.13 | 5.00 |
| | Winter | 3.96 | 4.00 | 4.02 | 5.00 |
| | Summer | 4.08 | 4.00 | 4.18 | 5.00 |
| 2018/2019 | Fall | 3.99 | 4.00 | 4.09 | 5.00 |
| | Winter | 4.16 | 5.00 | 4.26 | 5.00 |
| | Summer | 4.14 | 5.00 | 4.25 | 5.00 |
| 2019/2020 | Fall | 4.17 | 4.00 | 4.31 | 5.00 |
| | Winter | 4.09 | 5.00 | 4.19 | 5.00 |
| | Summer | 4.02 | 4.00 | 4.02 | 5.00 |
| 2020/2021 | Fall | 4.16 | 4.00 | 4.19 | 5.00 |
| | Winter | 4.27 | 5.00 | 4.36 | 5.00 |
| | Summer | 4.15 | 5.00 | 4.21 | 5.00 |
| 2021/2022 | Fall | 4.23 | 5.00 | 4.30 | 5.00 |
| | Winter | 4.18 | 5.00 | 4.30 | 5.00 |
| | Summer | 4.02 | 4.00 | 4.22 | 5.00 |
| 2022/2023 | Fall | 4.13 | 5.00 | 4.20 | 5.00 |
| | Winter | 4.16 | 5.00 | 4.23 | 5.00 |
| | Summer | 4.11 | 5.00 | 4.24 | 5.00 |
| 2023/2024 | Fall | 4.26 | 5.00 | 4.35 | 5.00 |
| | Winter | 4.14 | 5.00 | 4.20 | 5.00 |
| | Summer | 4.20 | 5.00 | 4.37 | 5.00 |

Table IV.8.d Institutional Question 4: Course projects, assignments, tests, and/or exams improved my understanding of the course material.

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q04 Avg | Inst Q04 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| 2017/2018 | Fall | 4.02 | 4.00 | 3.97 | 4.00 |

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q04 Avg | Inst Q04 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| | Winter | 3.96 | 4.00 | 3.95 | 4.00 |
| | Summer | 4.08 | 4.00 | 4.09 | 4.00 |
| 2018/2019 | Fall | 3.99 | 4.00 | 3.96 | 4.00 |
| | Winter | 4.16 | 5.00 | 4.14 | 4.00 |
| | Summer | 4.14 | 5.00 | 4.05 | 4.00 |
| 2019/2020 | Fall | 4.17 | 4.00 | 4.10 | 4.00 |
| | Winter | 4.09 | 5.00 | 4.09 | 5.00 |
| | Summer | 4.02 | 4.00 | 4.04 | 4.00 |
| 2020/2021 | Fall | 4.16 | 4.00 | 4.14 | 4.00 |
| | Winter | 4.27 | 5.00 | 4.25 | 5.00 |
| | Summer | 4.15 | 5.00 | 4.16 | 4.00 |
| 2021/2022 | Fall | 4.23 | 5.00 | 4.20 | 5.00 |
| | Winter | 4.18 | 5.00 | 4.15 | 4.00 |
| | Summer | 4.02 | 4.00 | 3.94 | 4.00 |
| 2022/2023 | Fall | 4.13 | 5.00 | 4.12 | 4.00 |
| | Winter | 4.16 | 5.00 | 4.15 | 4.00 |
| | Summer | 4.11 | 5.00 | 4.01 | 4.00 |
| 2023/2024 | Fall | 4.26 | 5.00 | 4.23 | 5.00 |
| | Winter | 4.14 | 5.00 | 4.15 | 5.00 |
| | Summer | 4.20 | 5.00 | 4.13 | 4.00 |

Table IV.8.e Institutional Question 5: Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q05 Avg | Inst Q05 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| 2017/2018 | Fall | 4.02 | 4.00 | 4.02 | 4.00 |
| | Winter | 3.96 | 4.00 | 4.00 | 4.00 |
| | Summer | 4.08 | 4.00 | 4.14 | 4.00 |
| 2018/2019 | Fall | 3.99 | 4.00 | 4.01 | 4.00 |
| | Winter | 4.16 | 5.00 | 4.21 | 5.00 |
| | Summer | 4.14 | 5.00 | 4.14 | 4.00 |
| 2019/2020 | Fall | 4.17 | 4.00 | 4.14 | 4.00 |
| | Winter | 4.09 | 5.00 | 4.15 | 5.00 |
| | Summer | 4.02 | 4.00 | 4.09 | 4.50 |
| 2020/2021 | Fall | 4.16 | 4.00 | 4.19 | 4.00 |
| | Winter | 4.27 | 5.00 | 4.29 | 5.00 |
| | Summer | 4.15 | 5.00 | 4.21 | 5.00 |
| 2021/2022 | Fall | 4.23 | 5.00 | 4.25 | 5.00 |
| | Winter | 4.18 | 5.00 | 4.21 | 5.00 |
| | Summer | 4.02 | 4.00 | 4.01 | 5.00 |
| 2022/2023 | Fall | 4.13 | 5.00 | 4.18 | 5.00 |

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q05 Avg | Inst Q05 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| | Winter | 4.16 | 5.00 | 4.20 | 5.00 |
| | Summer | 4.11 | 5.00 | 4.07 | 5.00 |
| 2023/2024 | Fall | 4.26 | 5.00 | 4.27 | 5.00 |
| | Winter | 4.14 | 5.00 | 4.18 | 5.00 |
| | Summer | 4.20 | 5.00 | 4.20 | 4.00 |

Table IV.8.f Institutional Question 6: Overall, the quality of my learning experience in the course was: excellent (5), very good (4), good (4), fair (2), or poor (1).

| Academic Year | Session Code | Inst ICM Avg | Inst ICM Median | Inst Q06 Avg | Inst Q06 Median |
|------------------|--------------|--------------|-----------------|--------------|-----------------|
| 2017/2018 | Fall | 4.02 | 4.00 | 3.76 | 4.00 |
| | Winter | 3.96 | 4.00 | 3.67 | 4.00 |
| | Summer | 4.08 | 4.00 | 3.81 | 4.00 |
| 2018/2019 | Fall | 3.99 | 4.00 | 3.72 | 4.00 |
| | Winter | 4.16 | 5.00 | 3.92 | 4.00 |
| | Summer | 4.14 | 5.00 | 3.89 | 4.00 |
| 2019/2020 | Fall | 4.17 | 4.00 | 3.92 | 4.00 |
| | Winter | 4.09 | 5.00 | 3.83 | 4.00 |
| | Summer | 4.02 | 4.00 | 3.74 | 4.00 |
| 2020/2021 | Fall | 4.16 | 4.00 | 3.86 | 4.00 |
| | Winter | 4.27 | 5.00 | 4.00 | 4.00 |
| | Summer | 4.15 | 5.00 | 3.93 | 4.00 |
| 2021/2022 | Fall | 4.23 | 5.00 | 3.96 | 4.00 |
| | Winter | 4.18 | 5.00 | 3.96 | 4.00 |
| | Summer | 4.02 | 4.00 | 3.70 | 4.00 |
| 2022/2023 | Fall | 4.13 | 5.00 | 3.87 | 4.00 |
| | Winter | 4.16 | 5.00 | 3.91 | 4.00 |
| | Summer | 4.11 | 5.00 | 3.93 | 4.00 |
| 2023/2024 | Fall | 4.26 | 5.00 | 3.99 | 4.00 |
| | Winter | 4.14 | 5.00 | 3.89 | 4.00 |
| | Summer | 4.20 | 5.00 | 4.04 | 4.00 |

Divisional Questions

Table IV.8.g Divisional Question 1: The course instructor encouraged students to think about the subject matter from multiple perspectives.

| Academic Year | Session Code | Divn Q01 Avg | Divn Q01 Median |
|------------------|--------------|--------------|-----------------|
| 2017/2018 | Fall | 4.14 | 4.00 |
| | Winter | 4.11 | 4.00 |
| | Summer | 4.16 | 5.00 |

| Academic Year | Session Code | Divn Q01 Avg | Divn Q01 Median |
|------------------|--------------|--------------|-----------------|
| 2018/2019 | Fall | 4.16 | 4.00 |
| | Winter | 4.26 | 5.00 |
| | Summer | 4.24 | 5.00 |
| 2019/2020 | Fall | 4.28 | 5.00 |
| | Winter | 4.22 | 5.00 |
| | Summer | 4.01 | 4.00 |
| 2020/2021 | Fall | 4.24 | 5.00 |
| | Winter | 4.38 | 5.00 |
| | Summer | 4.13 | 4.50 |
| 2021/2022 | Fall | 4.37 | 5.00 |
| | Winter | 4.36 | 5.00 |
| | Summer | 4.13 | 5.00 |
| 2022/2023 | Fall | 4.24 | 5.00 |
| | Winter | 4.26 | 5.00 |
| | Summer | 4.24 | 5.00 |
| 2023/2024 | Fall | 4.38 | 5.00 |
| | Winter | 4.26 | 5.00 |
| | Summer | 4.25 | 5.00 |

Table IV.8.h Divisional Question 2: The course instructor encouraged me to explore alternative approaches when problem-solving.

| Academic Year | Session Code | Divn Q02 Avg | Divn Q02 Median |
|------------------|--------------|--------------|-----------------|
| 2017/2018 | Fall | 4.03 | 4.00 |
| | Winter | 3.98 | 4.00 |
| | Summer | 4.10 | 4.00 |
| 2018/2019 | Fall | 4.01 | 4.00 |
| | Winter | 4.13 | 4.00 |
| | Summer | 4.13 | 4.00 |
| 2019/2020 | Fall | 4.14 | 4.00 |
| | Winter | 4.11 | 4.00 |
| | Summer | 3.93 | 4.00 |
| 2020/2021 | Fall | 4.11 | 4.00 |
| | Winter | 4.26 | 5.00 |
| | Summer | 4.02 | 4.00 |
| 2021/2022 | Fall | 4.26 | 5.00 |
| | Winter | 4.23 | 5.00 |
| | Summer | 3.97 | 4.00 |
| 2022/2023 | Fall | 4.15 | 5.00 |
| | Winter | 4.15 | 5.00 |
| | Summer | 4.15 | 5.00 |

| Academic Year | Session Code | Divn Q02 Avg | Divn Q02 Median |
|------------------|--------------|--------------|-----------------|
| 2023/2024 | Fall | 4.25 | 5.00 |
| | Winter | 4.15 | 5.00 |
| | Summer | 4.17 | 5.00 |

Table IV.8.i Divisional Question 3: The course drew attention to ethical and social issues related to the field of study.

| Academic Year | Session Code | Divn Q03 Avg | Divn Q03 Median |
|------------------|--------------|--------------|-----------------|
| 2017/2018 | Fall | 4.05 | 4.00 |
| | Winter | 3.88 | 4.00 |
| | Summer | 4.01 | 5.00 |
| 2018/2019 | Fall | 3.98 | 4.00 |
| | Winter | 4.12 | 5.00 |
| | Summer | 3.92 | 4.00 |
| 2019/2020 | Fall | 4.09 | 4.00 |
| | Winter | 4.08 | 5.00 |
| | Summer | 3.84 | 4.00 |
| 2020/2021 | Fall | 4.11 | 5.00 |
| | Winter | 4.30 | 5.00 |
| | Summer | 3.99 | 4.00 |
| 2021/2022 | Fall | 4.10 | 5.00 |
| | Winter | 4.21 | 5.00 |
| | Summer | 3.92 | 5.00 |
| 2022/2023 | Fall | 4.18 | 5.00 |
| | Winter | 4.23 | 5.00 |
| | Summer | 3.98 | 4.00 |
| 2023/2024 | Fall | 4.28 | 5.00 |
| | Winter | 4.21 | 5.00 |
| | Summer | 4.05 | 5.00 |

Table IV.8.j Divisional Question 4: The course instructor encouraged students to reflect critically on the course material.

| Academic Year | Session Code | Divn Q04 Avg | Divn Q04 Median |
|------------------|--------------|--------------|-----------------|
| 2017/2018 | Fall | 4.16 | 5.00 |
| | Winter | 4.08 | 5.00 |
| | Summer | 4.16 | 5.00 |
| 2018/2019 | Fall | 4.12 | 5.00 |
| | Winter | 4.26 | 5.00 |
| | Summer | 4.16 | 5.00 |
| 2019/2020 | Fall | 4.23 | 5.00 |
| | Winter | 4.19 | 5.00 |

| Academic Year | Session Code | Divn Q04 Avg | Divn Q04 Median |
|------------------|--------------|--------------|-----------------|
| | Summer | 3.95 | 4.00 |
| 2020/2021 | Fall | 4.20 | 5.00 |
| | Winter | 4.38 | 5.00 |
| | Summer | 4.13 | 5.00 |
| 2021/2022 | Fall | 4.30 | 5.00 |
| | Winter | 4.32 | 5.00 |
| | Summer | 4.13 | 5.00 |
| 2022/2023 | Fall | 4.22 | 5.00 |
| | Winter | 4.28 | 5.00 |
| | Summer | 4.16 | 5.00 |
| 2023/2024 | Fall | 4.38 | 5.00 |
| | Winter | 4.27 | 5.00 |
| | Summer | 4.25 | 5.00 |

Table IV.8.k Divisional Question 5: The course instructor explained how course topics contributed to an overall understanding of the field (i.e. Archives, Knowledge Management, Museum Studies).

| Academic Year | Session Code | Divn Q05 Avg | Divn Q05 Median |
|------------------|--------------|--------------|-----------------|
| 2017/2018 | Fall | 4.03 | 4.00 |
| | Winter | 3.95 | 4.00 |
| | Summer | 4.00 | 4.00 |
| 2018/2019 | Fall | 3.96 | 4.00 |
| | Winter | 4.08 | 4.00 |
| | Summer | 3.99 | 4.00 |
| 2019/2020 | Fall | 4.14 | 5.00 |
| | Winter | 4.23 | 5.00 |
| | Summer | 4.16 | 5.00 |
| 2020/2021 | Fall | 4.32 | 5.00 |
| | Winter | 4.40 | 5.00 |
| | Summer | 4.31 | 5.00 |
| 2021/2022 | Fall | 4.38 | 5.00 |
| | Winter | 4.37 | 5.00 |
| | Summer | 4.13 | 5.00 |
| 2022/2023 | Fall | 4.25 | 5.00 |
| | Winter | 4.28 | 5.00 |
| | Summer | 4.26 | 5.00 |
| 2023/2024 | Fall | 4.42 | 5.00 |
| | Winter | 4.29 | 5.00 |
| | Summer | 4.30 | 5.00 |

The ADTL reads through all course evaluations and compares the course scores on the institutional questions to both the ICM and the Divisional averages. The scores are a useful barometer for the ADTL in assessing the success of instructors. As can be seen in Table IV.8.1, scores between 3.4 and 4.8 reflect a “typical” collective student experience. Responses well below the institutional or divisional averages indicate potential courses and instructors of concern and the ADTL reaches out to the instructors in response.

Table IV.8.1 Range of Typical ICM scores for Each Course Size Category.

| Course Size | M | Typical (middle 70%) | Lower than typical (bottom 15%) | Higher than Typical (top 15%) |
|----------------|-----|----------------------|---------------------------------|-------------------------------|
| 1-25 | 4.3 | 3.7 and 4.8 | ≤3.6 | ≥4.9 |
| 26-50 | 4.0 | 3.6 and 4.5 | ≤3.5 | ≥4.6 |
| 51-100 | 3.9 | 3.4 and 4.4 | ≤3.3 | ≥4.5 |
| 101-200 | 3.9 | 3.4 and 4.3 | ≤3.3 | ≥4.4 |
| 201+ | 3.8 | 3.4 and 4.2 | ≤3.3 | ≥4.3 |

Other Evaluation Processes

At the level of program concentrations, regularly scheduled meetings of the principal teaching faculty members of each concentration (i.e., one meeting for LIS, another for ARM, and so on) were introduced in Fall 2016. This is another way to evaluate student learning outcomes in relation to actual teaching practice. The primary focus of these meetings is teaching, specifically to ensure good communication among those teaching the concentration’s required courses and popular electives – recognizing, too, that not all teaching happens in courses, and that course and [program-level learning outcomes](#) can be reinforced by co- and extra-curricular activities (e.g. Semaphore Lab events, iSkills workshops, events sponsored by professional associations, or lecture series). Although some concentrations are small enough that their core faculty often meet informally anyway, these formal concentration meetings are advertised to all teaching faculty members as well as librarians, adjuncts, and sessionals, encouraging a more systematic understanding of and investment in student learning outcomes and their implementation.

At the level of individual courses, faculty regularly revise their courses with the aid of the evaluation mechanisms mentioned above, along with student course evaluations and other informal methods. For example, in Winter-2021, in response to lukewarm evaluations of the major assignment from the previous course offering, the instructor for [INF 2331H The Future of the Book](#) changed the major assignment and final sequence of lectures to focus on the connections between books and gaming as narrative platforms. Student feedback from evaluations and other sources indicated a pattern of mild frustration with the absence of an interface layer in their assignments: students were learning about markup systems like the Text Encoding Initiative, but the assignment did not enable them to apply that knowledge creatively, or in a way that let them design a finished, working prototype. Students were learning technical skills, especially those associated with XML, but they were not learning these skills in a holistic context structured by their own creative projects. For this course, and in all subsequent versions, the instructor replaced the encoding challenge with an assignment that enables students to use the Twine hypertext authoring platform to creatively redesign/remix a narrative (fiction or non-fiction) in ways that allow them to explore the structure of narrative and of using Twine as a browser-based multi-

linear authoring platform. The final sequence of classes was also changed to focus on cross-media analyses of games and books as vehicles for narrative. Student response to these changes has been almost entirely positive, partly because this new approach better serves the course's fourth learning outcome, which states that students who have successfully completed the course will be able to “apply theoretical and practical knowledge gained in the course to current debates regarding the digitization of print books, the dissemination of e-books, and experimentation with new forms of the book.” The Twine assignment has resulted in some of the most creative, innovative, and insightful student work seen in the MI Program. Its success has also led the instructor to organize two extra-curricular Twine workshops, offered in conjunction with the Book History & Print Culture (BHPC) collaborative specialization.

The kind of evaluation-based improvement that Standard IV.8 mandates is also essential for the program experiences that happen outside the classroom, such as the experiential learning offered to students through the Information Professional Practicum ([INF 2173H Information Professional Practicum I](#), [INF 2273H Information Professional Practicum II](#)). (See also the response to [Standard IV.5](#).)

Practicum students participate in an exhibition of projects at the conclusion of their courses to showcase their work achievements from their placements at various for-profit and not-for-profit organizations. This event provides an opportunity for students to reflect upon their learning outcomes and determine how best to showcase their work for the benefit of their peers and their professional contexts. Students also prepare a short verbal presentation to address the competencies they acquired during their placement compared to the knowledge and skills self-assessed before placement. The event is attended by supervisors, faculty, staff, students, peers, other information professionals and potential employers.

In 2024, employer information sessions also occurred throughout the year to help students learn more about government sector and private sector jobs. Some of the employers include [CDHI](#), [RBC](#), [OEB](#). Two MI students who recently finished their 8-month Co-op with the Ministry of Children, Community & Social Services (Government of Ontario), Athaliah Noellin and Eva Li, are now Information Analysts with the Government of Ontario and were present for one of the info sessions.

The Program also gathers data about student learning and preparedness for the practicum. The instructor surveys the practicum supervisors and asks them questions such as “Did the student have the necessary background (received either from other [iSchool] courses or previous work experiences) to complete the project work?” These multiple sources of evaluation data are key for supporting the Programs Committee in making decisions about the program. Overall, the program is continually gathering, assessing, and acting upon evaluation data regarding learning outcomes and student experience.

Standard V: Administration, Finances, and Resources

Standard V.1

V.1 The program is an integral yet distinctive academic unit within the institution. As such, it has the administrative infrastructure, financial support, and resources to ensure that its goals and objectives can be accomplished. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the program within the general guidelines of the institution. The parent institution provides both administrative support and the resources needed for the attainment of program objectives.

The University of Toronto was founded in 1827 and has evolved into the internationally renowned institution it is today. It is governed by the [University of Toronto Act of 1971](#), which defines the University as a corporation and its governance structure under the [Governing Council of the University of Toronto](#). The Faculty of Information is an autonomous research-led professional Faculty within the University of Toronto. It manages its own budget, hires its own faculty and staff as University of Toronto employees, admits its own students, and sets its own policies and defines its own programs within bounds circumscribed by the University of Toronto Act and policies enacted by the Governing Council, senior University administration, and the School of Graduate Studies (SGS). As one of 80 graduate units comprising the School of Graduate Studies, the Faculty's policies regarding students are consistent with SGS policies.

The Faculty, as duly constituted within the University of Toronto, has a Faculty Council as its ultimate academic governance body, which meets at a minimum of four times a year (see the Faculty of Information Constitution [Appendix I.5.a](#)). Faculty Council sets policy regarding the academic affairs of the Faculty, and determines the content and requirements of the programs. The Faculty also has several duly constituted Committees of Council, including: Admissions, Awards; Programs, Academic Appeals, the Committee on Standing, and an Executive Committee responsible for acting in lieu of Council when Council is not scheduled or unable to meet.

These standing committees of Faculty Council provide appropriate representation for all constituencies within the Faculty, including faculty, staff, and students, representatives of the University from outside the Faculty, alumni, and representatives of the professions. The process to select faculty representatives for standing committees begins with a yearly request from the Dean (or the Dean designate) for faculty members to declare their interest in serving on standing committees (as part of the yearly discussion about faculty service assignments overall). The Dean then presents a list of standing committee faculty chairs and representatives to the Executive Committee for approval. The membership of the Executive Committee itself is decided by Council. Student representatives to standing committees are appointed by their respective student associations (such as Master of Information Student Council – MISC).

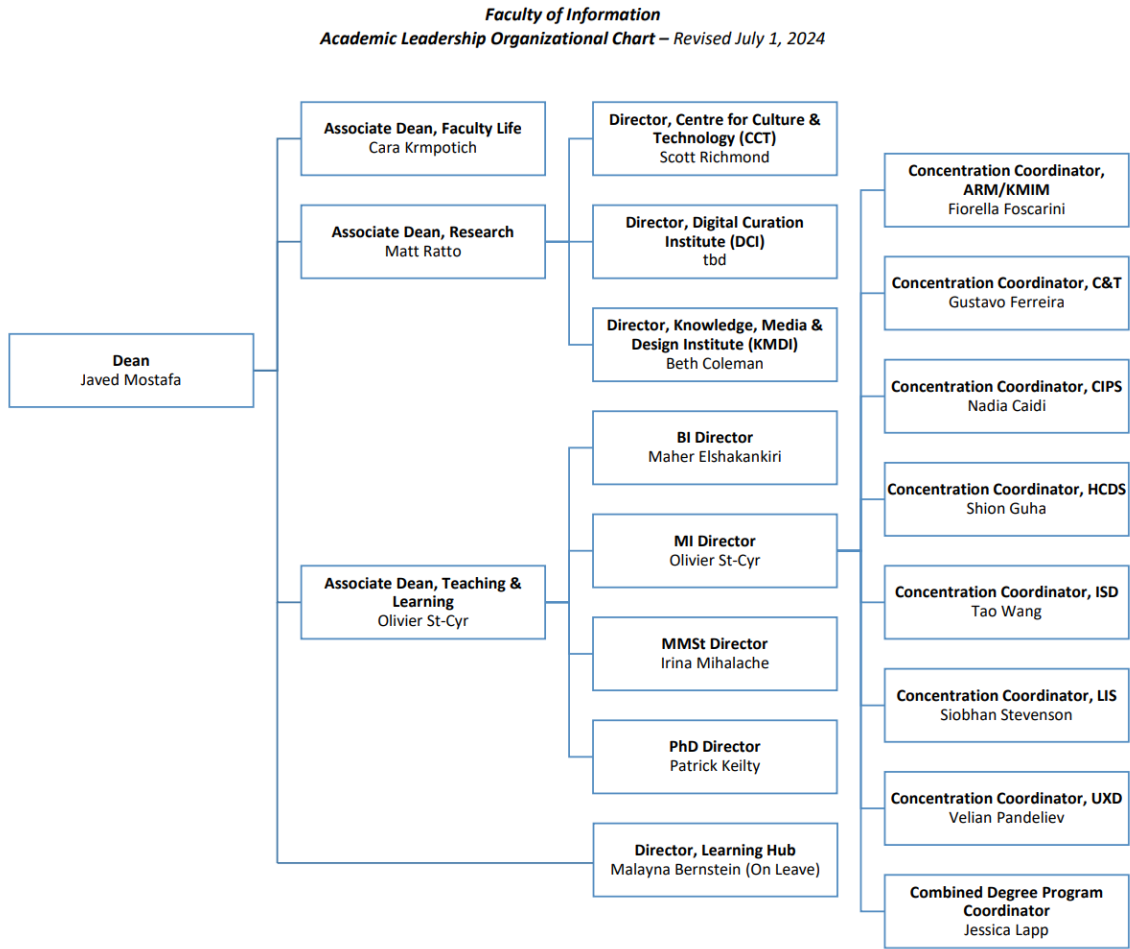
The Dean serves as academic and administrative lead for the Faculty. The Dean is supported by faculty serving in academic administrator roles such as the Associate Dean, Teaching and Learning, the Associate Dean Research, and the Associate Dean, Faculty Life. The Associate Dean, Teaching and Learning oversees all academic programs and their operations and serves as Graduate Coordinator (a single role designated within a graduate faculty by SGS). The Associate Dean, Teaching and Learning ensures that programs are managed according to Faculty requirements and SGS policies, and serves on SGS's committees. The Associate Dean Research supports the research endeavours of the Faculty and

integrations within the academic programs. The Associate Dean, Faculty Life supports the faculty in their careers within the University, including mentorship and progression through the ranks. Reporting to the Dean through the Associate Dean, Teaching & Learning, each of the Faculty's degree programs (BI, MI, MMSt, PhD) is lead by a faculty member appointed as Program Director.

In addition to the Faculty Council meetings, the Dean chairs monthly meetings of the faculty members to discuss and provide input on matters relating to the Faculty's operations, programs, standards, plans, and emergent issues. The Dean also creates ad-hoc committees and working groups to perform work on specialized, temporary tasks or projects as necessary.

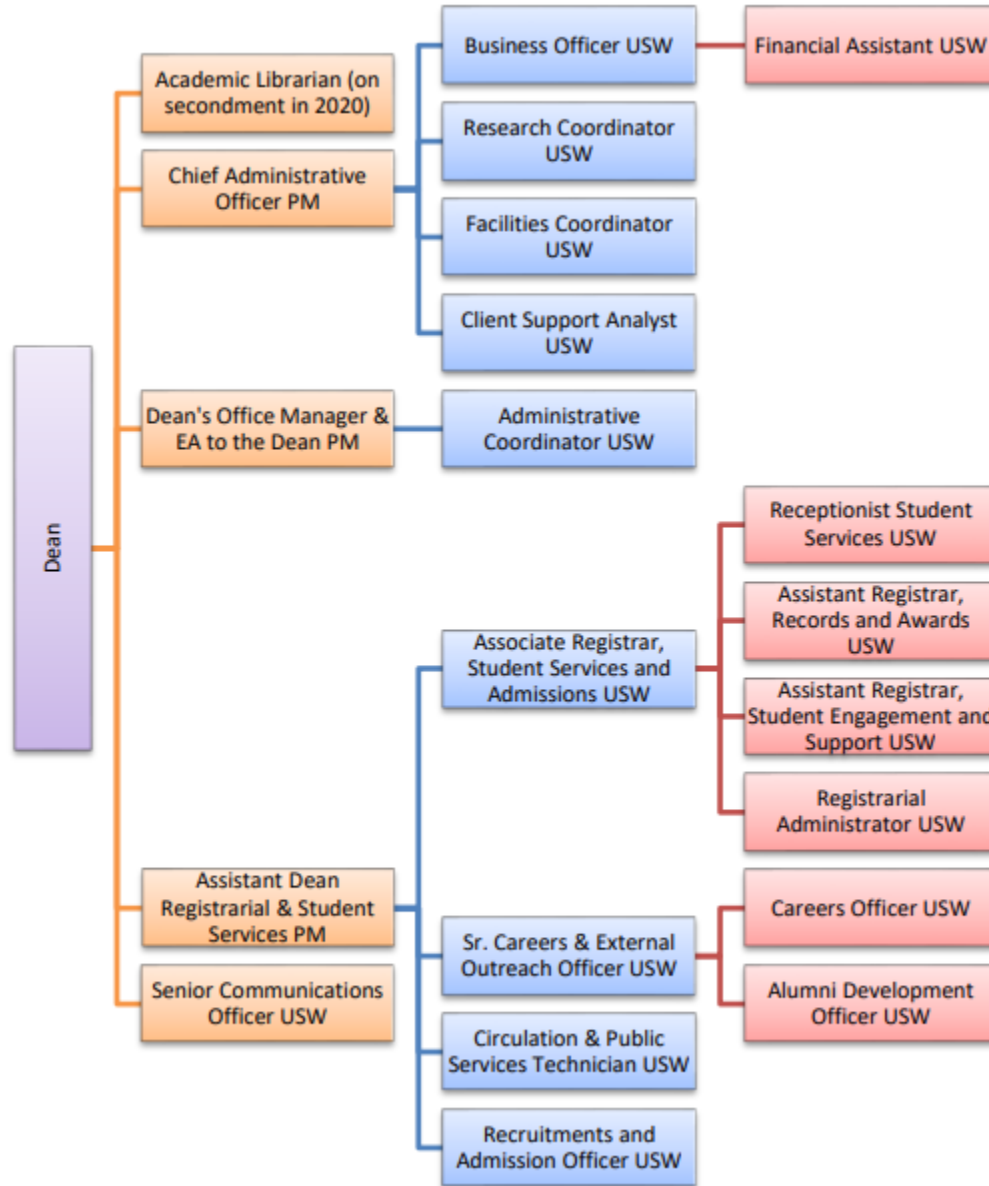
Administrative staff members provide essential support to the Faculty's operations. The Chief Administrative Officer (CAO) is responsible for the Faculty's human resources, financial management, and other aspects of the Faculty's operations. The Assistant Dean for Registrarial and Student Services is responsible for overseeing the Faculty's Student Services and registrarial operations. Additional roles supporting the operations can be found in the following organizational charts ((Figures V.1.a and V.1.b) illustrate the reporting relationships among the various academic administration, and staff positions.

Figure V.1.a Academic administrator roles and reporting structures



software support as well as a physical study and relaxation space. Career services has been substantially expanded, from a senior and a junior career officer to a manager of Co-op, careers, and Work Integrated Learning, including three Career and Work Integrated Learning Advisors and two Engagement Coordinators (with one Engagement Coordinator on leave). Student services has expanded with the addition of a second Associate Registrar (Student Advising and Engagement) in addition to adding a Recruitment and Admissions Officer and Assistant (see also the response to [Standard IV.5.3](#) for additional information on the Office of the Registrar and Career Services). In addition to adding staff, we have also restructured reporting relationships to better support the work of the Faculty. For example, the Communications office now reports to the Manager, Officer of the Dean rather than being a direct report to the Dean. As well, the Associate Director, Advancement is now a direct report to the Dean and we have added an Alumni Engagement Officer and a dotted line Advancement and Events Coordinator to the Advancement team. Amongst other tasks, the Alumni Engagement Officer has been given responsibility for relaunching the Alumni Survey that was disrupted by COVID and staff changes in the Careers office.

Figure V.1.c Administrative Reporting Structure and Support Staff (2020)



The University provides additional administrative supports and the resources through centralized teams and offices. These units include:

- [The Provost's Office](#), which is ultimately responsible for all academic and budgetary issues at the University;
- [The School of Graduate Studies](#) (SGS), which promotes University-wide excellence in graduate education and research, and defines and administers University-wide regulations for graduate education;
- [The Office of the Vice President, Research and Innovation](#), which provides a range of services including guidance to faculty, staff, and students on research-related topics such as grants and funding, oversight,

innovation and entrepreneurship, partnerships, policies and procedures, and institutional awards and honors;

- [Central IT departments](#), which offer an array of scalable IT support services to researchers, instructors, and students in an assortment of classroom and research settings and enterprise level systems;
- [People Strategy, Equity & Culture](#) (formerly known as Human Resources and Equity), which works to retain and attract outstanding employees, promotes a community that is diverse and inclusive, provides a safe and healthy teaching, learning and work environment, and develops employees to their fullest potential; and
- [University Advancement](#), which sustains and enhances the University's academic mission, leadership, and worldwide impact by engaging alumni, donors, and other constituents.

In addition, [the University of Toronto Libraries](#), comprised of 40 libraries across the three campuses is Canada's largest research library system, and second largest in North America. This rich resource is a significant support for all Faculty of Information programs, and especially the MI program.

Standard V.2

V.2 The program's faculty, staff, and students have the same opportunities for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. Administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution. Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution.

The University provides numerous opportunities for students, staff, and faculty members to serve on governance bodies. In recent years, members of the Faculty of Information have served on duly-constituted committees of the University of Toronto Governing Council, including Academic Board, the Committee on Academic Policy and Programs, Planning and Budget, and the Committee for Honorary Degrees. Faculty have also been appointed to the Provost's Advisory Committee on the University of Toronto Library System, the School of Graduate Studies Graduate Education Council, the Graduate Academic Appeals Board, and numerous administrative committees, task forces, advisory committees, and search committees. (see [Table III.4](#), second column for examples). A faculty liaison is appointed to each of the graduate collaborative specializations in which the iSchool is a partner (see also the response to [Standard II.3](#)).

The Faculty has pursued opportunities to expand its offerings through the growth and development of institutes. The iSchool Institute, the [Knowledge Media Design Institute](#) (KMDI) and [Centre for Culture and Technology](#) (CCT) are Extra-Departmental Units (EDU) of type C, and the [Digital Curation Institute](#) (DCI) is an EDU of type D. The university's administrative guidelines provide a framework for operation of both types of units. KMDI and CCT have funding established within the Faculty budget, and their annual budgets and expenditures are approved by the Dean. DCI does not have a separate budget, and its financially supported within the Faculty's operating budget. The Directors of the Faculty's Institutes are appointed by the Dean on the advice of the Executive Committees.

The Faculty also participates as a partner in two more institutes that it does not directly run. The [Identity, Privacy and Security Institute](#) was established jointly by the Faculty of Information and the

Faculty of Applied Science and Engineering to carry out pioneering interdisciplinary research in new approaches to security that maintain the privacy, freedom, and safety of individuals and the broader community. Health informatics programming is offered at the [Institute of Health Policy, Management, and Evaluation](#) via the Master of Health Informatics professional program and as a concentration within the Health Services Research program. MHI faculty include cross-appointed individuals from the iSchool as well as dozens of adjunct faculty members drawn from senior healthcare leadership roles.

iSchool Faculty members and students are also involved in leadership, initiatives, and activities in other University of Toronto's divisions and institutes, including the following Institutional Strategic Initiatives:

- The [Jackman Humanities Institute](#) (JHI). The JHI sponsors up to 12 working groups during each academic year, which consist of graduate students and faculty who conduct research or engage in other scholarly exchange. Groups must be interdisciplinary, and each group must have participation from at least three different units (departments, centres, institutes or programs). Each group must also have a minimum of six University of Toronto members and include balanced numbers of graduate students and faculty.
- The [Critical Digital Humanities Initiative](#) (CDHI). CDHI enables trans-disciplinary collaborations that emphasize questions of power, social justice, and critical theory in digital humanities research. Its vision is to harness the very tools of the digital revolution to forge a new paradigm of critical humanities scholarship, one that bridges the humanities' emphasis on power and culture in historical perspective with the tools and analysis of digital technology. The CDHI is new mix of research workshop and design atelier, equipping humanities researchers with the technical and design expertise to use digital tools to ask new questions, share new knowledge, and analyze power and inequality in historical perspective.
- The [Data Sciences Institute](#) (DSI). DSI is a central hub and incubator for data science research, training, and partnerships. Data Sciences is defined as the science of collecting, manipulating, storing, visualizing, learning from, and extracting useful information from data in a reproducible, fair and ethical way.
- The [Schwartz Reisman Institute for Technology and Society](#) (SRI). SRI convenes world-class expertise across sectors and disciplines to help ensure that powerful technologies like AI are responsible, inclusive, and beneficial to everyone. Their mission is to deepen our knowledge of technologies, societies, and what it means to be human by integrating research across traditional boundaries and building human-centred solutions that really make a difference.

Finally, the eight collaborative specializations in which the Faculty participates (described in the Introduction and in response to [Standard II.3](#)) provide opportunities for faculty members and students alike to be involved in the intellectual life of the University; indeed, collaborative specializations exist specifically to promote interdisciplinary interaction among the university's individual units. For example, one of the Faculty's most active collaborative specializations, the [Book History and Print Culture program](#), was co-founded by the Faculty, the English Department, and Massey College, and now includes 19 members. By contributing instructors and board representatives, the Faculty strengthens its relationships and lines of communication with other units at the university, and affords its own

participating students the chance to work with other collaborative specialization faculty from across campus. This applies to all the Faculty's collaborative specializations.

Decisions regarding funding and resource allocation for the program are made on the same basis as for comparable academic units within the institution, as detailed in response to [Standard V.6](#) below.

Standard V.3

V.3 The administrative head of the program has authority to ensure that students are supported in their academic program of study. In addition to academic qualifications comparable to those required of the faculty, the administrative head has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

The Chief Executive Officer at the Faculty has the rank and title of The Dean is the administrative head of the Faculty, in common with unit heads of other Faculties. Deans are appointed according to policies mandated by the University's Governing Council.

Deans receive an administrative stipend in addition to a faculty member's salary commensurate with their academic rank and achievement. The Dean is an ex-officio member of University's governing and administrative bodies (i.e. the Academic Board, the Principals and Deans Group, and more informally, the Single-Department-Faculty Deans' group).

Within the Faculty, the Dean is the chief assessor to the Faculty Council and Executive Committee, and sits as ex-officio on all duly constituted committees of Council. The Dean or their delegate also chairs all committees on appointments, promotions, tenure, and workload.

The appointment of the Dean results from a formal and rigorous search process conducted by the Vice-President and Provost, who ultimately recommends appointment to the appropriate delegated body of the Governing Council. With each decanal search, the Faculty also undergoes a formal self-study and external review.

Provostial Announcement of Appointment:

[PDAD&C#39 2022-23](#)

From: Cheryl Regehr, Vice-President and Provost

Date: May 31, 2023

Re: Appointment of Professor Javed Mostafa as Dean, Faculty of Information (PDAD&C #39)

I am delighted to announce that the Agenda Committee of Academic Board has approved the appointment of Professor Javed Mostafa as Dean of the Faculty of Information (iSchool) for a five-year term from September 1, 2023 to August 31, 2028. Professor Mostafa will also be joining the Faculty at the rank of Professor.

Professor Mostafa completed his PhD in information science from the University of Texas at Austin in 1994, with a focus on developing information query models and search interfaces for video information. He received tenure and promotion in 2000 at Indiana University-Bloomington, and served there as the Victor H. Yngve Associate Professor before joining the University of North Carolina at Chapel Hill in 2007. Professor Mostafa was twice named as the

Frances McColl Distinguished Term Professor, and currently he is jointly appointed at the iSchool (School of Information and Library Science) and the Biomedical Research Imaging Center (School of Medicine) at UNC.

In the last 30 years as an academic, Professor Mostafa served as an Associate Dean of Research, an Associate Dean of Academics, and the leader of an interdisciplinary informatics training program called the Carolina Health Informatics Program (CHIP). Launching and establishing CHIP required collaboration among seven UNC academic units that became its founding partners, including the School of Medicine, the School of Nursing, the College of Arts and Sciences (Computer Science) and the iSchool. The CHIP program is a degree-granting organization which also acts as an interdisciplinary research hub. As the founding Professor and Director, Professor Mostafa led the development of three graduate certificate programs, a master's degree, a PhD and postdoctoral training curricula for CHIP.

Professor Mostafa has more than 105 peer-reviewed publications to his credit, covering a wide variety of topics in the broad area of information retrieval. Professor Mostafa was the Editor-in-Chief of a major journal in his field called the *Journal of the Association for Information Science and Technology* and an Associate Editor for the flagship journal in the area of information retrieval called the *ACM Transactions on Information Systems*. He currently serves as an Associate Editor for the *ACM Transactions on Internet Technology*.

Professor Mostafa received numerous grants from for-profit and non-profit organizations, the U.S. National Institutes of Health (NIH), and the U.S. National Science Foundation (NSF) – achieving continuous grant funding for the last two decades based on support from the latter two major research organizations. Currently, Professor Mostafa directs a research laboratory and a training program with about 25 research faculty, staff and students and has active projects that focus on developing novel applications of machine learning, data visualization, and equitable information services.

Professor Mostafa is passionate about diversity and access to higher education. As the Director of CHIP, Professor Mostafa led the creation of summer programs to expand participation of students from Historically Black Colleges and Universities (HBUCs), online programs to support engagement of non-traditional students, and high-school pipeline programs to expose biomedical informatics to early learners. Another facet of Professor Mostafa's interest is innovation and development of translatable technologies. In the last decade he co-founded two companies, namely KeonaHealth (keonahealth.com) and Cymantix (cymantix.com). Both of the latter companies received multiple stages of government and private-sector investments and they currently operate in the USA.

I am grateful to the Advisory Committee for their contributions over the course of this search, and to Professor Wendy Duff, who has agreed to continue as Dean until August 31, 2023, to support the decanal transition. Professor Mostafa's academic leadership experience, research excellence, and vision for the future of the field will be key to the success of the Faculty of Information in the years ahead. Please join me welcoming Professor Mostafa to the University of Toronto.

Standard V.4

V.4 The program's administrative head nurtures an environment that enhances the pursuit of the mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

As noted in the response to [Standard V.2](#), the Faculty of Information fosters collaboration both within the Faculty, across the University, and with the external communities.

One mechanism that fosters this collaboration and interaction are cross appointments of Faculty of Information members to other units and institutes within the University. These links to other areas contribute positively to the student bodies in both opportunities and connections. Conversely, the Faculty of Information also cultivates cross appointments from members of other units into the Faculty to bring additional expertise into the academic environment. Faculty members have also been tapped for leadership positions within the field, fostering deeper connections back into the academic programs of the Faculty.

A core mechanism that the University uses to encourage faculty and student interaction across academic units are collaborative specializations. The Faculty participates in eight [collaborative specializations](#) offered jointly with other units at the University of Toronto (seven of these are currently open to MI students, and the eighth, [Jewish Studies](#), is open to Museum Studies and PhD Students). These programs provide an opportunity for students to pursue specialized subject interests by taking courses in more than one faculty or department at the University. Each collaborative specialization has its own admission process and required courses. Their required courses normally fit into MI students' programs as electives, and thus do not add to the overall length and credits requirements of their degrees. The collaborative specializations currently available to MI students are: [Book History and Print Culture](#); [Knowledge Media Design](#); [Sexual Diversity Studies](#); [Aging, Palliative and Support Care Across the Life Course](#); [Environmental Studies](#); [Food Studies](#); and [Women and Gender Studies](#). The Faculty is the home unit for Knowledge Media Design and a supporting unit for Book History and Print Culture.

The four Institutional Strategic Initiatives that the Faculty participates in; The [Jackman Humanities Institute](#) (JHI), The [Critical Digital Humanities Initiative](#) (CDHI), The [Data Sciences Institute](#) (DSI), and The [Schwartz Reisman Institute for Technology and Society](#) (SRI); provide opportunities for faculty to participate in research grants and projects involving other academic units as well as providing opportunities for both faculty and students to participate in activities and events involving other units.

By acting as the primary graduate home to faculty with appointments at UTM and UTSC, as discussed in the response to [Standard III.1](#), the Faculty has interaction with faculty from other units built in to its structure. In addition, the Faculty has a number of budgetary cross-appointments with other academic units and non-budgetary appointments where the Faculty is a secondary graduate home for faculty from across the University.

Standard V.5

V.5 The program's administrative and other staff support the administrative head and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the program's mission, goals, and objectives. Within its institutional framework decision-making processes are determined

mutually by the administrative head and the faculty, who regularly evaluate these processes and use the results.

Governance and authority are governed by institutional policies, all of which are available online: <https://governingcouncil.utoronto.ca/secretariat/policies>

Decision making rests in two primary spheres: operational / administrative with the Dean and governance with Faculty Council.

The administrative team at the Faculty of Information report into the Dean through managers of the respective areas. The roles and responsibilities of the staff are defined within established job descriptions that are created in consultation with the University Human Resources teams and aligned to the strategic and operational needs of the Faculty. The managers (Professional & Managerial staff) undergo annual reviews and goal setting exercises to ensure alignment of their and their teams' activities and priorities.

As of 2024, there are 45 full-time administrative staff supporting the academic operations of the Faculty, with eight of those being classified as Professional & Managerial staff. Additional part time and contract staff are hired as needed to support general operations, projects, or events.

The Faculty is also supported by a number of centralized administrative units at the University of Toronto, as highlighted in the response to [Standard V.1](#).

Operational Decisions:

- These rest with the Dean as the Administrative Lead for the Faculty and may be delegated to respective academic and administrative leaders; these delegations are documented through terms of reference for the roles and areas of responsibility outlined in the contracts and job descriptions
- Processes follow either institutional procedures (e.g., all academic administrative procedures are outlined, documented and followed here: <https://www.aapm.utoronto.ca/>) or divisional procedures that complement institutional policy, and these are captured on the Faculty of Information SharePoint Intranet

Mutual determination of decision-making processes:

- As per the Faculty of Information Constitution III-3, "Council plays an advisory role, tendering advice to the divisional administration." Section V-1 of the Constitution clarifies that "the Dean of the Faculty is the chief executive officer of the Faculty and reports directly to the Vice-President and Provost." Section V-2 indicates that "the Dean has ultimate authority for the allocation and management of the Faculty's resources." Sections V-3, V-4, and V-5 clarify the Dean's obligation to consult with members of the faculty and with Council on policy and administrative proposals.

Decisions, recommendations, and discussions are documented in meeting minutes, memos, and communications as relevant. Some of these are public or available upon request (e.g., Faculty Council agendas and minutes) and others are internal documents.

Standard V.6

V.6 The parent institution provides continuing financial support for development, maintenance, and enhancement of library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the program's teaching, research, and service.

The University of Toronto provides ongoing financial support to the iSchool primarily through the University's [annual budget planning cycle](#). The detailed description of the process is included in [Appendix V.6](#).

In the Faculty of Information, revenues are driven largely by enrollment; enrollment of students provides the Faculty with tuition revenue as well as a per-student amount allocated from a set formula. Revenue from all sources, including tuition and government grants, is consolidated into a single amount, which is then reduced by a set formula for shared and central services such as the library services and central IT support. Space and other operational costs are paid out of revenues as well. Detailed budget documents will be available for the ERP on-site.

Standard V.7

V.7 Compensation for the program's faculty and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.

Compensation for all full-time faculty members and librarians at the University of Toronto is regulated by [the Memorandum of Agreement](#) between the University of Toronto Faculty Association (UTFA) and the Governing Council of the University of Toronto. This agreement details the policies and procedures that determine compensation for faculty and librarians, including topics such as hiring, Progress Through the Ranks (PTR) increases, and research and study leaves. The PTR process that the Faculty of Information follows is described in [Standard III.2](#)

The Dean has the authority to set starting salary rates for newly hired faculty. Deans consider multiple factors when setting an initial salary rate for a new faculty member, such as rank (e.g., Assistant versus Associate Professor), reputation, and years of experience in the field. The Provost's Office is also involved in the decision for all starting salaries for newly hired faculty members to ensure institutional equity and consistency.

Most staff members who work in the Faculty are represented by the United Steelworkers Union Local 1998 (USW). A Collective Agreement exists between the Governing Council of the University of Toronto and USW Local 1998, which represents full- and part-time administrative and technical staff members across the University. USW administrative staff positions have been evaluated to determine their roles and responsibilities and their associated pay scale. Many factors are assessed to determine the classification of a job, including: education, experience, skill, effort, responsibility, and working conditions.

Most non-academic managers in the University of Toronto are not represented by a union and are categorized as "Professional and Managerial" (PM) staff. These non-academic managers have oversight

of their respective teams and areas, under the overall direction of the Dean. Similarly to the USW administrative positions, PM positions are evaluated and categorized on pay scales through the same centralized Human Resources team and process.

The Faculty of Information is prepared to share salary information of faculty and staff with the members of the accreditation team on a confidential basis. However, for confidentiality reasons, the Faculty of Information does not have access to, and is unable to share, detailed salaries for faculty and staff members who work in other units at the University of Toronto.

Information on the salary ranges for all the employment groups at the University may be found here: <https://people.utoronto.ca/careers/salary-ranges/>

Standard V.8

V.8 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

Institutional Funding for Research Projects

The Faculty receives the same level of support from the Office of the Vice President Research & Innovation (OVPRI) as other University units. OVPRI plays an important role in supporting University of Toronto as one of the world's top public research universities. The OVPRI provides a range of services including guidance to faculty, staff, and students on research-related topics such as grants and funding, oversight, innovation and entrepreneurship, partnerships, policies and procedures, and institutional awards and honors. Information on these services is available on [the OVPRI website](#).

In looking at the institutional data for Fall 2023, the Faculty of Information is the 4th smallest division at U of T by Faculty Complement, but 5th when looking at Tenure Stream appointments only. We have a participation rate in Tri-Council CRC eligible programs of 65% which is just below the 68% institutional average of U of T. Despite this, the funded research awards during 2018-19 to 2022-23 the Faculty has seen an increase in Tri-Council funding growth rate of 27.6% (compared to the institutional average of 12.1%) and 46% in other funding (to the institutional average of -36.6%). This is an overall average growth rate of 37.1% compared to the institutional average of -25.4%.

These figures highlight that despite our size compared to other divisions, the research program is supported at the local level by:

- An Associate Dean, Research
- A Research Funding, Awards, and Honours Officer
- Previously a contract Research Services Officer that is currently being recruited for a permanent position
- A financial team including a dedicated Payroll Administrator (supporting contracts for research personnel) and a Research Financial Officer (for all payment processing and reporting)

Comparing to several other similar sized divisions we are comparable in terms of divisional research support:

- Faculty of Social Work has two research personnel (Strategic Research Development Officer and a Research Services Officer)
- Faculty of Kinesiology & Physical Education has four research personnel (Strategic Research

- Development Officer and three Research Services Officer
- Daniels Faculty has two research personnel (Strategic Research Development Officer and a Research Services Officer)
 - Faculty of Nursing has four research personnel (Partnership & Engagement Officer and three Research Services Officer)
 - Faculty of Music has two research personnel (Strategic Research Development Officer and a Research Funding, Awards, and Honours Officer)

At the institutional level, through the central research offices, support is allocated by funding program not by division, allowing equal access to all faculty (<https://research.utoronto.ca/contact-us#ResearchServices>)

Professional Development

The Provost's Office offers an assortment of ongoing training courses to academic managers in all Divisions covering a wide variety of academic and non-academic managerial topics.

The [Centre for Teaching Support & Innovation](#) (CTSI) is a hub for teaching and learning at the University. CTSI serves instructors, graduate students, and teaching assistants on all three campuses, and provides leadership and support on all teaching related and student engagement issues. CTSI provides one-to-one consultations and offers a workshop series on teaching, learning and research issues, and an array of online resources. CTSI also supports instructors with their ongoing professional development at all stages of their teaching careers and offers a suite of training courses on topics including teaching strategies, course design, fundamentals of university teaching, course evaluations, online learning modules for instructors, and working with graduate students.

Faculty and staff members are also able to enrol in programs offered by the [University's School of Continuing Studies](#) at no charge. The Dean of the iSchool also provides funding within the Faculty budget to support staff professional development and to attend conferences.

Research and Study Leaves

As outlined in the collective agreement between the Governing Council of the University of Toronto and the University of Toronto Faculty Association, the University maintains a policy of research leave intended for academic study, research, and writing. Research leaves are intended to provide means for faculty members and librarians to increase their knowledge, further their research and scholarship, stimulate their intellectual interests, and strengthen their contacts with their community of scholars, thus enhancing their contributions to the research and teaching activities of the University of Toronto.

[Appendix III.2.c](#) lists research and study leaves taken by faculty members and librarians between 2017 and 2024.

Research leaves are regulated by the following principles:

- a) A faculty member or librarian on a 50 percent or greater appointment shall be entitled to apply for research leave of 12 months at 87.5% salary after every six years of service at the University of Toronto. Such leave shall not be unreasonably denied. Research leave normally will commence on July 1. Compensation for 12 month Research and Study Leave will be at 90% for the following faculty only (i) for tenured faculty, the first research and study leave following a successful tenure review and promotion to associate professor, (ii) for teaching stream faculty,

the first research and study leave following a successful continuing status review and promotion to associate professor, teaching stream or senior lecturer.

b) As an alternative, each faculty member or librarian on 50 percent or greater appointment shall be entitled to apply for research leave of six months at full salary, after the same period of service. Such leave shall not be unreasonably denied. Such leave may commence either July or January 1 subject to the approval of the Dean.

c) As an alternative and subsequent to the leave in (a) or (b) above, and where the academic unit's teaching program permits, each faculty member or librarian on a 50 percent or greater appointment who has not entered the phased retirement programs shall be entitled to apply for research or study leave for a six month period after every three years of service at 87.5 percent salary. Such leave shall not be unreasonably denied.

d) A faculty member or librarian who is entitled to apply for a research leave under (a) above may request that he or she defer the leave by up to one year. Such request shall not be unreasonably denied; and where the request has been granted, the period of time between the date on which the leave would have commenced in the absence of the deferment and the actual date on which the leave commences, to a maximum of one year, shall be credited as "service to the University of Toronto" for purposes of calculating the faculty member's accrued service in respect of the faculty member's next research and study leave application.

e) The research leave allowance to which such faculty member or librarian is entitled may be paid in part as a research grant, made in accordance with University policy for awarding research grants. In appropriate circumstances the schedule of payments of research leave allowances shall be at the discretion of the faculty member concerned.

f) Faculty members or librarians on research leave shall be entitled to salary increases and consideration for promotion on the same basis as all other faculty members. Staff benefits will continue on the same basis.

g) A faculty member who wishes to take research leave shall request such leave in writing from their Dean no later than October 31 of the academic year preceding. Every request for research leave requires the approval of the Vice-President and Provost of the University of Toronto. Normally the response in principle to the request should be given by December 31 and confirmed by March 31 of the academic year preceding. Such requests may be withdrawn up to three months prior to the academic year in which the leave is to be taken. Afterwards, they can be withdrawn only with the consent of the appropriate University authority. However, this consent shall not be unreasonably denied, particularly in cases where the circumstances are beyond the control of the individual.

Requests to the Dean for research leave are accompanied by a statement of the research to be undertaken, which may include creative professional activities. Faculty must also submit a follow-up report to the Dean upon completion of a research leave.

According to the University of Toronto Governing [Council's Policy and Procedures on Academic Appointments](#) (p. 6), if an Assistant Professor in the tenure stream is granted a renewal of his or her contract, that renewal should be for a period of up to two years, and he or she must be considered for

tenure in the terminal year of this contract. Appointees who have been granted a renewal of their initial contract are entitled to request an adjustment to their workload assignment for one academic term in order to allow them to focus on preparing for their tenure consideration and to address any advice from the review of their initial appointment. According to the PPAA, “If an Assistant Professor, Teaching Stream is granted a renewal of his or her contract, that renewal should be for a period of two years, and he or she must be considered for continuing status in the terminal year of this contract.” (p. 21) Appointees who have been granted a renewal of their initial contract are similarly entitled to request an adjustment of their workload assignment for one academic term in order to allow them to focus on preparing for continuing status review and address any advice from the review of their initial appointment.

Student Financial Aid

The University of Toronto remains committed to maintaining student aid and accessibility within the framework of the University’s [Policy on Student Financial Support](#).

For more details on Financial Support see the response to [Standard IV.5.4](#) on Financial Advising.

Full-time students needing financial support can apply for [Ontario Student Assistance Plan](#) (OSAP) assistance up to the level of the maximum OSAP loan. Out-of-province students are expected to rely on programs of government support in their home provinces. Where there is a difference between the level of support received from the home province and the level which a comparable Ontario student would have received as an OSAP loan, the out-of-province student will have access to an institutionally negotiated loan to make up the difference. Out-of-province students are also eligible for support in meeting unmet need on the same basis as Ontario students.

International students must demonstrate that they have sufficient resources to meet their financial needs to qualify for a student visa. They are not eligible for the University’s guarantee offered to domestic students. International students will nonetheless be eligible for emergency assistance as determined by academic divisions under guidelines issued by the Vice Provost Students and the University Registrar.

Students who are ineligible for government support for reasons such as disqualifying credit histories are assessed on request on a case-by-case basis to determine the level of support that is appropriate and feasible for the University to provide.

In addition to the University and governmental supports, the Faculty also spends ~10% of its operating budget on student supports. The Faculty also has a pool of expendable and endowed funds dedicated to student financial supports. The Faculty’s Advancement team has been working with the donor community to increase the number and amount of donor funded awards and supports for students.

[Standard V.9](#)

V.9 The program has access to physical and technological resources that allow it to accomplish its objectives in the areas of teaching, research and service. The program provides support services for teaching and learning regardless of instructional delivery modality.

The Faculty of Information is primarily located in and has dedicated teaching, research, and administrative spaces in the Claude T. Bissell Building. The Faculty moved into this space in 1971 and has

primary use of most of the space within the building and the central [Learning & Space Management \(LSM\)](#) has oversight of several classroom spaces within the building. The Faculty has sought to continually improved the spaces therein to accommodate changing needs of the program. A prime example is the Technologically Enhanced Active Learning (TEAL) classroom which was [revamped in 2019](#) by the now Associate Dean, Teaching & Learning, professor Olivier St-Cyr. The 4th and 5th floor renovations of the building were completed and reported in the last accreditation report, but have seen positive feedback and usage since that time, providing flexible and needed classroom, research, and event space. The classrooms are equipped with teaching stations and other necessary equipment for the teaching needs, including special requests for certain courses such as meditation cushions or moveable whiteboards.

Table V.9 iSchool and LSM controlled classrooms in the Bissell Building

| <u>iSchool Controlled Teaching Rooms</u> | | <u>LSM Controlled Teaching Rooms</u> | |
|--|-----------------|--------------------------------------|-----------------|
| <u>Room</u> | <u>Capacity</u> | <u>Room</u> | <u>Capacity</u> |
| BL116 | 48 | BL112 | 40 |
| BL224 | 72 | BL113 | 26 |
| BL417 | 36 | BL114 | 44 |
| BL507 | 58 | BL205 | 121 |
| BL520 | 24 | BL305 | 15 |
| BL538 | 56 | BL306 | 15 |
| BL728 | 40 | BL312 | 20 |
| | | BL313 | 70 |
| | | BL325 | 70 |
| | | BL327 | 15 |

In addition to the space in the Bissell Building, the Faculty also occupies space on the 7th floor of the Roberts Library and the historic “Coach House” (a two-storey space that was once the offices of Prof. Marshall McLuhan) located at 39A Queen’s Park Crescent (see [Appendix V.9](#) for annotated floor plans of the Faculty’s spaces).

The program also has access to the classrooms and teaching spaces across the University and these bookings are coordinated through the LSM group to ensure alignment with pedagogical needs of the class and the assigned teaching space.

The systems in place to support FOI courses online involve [Quercus](#), U of T's learning management system, and powered by [Canvas-Instructure, Inc.](#) This was adopted officially on September 1, 2018 and is the online platform where instructors and students meet and connect on everything involved in their courses for the term. U of T's [Centre for Teaching, Support, and Innovation \(CTSI\)](#) and [Academic, Research, & Collaborative technologies group \(ARC\)](#) also provide access to risk assessed and approved educational technologies. These may be integrated into Quercus or available as a standalone tool. CTSI,

as the central teaching and learning hub, also provides instructors with guidance and resources on "[Teaching with Generative AI at U of T](#)", as AI tools become more prevalent in society and impacts the academic world. At U of T, [MS Copilot](#) is the generative AI tool that has been approved for use for all students, staff and faculty. In addition to these online technologies, FOI uses [eMarks](#) for instructors to submit their final grades and [Acorn](#), where students can enrol in courses, view their final grades, get official transcripts, and overall manage their academic life. In the future, we hope to use U of T's [Course Information System](#) to streamline our course syllabus collection process and manage the potential for more final exams due to the expansion of FOI programs and courses.

Standard V.10

V.10 Physical facilities provide a functional learning environment for students and faculty; enhance the opportunities for research, teaching, service, consultation, and communication; and promote efficient and effective administration of the program.

Much of the physical facilities are captured in the response to Standard V.9 in association with the teaching spaces and the associated technology. These spaces support the spectrum of activities that happen within the program, from teaching and learning, to community consultation and engagement, to research and innovation, and to administrative activities.

The Faculty is in the planning and design phase of a capital project for major renovations to the Bissell Building. This project will see the first three floors of the building renovated and a new addition and entrance created. This large-scale renovation will see teaching, research, and administrative spaces updated, including building code upgrades to better accommodate accessibility, enhanced teaching environments, exhibition spaces, and engagement spaces. This project is scheduled to begin construction in Fall 2025 and early estimates have completion for Summer 2028.

The upcoming renovation is the first of two phases of renovation. This first phase will reinforce the foundations of the building to enable an additional two floors to be added to the top of the building. Preliminary architectural renderings of the proposed additions, including the additional floors and an entrance pavilion are below.

Figure V.10.a Preliminary rendering of proposed entrance pavilion and additional floors



Figure V.10.b Preliminary rendering of proposed new entrances, pavilion, and additional floors



Standard V.11

V.11 Instructional and research facilities and services for meeting the needs of students and faculty include access to information resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

Building on facilities and resources noted in the response to Standards [V.9](#) and [V.10](#), the Faculty provides access and supports for students and faculty members to support their needs. This includes access to networked computer workstations and printing, scanning, and copying services on the 4th floor of the Bissell Building. The Faculty's "[Makerspace](#)" which is overseen by the Knowledge Media Design Institute (KMDI) has been relocated to the KMDI assigned space on the 7th floor of Robarts Library allowing better management and use of the space and equipment. Several of the classrooms and teaching spaces are also set up as computer labs (BL116 and BL224 – TEAL) for enhanced teaching opportunities and hosting workshops and seminars. To further support students, the Faculty also has a [Tech Loan](#) program wherein students can loan out equipment they may need for projects, courses, and their research.

In addition, all students and faculty have access to the extensive resources from the University, further expanded upon in the response to Standard V.12 below.

Standard V.12

V.12 The staff and the services provided for the program by libraries, media centers, and information technology units, as well as all other support facilities, are appropriate for the level of use required and specialized to the extent needed. These services are delivered by knowledgeable staff, convenient, accessible to people with disabilities, and are available when needed.

The University of Toronto Library (UTL) system is the largest academic library system in Canada, and is ranked fourth among academic research library systems in North America, behind Harvard, Yale, and Columbia. UTL continues to ensure that its expansive collections, spanning books, journals, manuscripts,

films, cartographic materials, and much more, continues to be updated and relevant to the programs and needs of the University. UTL has also expanded its electronic access to materials for the programs. The system's numerous wide-ranging collections, facilities, and staff expertise reflect the breadth of research and instructional programs at the University and support this program.

Physical access to Faculty space is governed by University of Toronto policies and procedures. As the Statement on Equity, Diversity, and Excellence states, the University has made a commitment to "eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological." The University's Design Standards are set by the Department of Facilities and Services within the ambit of the Statement's commitment and subject to governance oversight. This is also a priority in the building renovation plans to ensure barrier free and equitable access to spaces within the Faculty.

The University and the Faculty are also governed by the Accessibility for Ontarians with Disabilities Act (AODA) which outlines requirements for compliance. This compliance includes digital accessibility. The University has teams dedicated to supporting the institution on both physical and digital accessibility with the goal to maintain higher standards than AODA compliance.

Standard V.13

V.13 The program's systematic planning and evaluation process includes review of its administrative policies, its fiscal and support policies, and its resource requirements. The program regularly reviews the adequacy of access to physical resources and facilities for the delivery of face-to-face instruction and access to the technologies and support services for the delivery of online education. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The University and the Faculty have a number of cyclical processes to support the efficient and effective allocation of resources and supports, including:

- The University of Toronto Quality Assurance Process (UTQAP) (detailed in the response to [Standard I.1.1](#)) includes a review of administration and resources;
- The Annual Budget Review (ABR), an annual review led by the Provost and the University leadership, in which they meet with each Division and Faculty to review all their financial and operational plans and budgets; and
- All Faculty leadership, administrative and academic including the Dean, undergo an annual performance review with feedback on portfolio priorities to ensure alignment with the overall Faculty priorities and needs.

The Faculty is also undergoing a strategic planning process and exercise to establish the needs and the priorities for the coming years. This consultation process has included broad consultations within the Faculty (faculty, students, and staff), the external community (key partners, stakeholders, and community affiliations), alumni, and University Leadership. (See the response to [Standard I.1.4](#))

Standard V.14

V. 14 The program has explicit, documented evidence of its ongoing decision-making processes and the data to substantiate the evaluation of administration, finances, and resources.

The processes mentioned above in the response to Standard V.13 are well documented and outlined processes that require information to be provided to allow for the substantive review and discussion.

The ABR meeting with the Provost, in particular, initiates a substantial cyclical process of planning, decision-making, and preparation of evidence to support for funding priority initiatives. This is documented in Academic Budget Review process. If requested, the Faculty can provide the ERP with an opportunity to review the 2024–2025 budget package that was recently submitted to the Provost’s Office (on a confidential basis during its February 2025 site visit). Likewise, historical financial statement information for the Faculty of Information can also be shared with members of the ERP on a confidential basis. The Chief Administrative Officer will facilitate access to this information for members of the Panel.

The Faculty Council of the Faculty of Information sets and approves academic policy, principles, priorities, and the general direction for the teaching and research activities of the Faculty. These decisions are well documented and discussed, and are considered by the Dean in directing the administration of the Faculty.

Standard V.15

V. 15 The program demonstrates how the results of the evaluation of administration, finances, and resources are systematically used to improve the program and to plan for the future.

As part of the University of Toronto annual Academic Budget Review (ABR) process, the Faculty regularly evaluates administration, finances, and resources to ensure that program needs can be met, and to plan for the future. All administrative units in the Faculty submit an annual budget for the upcoming fiscal year for all salary-related and operating expenses. All funding proposals received from the departments are carefully scrutinized by the Dean’s Office to ensure they support the Faculty’s research, teaching, and learning priorities. Each department is provided with an approved budget plan for the year.

As previously outlined, budgeted revenues from tuition and government grants are attributed directly to the Faculty based on the Faculty’s enrolment. There is a direct proportional relationship between enrolment health and the Faculty’s fiscal health.

Throughout the year, the Faculty continually monitors expenses to make sure total planned expenditures match or do not exceed budgeted/planned expenditures levels. The Faculty also tracks its grant and tuition revenues to make sure that it receives all the revenues owed.

The business planning process for the University requires the Faculty to forecast its revenues and expenses for a five-year planning horizon. A key step in this business planning process is for the Faculty to accurately predict achievable enrolment targets for each year in the planning horizon. As part of this planning process, the Faculty must also forecast year-over-year increases to salary and burden costs for full-time continuing faculty and staff, and any changes in annual tuition fees.

As part of the budget planning process, the Faculty sets out its projected enrolment as shown in [Appendix V.15](#)

As discussed in the response to [Standard I.1](#), the UTQAP process is important component of systematic evaluation of the MI Program. In our [response to the last UTQAP review](#), the Faculty identified immediate, medium term and long term opportunities for improvement. These have led to the following actions:

- The MI Co-op support was identified as an area of opportunity; since then the administrative team supporting the MI Co-op has been expanded, including the hiring of a Manager in 2022;

resources were also dedicated to undertake a Work Integrated Learning Report which made further recommendations for the program improvement which were reviewed and endorsed by the Dean and the Associate Dean, Teaching & Learning

- MI Curricular Reviews – to support the regular and continuous improvement of the concentrations, the Academic Leads undertaking curricular reviews of the concentrations receive teaching release and administrative support to facilitate these reviews
- Faculty Complement – the expansion of appointed faculty teaching within the Faculty was identified and resources were dedicated to expand the Faculty Hiring Plan

In addition, as discussed in the response to [Standard I.6](#), regular faculty and student sessions are conducted under the leadership of the Associate Dean, Teaching & Learning. Lead by the Program Director or Concentration Coordinator and supported by Student Services, the feedback from these sessions is incorporated as appropriate into the MI Program's curriculum.

SYNTHESIS AND OVERVIEW

Recap and Context, 2017–2024

In the seven-year period since the program's last ALA accreditation review, the Faculty of Information has secured its place in the future of information education, research, and scholarship. The iSchool has situated itself as an inter- and multi-disciplinary crossroads for the University and beyond. This premise is reflected in the strength of its concentrations and the flexibility of its program options (see the response to [Standard II: Curriculum](#)), the scholarly diversity and expertise of its faculty members (see the response to [Standard III: Faculty](#)), the exemplary administrative skills of its staff (see the response to [Standard V: Administration, Finances, and Resources](#)), the academic excellence of its students (see the response to [Standard IV: Students](#)), and the energetic, committed and productive profile of its graduates and alumni.

Just prior to the last accreditation review, Dean Duff was appointed as an interim Dean pending the arrival of a new Dean. After multiple reappointments, Dean Duff completed her term in August 2023. On September 1, 2023, Javed Mostafa, formerly Professor in the School of Information and Library Science at the University of North Carolina, Chapel Hill, began his five-year terms as the Dean of the iSchool.

Standard I: Strategic Planning

Due to the ongoing provisional nature of Dean Duff's appointment, we continued to operate under the framework of the 2012-17 strategic plan for most the past seven years. The strength of Dean Ross' vision meant that this was a period of ongoing success for the iSchool. The 2022 plan bridged between the end of Dean Duff's term and the appointment of the Dean Mostafa. Dean Mostafa's new strategic plan will direct the intellectual aims of the iSchool over the next five years. The new plan creates a framework for sustainably managing the iSchool's growth and fostering its multi- and inter-disciplinary strengths while nurturing the current communities and building ties to new communities both inside and outside the iSchool. A critical component of Dean Mostafa's goal for the iSchool is to bridge the gap between the academic and the professional sides of the field through various measures, including investing in programs for ongoing and enriching engagements between members of the academic community (faculty, students, and staff) and the information professionals from communities that are local and beyond. The renovated building of the iSchool will have designated and well-resourced spaces

for programs such as museum displays and student capstone projects, career development offices for meetings and seminars, a new maker space laboratory, a podcast and video studio, and presentation and training rooms for the recently relaunched iSchool Institute (the continuing education and life-long learning unit). Another major part of the strategic plan is to enhance and deepen the programs that focus on memory institutions (archives and libraries) by recruiting new faculty members and by adding additional resources and capacities for career planning and placements of graduates. Finally, a strong focus of the strategic plan is to diversify the iSchool by attracting members from communities that traditionally find it hard to gain entry into elite academic institutions. There are specific strategies that will be incorporated in the plan to creatively expand the number of faculty from diverse backgrounds (e.g., by recruiting in areas such data justice, digital divide, and IT for development and education) and by developing stronger ties with institutions that traditionally train and draw students from minority communities (e.g., Historically black colleges and universities in the USA and academic institutions in the global south).

Standard II: Curriculum

The curriculum has undergone major revision since the last ALA accreditation. Its structure and content have evolved to provide the variety of educational experiences described in [Standard II.1](#) (and detailed in the responses to Standards [II.2](#) and [II.3](#)). The concentrations balance theoretical and practical approaches to information studies, with particular emphasis on experiential learning, professionalization, and ethical dimensions of information work. The single concentration model enables students to pursue depth in their chosen areas of focus. The new HCDS concentration and the revised LIS and C&T curricula reflect our commitment continuous curricular improvement. This commitment is also reflected in the multiple reviews of concentration curricula that are underway in the current academic year: KMIM, CIPS, UXD, and HCDS.

Standard III: Faculty

The Faculty of Information has a faculty complement of 40 tenured, tenure-track, continuing status, and promotable faculty members with five Faculty members holding budgetary cross-appointments. In addition, 12 faculty members appointed at the University of Toronto Mississauga and 9 at the University of Toronto Scarborough hold graduate faculty appointments at the iSchool. Full-time faculty members are sufficient in number and areas of coverage to carry out the majority of teaching, research, and service activities required for the program. The faculty members are active researchers with a strong record of grant funding. All are engaged in the scholarly and creative work of publishing, presenting at conferences, delivering invited and public lectures, producing creative professional practice, and pedagogical development.

We currently have a high proportion of junior faculty due to the intensive recent hiring (19 Junior, nine Associate, 12 Full). The appointment of three tenured professors in the most recent round of hiring will help balance the faculty's composition as will upcoming promotion cases. The Faculty continuously reviews the number and areas of expertise of faculty members in light of the anticipated growth of the faculty, the introduction of a first-entry undergraduate program, and changes to the current faculty complement due to retirements (or unanticipated resignations).

Standard IV: Students

The Faculty of Information is proud of the calibre, excellence, academic engagement, and diversity of the students it recruits, admits, and graduates. The MI Program offers eight concentrations, each of

which ensures that students can construct a coherent plan of study that addresses their needs and aspirations. The Program offers a broad-based and comprehensive learning experience that fosters student participation in Faculty governance, program development, research, professional associations, and student organizations.

Over the past seven years, we have expanded the range and accessibility of the support services offered to students most directly by adding the Learning Hub and expanding our Student Services and Career Services teams. These have been paralleled by the growth in University-wide services to support the student learning experience. Student financial aid continues to be a priority for our Advancement team. The MI Program has reinvigorated its recruitment strategy with its expanded recruitment team. The Office of the Registrar and Student Service, the Associate Dean, Teaching and Learning, and the MI Director continue to refine and enhance our efforts to secure outstanding students for the MI and our other programs.

Standard V: Administration, Finances, and Resources

The Faculty of Information is an autonomous research-led professional graduate faculty within the University of Toronto. It has its own budget, hires its own faculty members and staff as University of Toronto employees, and admits its own students. The Faculty sets its own policies and defines its own programs within bounds circumscribed by the University of Toronto Act, and according to policies enacted by the Governing Council, senior University administration, and the School of Graduate Studies. As such, the Faculty enjoys a wealth of opportunities and challenges in ensuring an administrative, financial, and sufficiently-resourced infrastructure to support its mission and goals.

The Faculty is financially stable and is committed to ensuring its long-term sustainability. It has the support of the University administration in pursuing that course. The Bissell building renovation will provide the Faculty with a new public presence on campus and increased space in which to pursue its goals. The strategic plan and its eventual execution led by the new Dean will address critical areas such as developing a stronger bridge between the academic and the professional sides of the field, expanding the workforce of next-generation professionals engaged in the core humanistic traditions of the field (e.g., managing memory institutions) and diversifying the community of information scholars and students.