

PROGRAM PRESENTATION
UNIVERSITY OF TORONTO
FACULTY OF INFORMATION

Submitted to
Office for Accreditation
American Library Association
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Table of Contents

0	Synthesis and Overview	0-1
0.1	Required Data	0-1
0.2	History of the Program	0-2
0.3	Summary of Activities Since the Last (2003) Accreditation	0-4
0.4	Other Reviews of Faculty of Information Programs	0-5
0.5	Preparing for Accreditation	0-6
1	Standard 1: Mission, Goals and Objectives	1-1
1.1	Introduction	1-1
1.2	Mission Statement	1-2
1.3	Goals of the Master of Information (MI) Program)	1-2
1.4	Academic Planning and Program Objectives	1-5
2	Standard 2: Curriculum	2-1
2.1	Master's Programs, 1970-2009	2-1
2.2	Master of Information Program, 2009	2-1
2.2.1	Revisions to Curriculum	2-2
2.2.2	Admission Requirements	2-2
2.2.3	Core Courses	2-4
2.2.4	Areas of Specialization	2-6
2.2.5	Addressing the <i>Standards</i> in the Context of the Curriculum	2-15
2.2.5.1	The Curriculum and Standard 1: Essential Character of Library and Information Studies	2-15
2.2.5.2	The Curriculum and Standard 2: Fulfilling Curricular Objectives	2-16
2.2.6	Other Curriculum Options for MI Students	2-20
2.2.6.1	Graduate Diploma	2-20
2.2.6.2	Collaborative Programs	2-20
2.2.6.3	MI Thesis Option	2-21
2.2.6.4	Joint and Common Registration Degree Programs	2-23
2.2.6.4.1	MI/JD Program	2-23
2.2.6.4.2	MI/MMSSt Program	2-23
2.2.6.5	McLuhan Program/Coach House Institute	2-23
2.3	Continuing Professional Education	2-23
3	Standard 3: Faculty	3-1
3.1	Current Faculty Profile	3-1
3.2	Faculty 2003-04 to 2009-10	3-2
3.2.1	Full-Time Continuing Faculty	3-2
3.2.2	Contractually-Limited Term Professors (non-tenure track) and Research Fellows	3-8

	3.2.3 Adjunct Instructors	3-9
3.3	Research	3-9
	3.3.1 Research Funding	3-10
3.4	Graduate Supervision	3-21
3.5	Service	3-23
4	Standard 4: Students	4-1
4.1	Introduction	4-1
4.2	Activities and Support Services for Students at the Faculty	4-3
4.3	University of Toronto Services for Students	4-3
4.4	Profile of the Student Body	4-4
	4.4.1 Offer, Acceptance, Yield Rates	4-4
	4.4.2 MI Intake and Total Enrolment	4-5
4.5	Student Council	4-5
	4.5.1 Professional Development	4-6
4.6	Financial Assistance	4-6
5	Standard 5: Administration and Financial Support	5-1
5.1	Administration	5-1
5.2	Staff	5-2
	5.2.1 Chief Administrative Office	5-2
	5.2.2 Inforum and Administrative Staff	5-3
	5.2.2.1 Inforum	5-3
	5.2.2.2 Administrative Staff	5-3
5.3	Finance	5-7
6	Standard 6: Physical Resources and Facilities	6-1
6.1	Buildings	6-1
6.2	Information Services (including Inforum (Library), Information Technology, and Web Services)	6-2
	6.2.1 Inforum (Library) Collections and Services	6-3
	6.2.1.1 Inforum Print Resources	6-3
	6.2.1.2 Inforum Electronic Resources	6-4
	6.2.1.3 Inforum Services	6-5
	6.2.1.4 Inforum Collection Strengths and Support	6-5
	6.2.1.5 Financial Support for Library Acquisitions	6-6
	6.2.2 Inforum Staff	6-8
	6.2.3 Inforum Facilities and Equipment	6-8
	6.2.4 Accessibility	6-8
	6.2.5 Adequacy of Inforum Services and Resources for the Program	6-8
6.3	Information Technology, Web, Laboratory, Electronic Classroom and Audio-Visual Facilities	6-9
	6.3.1 Information Technology and Web Resources	6-9
	6.3.2 iSchool Lab Spaces	6-10
	6.3.2.1 The Usability and Interaction Lab	6-10

6.3.2.2	Student Multimedia Lab	6-11
6.3.2.3	The Brian Cantwell Smith Ideas Exchange	6-11
6.3.2.4	The Museum Studies Studio Space	6-11
6.3.3	Electronic Classrooms	6-11
6.3.3.1	Electronic Classroom 417	6-11
6.3.3.2	Electronic Classrooms 225 and 224	6-11
6.3.3.3	Electronic Classroom 116	6-12
6.3.4	IT and Web Staff	6-12
6.3.5	User Training	6-12
6.3.6	Accessibility	6-12
6.3.7	Adequacy of Information Technology Resources to Support Program	6-13
6.4	Accessibility	6-13

List of Tables

Table 1a:	Academic Planning Process for the Faculty of Information	1-6
Table 2a:	Masters Theses by Year and Supervisor	2-21
Table 3a:	Graduate Faculty by Date of Appointment and Rank	3-2
Table 3b:	Current Faculty Members by PhD granting institution, research interests and recent courses taught	3-4
Table 3c:	Contractually Limited Term Faculty	3-9
Table 3d:	Research Funding by Year and by Source	3-11
Table 3e:	Research Funding by Area of Study, 2003-2009	3-12
Table 3f:	Research Funding by PI, Funding Source, Project Title and Date Awarded, held 2003-2009	3-13
Table 3g:	Funding Applications 2007-2010 with Status of Application	3-19
Table 3h:	Completed and Current Supervisions by Faculty Member in the MI Program	3-22
Table 3i:	PhD Theses by Date and Supervisor, 2003-2009	3-23
Table 3j:	Service on Governance and Special Committees, 2009-10	3-24
Table 4a:	Application, Offer, Acceptance, Yield Rates and Incoming Enrolment	4-4
Table 4b:	MI Intake and Total Enrolment	4-5
Table 4c:	Financial Support for MI Students by Year and Type	4-7
Table 5a:	Faculty of Information Administrative Staff, January 2010	5-5
Table 5b:	Faculty of Information Budget – Revenue	5-10
Table 5c:	Faculty of Information Budget – Expenditures	5-11
Table 6a:	Overview of UTL e-holdings	6-4
Table 6b:	Inforum/UTL Materials Budget, 2009/10	6-6
Table 6c:	Financial Support for Library Acquisitions, 2003/04 – 2009/10	6-7
Table 6d:	Acquisitions, 2003/04-2009/10	6-7

UNIVERSITY OF TORONTO
Faculty of Information

Program Presentation

0 SYNTHESIS AND OVERVIEW

0.1 Required Data

Name of Unit: Faculty of Information

Name and Title of Chief Administrator of the Unit:

Seamus Ross, Professor and Dean

Name of Parent Institution: **University of Toronto**

President and CEO: David C. Naylor

Vice-President and Provost: Cheryl Misak

Parent Institution's Accrediting Agency:

Council of Ontario Universities (COU)

Program Name: Master of Information (MI)
(formerly Master of Information Studies)

The Master of Information degree program consists of sixteen half-year courses or their equivalent. All students, regardless of specialization, take the same four core courses (INF 1001, 1002, 1003, 1004) and then may choose a variety of 'paths' through the program to suit their learning requirements and their area of specialization. A maximum of four courses outside the program may be taken with the approval of the Associate Dean.

0.2 History of the Program

Since 1911, library courses had been offered in Toronto; however, there was not a full academic program in the province until 1928, when the Ontario Department of Education asked the University of Toronto (U of T) 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, U of T 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 (ALA). The School flourished, even during World War II, and by 1951, had awarded 659 BLS degrees.

In 1950, Miss 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. Satisfied with the tremendous progress, Miss 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 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 (SLS). 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 to become a professional librarian.

In 1971, the School moved into a brand-new facility at 140 St. George Street. Additionally, SLS was the first institution in Canada to offer a first 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 (FLS), 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 began its first forays into the information age, joining a collaborative campus investigation into new technology, and cross-appointing instructors from other departments. The commitment to new technology resulted in a new name: the Faculty of Library and Information Studies. FLIS was christened in 1982 and brought with it new computing facilities and curriculum changes. In 1988/89 a Masters of Information Science program was launched, with more new faculty appointed to teach in this burgeoning field. Steered by Dean Anne Shabas, whose six-year term began in 1984, FLIS was firmly established as a pre-eminent library and information school in North America.

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: an archives stream introduced in the early 1990s, and the designation of a new degree, Master of Information Studies (MIS) to encompass the three streams of study now available at the Faculty: 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 and established the Toronto Centre for the Book.

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 (MIS/JD). Since then, the Faculty has extended its reach through leadership in the Book History and Print Culture collaborative program, and the Knowledge Media Design collaborative program: they are both collaborative and multidisciplinary endeavours at the U of T. The appointment of Dean Brian Cantwell Smith in 2003 led to the Faculty joining the cohort known as the iSchools caucus. This movement was sparked by his 2004 publication, "[Stepping Up: Information Practice in the 21st Century: 2004 with an academic plan for the Faculty of Information Studies, a Professional and Research Faculty of the University of Toronto](#)". Additionally, under Dean Smith's direction, the Faculty became a partner in four additional collaborative programs: Addiction Studies, Aging and the Life Course, Centre for Environment, and Women's Studies. In 2006, the Faculty proudly welcomed the Masters of Museum Studies program.

Through its close partnership with the Adaptive Technology Resource Centre, the Faculty became intensely involved in inclusive design. The Faculty continues to offer Canada's largest continuing education program for the information field through its Professional Learning Centre. Through these and other initiatives, including the strengthening of physical and digitally mediated collaboration with other Canadian

Information Schools, the Faculty provides unique educational opportunities to information technologists and cultural institution professionals.

Under the direction of Dean Brian Cantwell Smith, in June 2008, the Faculty changed its name to the Faculty of Information. The decision for the name change was to align the Faculty with the other 18 iSchools in North America and communicate the mission of the Faculty more clearly and directly. Dean Smith's five year term ended at the end of June 2008. For the next six months, Jens-Erik Mai, Vice-Dean since 2006, was the Acting Dean. On January 1, 2009, Seamus Ross, Professor of Humanities Informatics and Digital Curation at the University of Glasgow, began his seven-year term as the new Dean. (The seven-year term for senior administrators is increasingly used at the University of Toronto.)

0.3 Summary of Activities Since the Last (2003) Accreditation

The Faculty of Information has introduced (as of September 2009) a new curriculum designed around four core courses that cover the breadth of the information disciplines and expanded the number of specializations from three to five (with two more specializations under consideration). This growth in offerings was enabled and encouraged by both a considerably increased enrolment as well as growth in the number of faculty members. Previously, students took three core courses and then, having chosen a specialization (in LIS, Archives and Records Management, or Information Systems), took several required courses in that stream, and then rounded out their program with electives.

This new curricular approach was the result of years of planning and discussion, led by the Dean's office, to assist in the implementation of the *Stepping UP* academic plan for the Faculty from 2004-2010. The curriculum changes are designed to provide both breadth and depth in the study of the disciplines and to enable students to graduate with a broad range of professional skills. The new curriculum will be discussed much more fully under Standard 2: Curriculum, below.

As previously noted, the Faculty has continued to seek out partnerships across other disciplines, boasting involvement in eight collaborative programs across the University of Toronto, having added Addiction Studies, Aging and the Life Course, the Centre for Environment, and Women's Studies to the options available for students since 2003. (Courses in the Faculty of Information are available to external students if space is available, but the Faculty's involvement in these programs does not guarantee space to them.)

More recently, in 2006, the Faculty welcomed the University of Toronto's Master of Museum Studies professional program. The MMSt is similar in many ways to the MI, and offers professional training in museology. The Faculty believes that the opportunities for common approaches among the different intellectual traditions of libraries, archives and museums, all of which constitute social organizations dedicated to the preservation and advancement of the human record (in its myriad forms) offer a unique opportunity to grow both the Faculty and to offer richness of options to the MI. Indeed, the Faculty has been examining the possibility of offering a new specialization in Cultural Heritage to the MI program, using the expertise of faculty members made

possible by the addition of the program.

The Faculty has pursued opportunities to expand its offerings through the growth and development of centres and institutes that fall under the institutional rubric of ‘Extra-Departmental Units’ (EDUs). In 2008, the McLuhan Program in Culture and Technology was given an administrative ‘home’ in the new Coach House Institute, a place where, in the words of its Director, Brian Cantwell Smith, ‘the big questions of the information age can be asked.’ In 2009, the Knowledge Media Design Institute (KMDI), moved from the School of Graduate Studies to the Faculty of Information, bringing with it numerous ties to the rest of the University of Toronto. In 2004, the Adaptive Technology Resource Centre (ATRC), which has the mandate to pursue accessible technological solutions, joined the Faculty, and in the fall of 2009 it was made an EDU within the Faculty under its new name of ‘Inclusive Design Institute and Adaptive Technology Research Centre’ (IDI/ATRC). Each of these Centres provides new areas of expertise and outreach for the Faculty in fulfilment of its mandate.

The *Stepping UP* planning process and its resultant academic plan were operative through the bulk of the period since the last accreditation review, and were developed with broad constituency input. The Faculty’s plan was developed as a result of and in concert with the University of Toronto’s broader *Stepping UP* framework that was meant to steer the University as a whole through the past six years. At the University of Toronto, this process has been designed to guide the direction of Faculties within an overall framework, to allow for a framework within which changes to units can occur systematically, and to analyze and secure the resources to implement desired academic outcomes. In 2009, the Office of the Provost has indicated to all Faculties that the next round of academic planning will be driven not by the ‘fixed-date’ approach in place at the University of Toronto for the past two decades, but rather, by units in terms conjoint with leadership terms; i.e., the Deans of Faculties are now required to prepare academic and strategic plans in the first year of the assumption of their positions, to work with the Office of the Provost in developing budget plans that look three years out, and to review and renew those budgetary plans annually. At the same time as the budget review, the Provost assesses the Faculty’s progress towards fulfilment of its strategic goals.

As of this writing, the Faculty is in the midst of developing a new plan that will see the Faculty through Dean Ross’ term to 2016.

0.4 Other Reviews of Faculty of Information Programs

The Faculty has undergone numerous reviews since the 2003 accreditation. Most recently, in October 2009, the Ontario Council of Graduate Studies (OCGS) has approved the Faculty’s MI and PhD programs, as well as its Diploma in Advanced Study, as being of ‘Good Quality’. This approval was the culmination of a lengthy and thorough process of review that included a self-study, a site visit by external reviewers, and review by an OCGS panel.

In 2007, upon Dean Smith’s announcement that he would not be seeking a second term as Dean, the Provost’s Office asked the outgoing Dean to prepare a statement assessing the Faculty’s progress towards completing its *Stepping UP* goals, instead of a full self-

study document. During the search for the new Dean, the Provost's Office completed a review of the Faculty designed to assist the selection committee in choosing a Dean that would take the Faculty in the appropriate directions. In addition, the same two processes (self-study and Provostial review) took place in the 2003-04 academic year in accord with Decanal appointment policies.

While not related to the MI, the Master of Museum Studies program underwent its OCGS review in 2007, and resulted in numerous changes designed to begin a more thorough integration process with the rest of the Faculty. The Faculty is not seeking accreditation for the MMSt. Program.

The combination of ongoing and continuous assessment, with multi-year strategic planning, has helped to assure that the Faculty is constantly undergoing a process of self-assessment and strategic improvement to maintain its excellence and reputation.

0.5 Preparing for Accreditation

Over the course of the summer of 2009, a first draft was prepared by the Manager, Strategic Planning, under the direction of the Dean and with the assistance of numerous administrators in the Faculty. In the Fall, the draft document was circulated to all faculty members and to student leadership in the MI program for comment, and underwent revision and alteration to complete it, improve accuracy, and correct errors. The second draft was circulated to the faculty and to student leadership in 2010 for additional comment.

STANDARD I: MISSION, GOALS, OBJECTIVES

1.1 Introduction

In 2003, the Faculty's *Program Presentation* included the following declaration: "the information and knowledge-based society of the twenty-first century demands a highly educated and information literate population." In the intervening seven years, that statement is even truer. Information and information technologies continue to shape and define culture, communication, leisure, policy, lifestyle, human interaction, and, indeed, the nature of what it is to be a human actor in society. The Faculty of Information continues to be uniquely qualified to take a crucial role in educating information professionals in all areas of information-related inquiry – creation, organization, storage, access and retrieval, dissemination, preservation, conservation – in innumerable settings and environments, while fostering a deep understanding of the information needs of society, governments at all levels, business, the arts, sciences, and all sorts of individuals and groups with particular information needs or interests. The pace of change is so staggering that the Faculty's commitment to ongoing post-degree professional development is even more essential today than seven years ago. To that end, the Dean has charged the new Director of the Professional Learning Centre to rebrand and refocus existing offerings, while at the same time expanding the opportunities available for professionals. Graduates must have the knowledge, skills, and strategic thinking ability not only to deliver services professionally, but also help to form the information-intensive world at large.

Since its humble beginnings eight decades ago, the Faculty has always educated students to understand information needs and to satisfy those needs in society. Libraries remain a crucial locus of information gathering and retrieval in society at large, and library professionals know that they are among the best-placed to understand and to tackle newer issues relating to the generation, storage, accession, and preservation of a full range of information in multiple (and, frequently, transitory) media not only in institutional contexts but also across all sectors of our society, our polity, and our economy. That is why the Faculty has moved beyond offering three streams (LIS, Archives and Records Management, and Information Systems), and now is authorized by the Ontario Council on Graduate Studies (OCGS) to offer the following fields:

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

(The last of these, Cultural Heritage, is not yet 'open' to students as of the 2009-10 academic year, but has been approved by the OCGS. In addition, the Faculty has not developed a 'pre-approved path' for the Philosophy of Information field. See Standard 2: Curriculum, below.)

Descriptions of these fields may be found at <http://www.ischool.utoronto.ca/programs-courses/master-of-information/fields-of-study>.)

The Faculty has expanded in almost every way: it has a larger faculty complement resulting from an aggressive faculty recruitment initiative; it has doubled its enrolment; it has expanded its areas of research interest; it has added new programs to complement the existing ones; it has raised its profile within the University of Toronto and within the community more broadly.

1.2 Mission Statement

1.1 A school's mission and program goals are pursued, and its program objectives achieved, through implementation of an ongoing, broad-based, systematic planning process that involves the constituency that a program seeks to serve. Consistent with the values of the parent institution and the culture and mission of the school, program goals and objectives foster quality education.

The Faculty of Information Studies is committed to being an internationally significant Faculty providing excellent professional education based on an understanding of the theory and practice underlying information generation, organization, and use, and to the stimulation and dissemination of research.

The Faculty's mission statement is under review as part of the Decanal academic and strategic planning process.

The Faculty's mission is consistent with the University of Toronto's *Statement of Institutional Purpose*, which commits the institution as a whole to being 'an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.' (See <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/mission.pdf> for the full *Statement*.)

1.3 Goals of the Master of Information (MI) Program

1.2 Program objectives are stated in terms of student learning outcomes and reflect

1.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management;

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

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

1.2.4 the value of teaching and service to the advancement of the field;

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

1.2.6 the importance of contributions of library and information studies to other fields of knowledge;

1.2.7 the importance of contributions of other fields of knowledge to library and information studies;

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

1.2.9 the role of library and information services in a rapidly changing technological society;

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

The Master of Information is a broad-based, inclusive program that offers information-focused fields of study from various disciplinary and professional viewpoints. Students are educated to be leaders and key thinkers in information, by thoroughly exploring technology and resources for information professionals, services, and institutions, as well as by addressing fundamental concepts, theories, practices and the diverse horizons of this expanding field. The program is built on the foundational belief that information penetrates all aspects of our digitally mediated society and that all information professionals need to grasp the political, technological, and epistemological consequences of information practices.

The program fulfils the Faculty's mission by setting the following goals:

- To educate information specialists who can respond to the changing information practices and needs of society, and to that end, to establish and maintain educational programs with academic standards appropriate to the University of Toronto.

This goal is achieved through delivery of a curriculum (see Standard 2: Curriculum) that undergoes constant monitoring and frequent updating by the Master of Information Subcommittee, the Programs Committee of the Faculty Council, and by the Faculty Council as a whole, subject to approval by the School of Graduate Studies and, ultimately, by the authority of the Governing Council of the University of Toronto. The Ontario Council on Graduate Studies must certify it as being of 'Good Quality' by in order for the Faculty to offer the program.

- To contribute, through research and publication by both faculty and students, to the

continuous expansion and critical assessment of the body of knowledge underlying the information and archives sciences.

The Faculty's mission is both to provide professional education as well as to perform significant research. Faculty research projects and publication records are available through the *curricula vitarum* of the faculty members in Volume II, and described in some detail under Standard 3: Faculty. The Faculty's website (<http://ischool.utoronto.ca>) provides [a link](#) to information on research projects conducted at the Faculty. Student achievements are described in Standard 4: Students. In addition, the MI program has a thesis option that allows students to engage in more detailed research on a project under the supervision of a faculty member. In addition, the presence of a research-based PhD program offers students the opportunity to proceed from a professional Master's program to one that explicitly emphasizes the development of research and the expansion of knowledge.

- To participate in the development of theory concerning information, where it is found, and how it is used, and in 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.

Numerous courses throughout the curriculum address this goal. In particular, core courses INF 1001 – Knowledge and Information in Society; INF 1002 – Representation, Organization, Classification and Meaning- Making; and INF 1003 - Information Systems, Services and Design are designed to provide a broad introduction to issues raised under this goal. Standard 2: Curriculum provides brief course descriptions and a more thorough catalogue of offerings.

- To 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.

Several courses within the MI curriculum address crucial issues of access, diversity and social justice. Some notable examples among them are INF 2126 – Public Library Services to Culturally Diverse Communities; INF 2152 – Advocacy and Library Issues; INF 2187 – Introduction to Inclusive Design; and INF 2196 – New Media and Information Practices of the Young. Wendy Newman, a Senior Fellow and Lecturer in the Faculty (and former President of the Canadian Library Association) has as an explicit element of her contract the requirement to engage in interaction among the Faculty, the profession, and the public at large; for example, she assists the Faculty in identifying and bringing in guest lecturers, and has represented professional interests during the recent curriculum redevelopment. In addition, many, or most of the classes offered at the Faculty at least touch upon this important theme.

- To assist information professionals to review and assess the body of knowledge of librarianship, archive administration and information systems as an integral part of their professional work by providing and supporting opportunities for continuing education in the Faculty.

The Faculty has a [Professional Learning Centre](#) (PLC), responsible for offering ongoing professional development courses. It is Canada's largest continuing education program in the Information field. In addition, the Faculty offers a Graduate Diploma in Advanced Study, certified by the OCGS, which is designed for information professionals who already hold a graduate degree and wish to pursue a more thorough study of professional development. See Standard 2: Curriculum for additional details.

- To maintain liaison with professionals and professional associations, to develop a national and an international role for the Faculty and to pursue avenues of mutual cooperation.

Information professionals are allocated seats on the Faculty Council to advise on matters related to curriculum, recruitment and placement, continuing professional development and student support. Faculty members and librarians are actively engaged in numerous national and international professional associations. (For example, Professor Lynne Howarth is a member of the American Library Association's Committee on Accreditation.) Students have several chapters in professional associations (such as the Canadian Library Association, for example), and the MI Student Council annually invites information professionals to speak at the JobFair. Résumé critiquing, job shadowing, and mock interviews are conducted to assist students and to build links to professionals. In addition, the Faculty's Life and Times Committee organizes a weekly tea, many of which involve members of professional associations coming to speak to students about their future opportunities.

- To contribute to the realization of the goals of the University of Toronto with respect to the creation, dissemination and preservation of knowledge, and to this end, as a part of the University of Toronto, participate in its various academic, administrative, and institutional activities.

Faculty members, librarians and other staff are all eligible to participate in both Faculty governance as well as University governance more broadly, and there exist numerous opportunities to do so. For example, members of the Faculty serve on the Academic Board, the Research Advisory Board, Academic Appeals Committees; Faculty and staff have organized and contributed to conferences held at the University of Toronto and have been active members of collaborative research projects. Faculty *curricula vitarum* provide full information.

1.4 Academic Planning and Program Objectives

1.3 Within the context of these Standards each program is judged on the degree to which it attains its objectives. In accord with the mission of the school, clearly defined, publicly stated, and regularly reviewed program goals and objectives form the essential frame of reference for meaningful external and internal evaluation. The evaluation of program goals and objectives involves those served: students, faculty, employers, alumni, and other constituents.

The Faculty of Information conducts its planning within a rigorous and very well defined policy framework. The Ontario Ministry of Training, Colleges and Universities

provides the bulk of funding to public Universities within Ontario, of which the University of Toronto is the largest. Without limiting institutional autonomy or academic freedom, the Ministry sets overall system goals, currently outlined in the Government’s [‘Reaching Higher’ plan](#) for postsecondary education.

Within that framework, the senior administration of the University of Toronto is mandated by its governing body, the Governing Council, to develop and define institutional plans. The current plan, written by the President, is [Towards 2030: A Third Century of Excellence at the University of Toronto](#). This plan charts the overall goals of the University and frames the discussion within which Faculties and other units are charged with planning. Institutional accountability rests with numerous [performance assessments](#) that undergo constant assessment. Below the overall planning process, the Vice-President and Provost, as the administrator primarily responsible for delivering academic programs has assigned Deans the responsibility to develop unit plans that fit with institutional priorities. As of September 2009, the Provostial framework for academic planning has shifted from a calendar-based model (i.e., 2004-2010 was the last planning period) to a leadership-based model described at <http://www.provost.utoronto.ca/planning.htm>. As new leaders are appointed at Faculties, they are responsible with developing plans that fit with their vision for their units. Deans are expected, as senior officers of the University as a whole, to work with each other in the development of interdisciplinary programs for both teaching and research, and to identify opportunities for collaborative program planning as well as internal Faculty opportunities.

Table 1a: Academic Planning Process for the Faculty of Information

Stakeholder	Role
Ministry of Training, Colleges and Universities (Government of Ontario)	Set overall system goals and expectations; provide institutional operating funding grants
Governing Council of the University of Toronto	Approve University-wide policies and plans
President of the University of Toronto	Set overall University strategic framework and priorities
Vice-President and Provost	Develop and oversee planning framework and procedures
Dean	Consultation with professional communities and individuals
Faculty (all internal constituencies)	Consultation with Faculty, including faculty members, staff, students and Alumni Association on overall priorities
Dean	Develop first draft of Faculty plan
Provost	Review first draft and comment; ensure overall ‘fit’ with University plans and priorities
Faculty (all internal constituencies)	Consultation and advice to Dean
Dean	Second and subsequent drafts
Faculty members	Discussion at faculty meeting
Faculty	‘Town Hall’ meetings
Faculty Alumni Association	Executive Meeting to review plan and comment

Faculty Council	Approval
Vice-President and Provost	Approval and subsequent oversight – academic, budgetary, planning

The operative academic plan at the Faculty of Information is [Stepping UP: Information Practice in the 21st Century](#). This plan, whose timeframe ends in 2010, will be replaced by a new plan currently under discussion.

At the University of Toronto, the senior administration expects that Deans lead Faculty-level strategic planning, and they, in turn, are expected to consult widely within the Faculty and affected communities. Throughout 2009, the Dean met with professionals and alumni on numerous occasions and in numerous forums to help form the basis of the plan. In the summer of 2009, the Dean held four consultation sessions on the planning process, which included discussion of the new plan’s major priorities and goals. In the fall of 2009, the Dean completed a second draft of the plan, which is in the process of additional discussion. Ultimately, the plan will enter the Faculty’s governance system and undergo Faculty Council debate (and, it is to be hoped, approval) prior to its submission to the Vice-President and Provost. The Provost is then ultimately responsible for agreeing with the plan, monitoring its progress, suggesting course changes during the plan’s implementation, and providing the resources necessary to achieve the plan’s objectives.

The MI program, defined broadly, is meant to educate information professionals by developing and refining critical and scholarly skills and to assist students in developing the expertise required to understand and respond to the extremely rapidly changing information environment of our society. Both *Stepping UP* and the new plan address these goals in a broad sense. The *Stepping UP* plan was structured in a substantially different form from most: it laid out more of a vision statement for the Faculty rather than a clear series of detailed, program-related goals. The vision was fourfold: “(i) *maintain identity* in the face of ubiquitous information projects across campus; (ii) *move nimbly* in the face of fast-paced diachronic change, (iii) *preserve and renew* its expertise in the stewardship of information collections, resources, and records in ways appropriate to 21st century practice; and (iv) *integrate* its expertise and skills with other university divisions.” The chief successes of the plan are plain: new programs and units have been added; new specializations have been created; a new curriculum is in force; enrolment has increased dramatically; the number of faculty has risen dramatically (enabling the enrolment increase); the range of research specializations has increased. All this was envisioned in the *Stepping UP* document.

The success of academic plans undergoes regular measurement: first, the Provost meets regularly with the Dean to discuss implementation of strategic goals, and the Faculty expects reports with updates on the Faculty’s status within the University. In addition, more ‘fixed’, long-term reviews take place. With the search for a new Dean in 2008, the outgoing Dean was asked to submit a report on the Faculty’s success in meeting the goals set out by *Stepping UP*. This report, along with a review of the Faculty mandated by the Provost, formed the basis of documentation available to the Search Committee and is included in the appendices to this report. In addition, the Provost annually reviews with the Dean the Faculty’s progress towards its plan’s goals. Lastly, it is anticipated that the new plan will have clearly defined benchmarks of progress over the

duration of the next six years.

Academic planning, however, is not simply the province of the senior administration of the University and of the Dean; plans can only be made to work with the collective efforts of faculty members, staff and students. Members of the faculty, for example, are instrumental in the planning process not simply because they are major drivers in the drafting process (though they are) but also because it is they who develop new courses, extend the nature of inquiry through research, and offer the bulk of the students' learning experience. Faculty members are encouraged to develop new courses, which, subject to review by governance bodies, they frequently do. Student feedback is constantly taken into account to improve the learning experience and to help evaluate the quality of programming and the success of the Faculty in meeting its academic goals as laid out in planning documents.

STANDARD 2: CURRICULUM

2.1 Master's Programs, 1970-2009

In 1970, the Master of Library Science (MLS) degree program replaced the BLS as the initial degree. Evaluation, restructuring and revision of the MLS curriculum occurred throughout the 1980s, including and especially opening the program to part-time students. In 1988, the Faculty initiated a second program, the Master of Information Science (MIS). In 1995, as a result of a major curriculum overhaul, and the development of archive studies, the MLS and MIS degrees were replaced by a single Master of Information Studies (MISt) degree. This significantly revised program was designed to respond more effectively and flexibly to changes in the information industry brought about by increasing deployment of new technologies, expanding network infrastructure, rapid growth in electronic media, and the requirement to capture and preserve the historical record in digital formats.

The MISt degree offered three 'streams' within a degree: Library and Information Studies; Archives and Records Management; and Information Systems. These streams were 'cross-cut' by four areas of study: Information and its Social Contexts; Information Organization, Preservation and Access; Information Resources, Services and Systems; and Management of Information Organizations.

Following the submission of the seven-year OCGS review document in 2001 and its resulting external review in 2002, the Faculty added a thesis option to the MISt in 2002.

With the advent of the *Stepping UP* academic plan for the Faculty, two related priorities identified were a renewal of faculty through a large and aggressive recruitment campaign coupled with a thorough re-examination of curricula offered by the Faculty resulting from looking at Information even more expansively as digitality in society continued to grow.

2.2 Master of Information Program, 2009

II.1 The curriculum is based on goals and objectives, and evolves in response to an ongoing systematic planning process. Within this general framework, the curriculum provides, through a variety of educational experiences, for the study of theory, principles, practice, and values necessary for the provision of service in libraries and information agencies and in other contexts.

The *Stepping UP* plan included as one of its core thrusts the need for the Faculty to review and revise its learning goals based on the rapidly changing and developing information-based society. It posited that information professionals of all types would be in greater and greater demand, and requested both increased resources (in terms of number of faculty members, etc) and revised offerings. To that end, in support of *Stepping UP's* goals, the Faculty initiated a process of extensive curriculum review and renewal. With the advantage offered by many new faculty members, the Faculty discussed and debated how to offer a renewed curriculum from 2006 to 2009. For the most part, discussion took place in the context of a faculty 'Committee of the Whole', which initially developed a curriculum planning framework. Following reports of

various working groups within the 'Committee of the Whole', the faculty concluded that the curriculum required extensive updating and rethinking in order to meet the needs of information professionals. To that end, the Faculty Council approved in principle in Spring, 2008 a curriculum revision based upon a revision of the core curriculum, to be taken in all of the sub-disciplines offered in the MI program, consisting of three courses and an additional, capstone course designed to bring together the elements of the first three courses in an experiential learning course. At the same time (spring of 2008) the Faculty Council (and other University of Toronto governance bodies, especially the Graduate Education Council of the School of Graduate Studies) approved in principle that the sixteen course, two-year format of the degree, while the number of fields of study was increased from three to seven, to reflect a wider choice of options within the degree and present a more accurate reflection of both the nature of the professions into which students would proceed as well as the Faculty's strengths following an extensive period of faculty renewal.

2.2.1 Revisions to Curriculum

The new curriculum put in place for the 2009-10 academic year was designed both to provide a common framework for information students and, at the same time, to allow students greater flexibility in completing a program suited to their needs and aims. For each field, the Faculty has developed a 'path,' or pre-established program, through to the MI degree, which is a suggested compilation of courses designed to provide competence in the specializations defined by the Faculty and approved by the OCGS. Students may also develop their own 'path', subject to approval by the program director, which would meet the aims of the degree program. (One could envision, for example, a student interested in government work emphasizing library courses in government documents, policy courses on security of information, archives and records management courses; courses on privacy in society; and courses on information services to a diverse population. Such a program might not squarely fall under any particular path, but would still be excellent preparation for professional life.) Because of the newness of the curriculum, almost no students have taken advantage of this option to date.

The implementation of the new curriculum is undergoing regular and intense evaluation. In its first term of operation, faculty members involved in the teaching of the core courses met regularly to discuss issues as they arose; in addition, mid-term survey of students was conducted, and some changes are planned for the 2010 core offering. In addition, the Dean met with all students in the new core courses to discuss issues related to the curriculum implementation. At the end of the year, an additional review will take place to help ensure that the implementation of the new curriculum continues to proceed as smoothly as possible.

The program remains a sixteen-course (8 full course equivalent) degree program, with four core courses. All requirements must be completed satisfactorily within six years from first enrolment in the program. Under exceptional circumstances, students may be considered for an extension, subject to the approval of the School of Graduate Studies.

2.2.2 Admission Requirements

The Faculty has set some standard admission requirements for the MI program:

- Four-year bachelor's degree with at least a B average (3.0 GPA) from a university recognized by the University of Toronto. Generally, successful applicants hold an academic level of B+ (3.3 GPA) or higher in the final year.
- The bachelor's degree must normally contain at least 75% academic credits, that is, courses that are not professional, practical, technical, or vocational. Courses such as studio art, drama or music performance, theology, education or undergraduate courses in library science are not normally considered to be sufficiently academic in content for admission purposes.
- Applicants who meet current admission requirements and who hold a BLS degree from the University of Toronto, or its equivalent from an approved university, may be admitted to the MI program with advanced standing. Such students may be required to take additional courses if certain requisite instruction is lacking.
- Applicants who have satisfactory standing in an undergraduate program and who have successfully completed information studies graduate courses in programs equivalent to the University of Toronto MI program may also apply for admission with advanced standing. Each application will be evaluated individually. At least 4.0 FCE towards the MI degree must be taken at the University of Toronto.
- All incoming graduate students must have a good command of English. All applicants educated outside Canada whose primary language is not English must demonstrate facility in the English language. This requirement is a condition of admission and must be met before an offer of admission is made. The English language requirement may be satisfied using one of the following tests:
 - Paper-based TOEFL exam: 600 with 5.5 on the Test of Written English (TWE)
 - Computer-based TOEFL exam: 250 with 5.5 on the essay rating component
 - Internet-based TOEFL exam: 100/120 with 24/30 on the speaking section and 27/30 on the writing section.
 - Michigan English Language Assessment Battery (MELAB) with a minimum required score of 95.
 - International English Language Testing System (IELTS) with a minimum required score of 8.0.
 - English Language Diagnosis and Assessment (ELDA)/Certificate of Proficiency in English (COPE) with a minimum required score of 6 and at least 3 in the writing portion.
- The Faculty expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.

Admissions standards are set within the overall framework of policies determined by the School of Graduate Studies, though individual Faculties are permitted to set standards within that framework. Standards are reviewed annually by the Admissions Committee of the Faculty Council as a whole, and by each of its three subcommittees (one for each program of study offered by the Faculty). For the review process, student representatives from the Master of Information Student Council are invited to attend and offer comments. The Assistant Dean sits *ex officio* on the Admissions Committee to

provide administrative continuity and expertise, and to perform the administrative functions required when ‘non-standard’ cases are admitted. ‘Non-standard’ cases occur typically as a result of three circumstances: the transcript might be below current standard, but the applicant’s work and life experiences might make him or her a good student now; the academic background of the applicant may include significant numbers of courses in Art, Drama, Music Performance that, despite University of Toronto-mandated regulations, are of sufficient quality to admit; or the applicant might be an international student whose transcript might not ‘line up’ with normal admissions standards but would still be a valuable addition to the student body. The Faculty normally seeks an override of the regulations in less than 1% of all cases.

2.2.3 Core Courses

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

II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.3.3 integrates the theory, application, and use of technology;

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

II.3.5 responds to the needs of a rapidly changing technological and global society;

II.3.6 provides direction for future development of the field;

II.3.7 promotes commitment to continuous professional growth.

II.4 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 development of the competencies necessary for productive careers. 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.

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

Previously, all MIST students were expected to take three core courses – Information in its Social Contexts, Management of Information Organizations, and Research Methods – as well as four required courses in their chosen fields, leaving nine elective courses. Now, all students are required to take four core courses (as outlined below), but not necessarily be steered to ‘required’ courses by field. The first three courses are designed to be taken simultaneously at the beginning of the program, with the fourth acting as an experiential course designed to bring together the learning outcomes of the other three in a workshop format.

The four core courses are as follows:

INF 1001: Knowledge and Information in Society

This course provides an introduction to the ways that information and information processes shape and are shaped by society. In particular, it examines the social, institutional, political, legal, and economic roles of information and knowledge in public life, including how forms of new media, new distribution channels and new delivery systems are affecting traditional means of creating and disseminating information. We also discuss changes that stem from developments in the information environment at the individual, organizational and societal level. Focal issues include: the politics, ethics, and values of information; information as an economic phenomenon; the institutional structure of knowledge and cultural production; and the role of information professionals in all of these activities. The intent is to provide opportunity for students to:

- take a thematic approach to understanding the nature and role of information in both private and public spheres;
- create a contextual framework within which to analyze the major social issues and developments associated with information creation, dissemination and use; and
- consider the various perspectives that characterize current policy discussions on those issues as well as alternative interpretations to conventional wisdom.

INF 1002: Representation, Organization, Classification, and Meaning-Making

Fundamental epistemological and ontological issues in the use of knowledge and information in human activities. Analysis of issues in language, representation, interpretation, semantics, meaning-making, perception, conception, and cognition, integrating perspectives from multiple disciplines and traditions.

INF 1003: Information Systems, Services and Design

Fundamental perspectives and skills necessary for sound technical judgment about the place of information and communication technologies in contemporary society. Critical analysis of the design fabrication, deployment, use, and maintenance of information systems and services. Analysis of modeling, architecture, implementation, inclusive access, modularity, life-cycle, and interoperability. Use of and familiarity with programming languages, databases, interfaces, interactive technologies. Critical methods and analytic techniques from Science and Technology Studies and related disciplines.

INF 1004: Information Workshop

Experiential, participatory seminar to integrate the skills, perspectives, and knowledge introduced in the other core courses. Students work in groups.

For Winter 2010, workshop descriptions include: 4th World Documentation Project; The Cultural Record; Architecture of the Book: from Digitization to Modelling; Health Information in the Age of Free; Information Management Systems for Software Source Code; Document Formats and Standards.

2.2.4 Areas of Specialization

IV.4 Students 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. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

The Master of Information curriculum has moved away from the three-stream/four study area model to one of seven, more clearly defined areas of specialization. The content of each of the fields was designed to reflect the curriculum standards of the ALA, even in those fields outside the traditional LIS designation. Each field was designed at least in part to conform to the expectations laid out in Standard 1 and is detailed in 2.2.4, below.

These seven specializations have been approved by the Ontario Council on Graduate Studies as of Fall 2009. Approval was contingent upon satisfying the OCGS of sufficient faculty number and strength in each area.

- **Library and Information Science:** Humanistic perspectives on and approaches to the study of information services, considered against a backdrop of fundamental social change and global transition. Topics include: (i) the information life cycle, including creation, organization, management, dissemination and preservation; (ii) the range of information intensive and service-oriented institutions, including public, academic, governmental, health sciences, and corporate libraries; (iii) the social, economic, political, and technological forces that affect information processes, practices, policies, and professionals.

Required courses for the pre-approved [LIS path](#) are

- [INF 1300H Foundations of Library and Information Science](#)
- [INF 1310H Information Resources and Services](#)
- [INF 1320H Introduction to Bibliographic Control](#)
- [INF 1230H Management of Information Organizations](#)
- [INF 1240H Research Methods in Library and Information Science](#)

In addition, elective courses within the LIS area are as follows grouped by sub-specialization ‘cluster’: (n.b. Not all courses will be offered annually.)

Public Librarianship Cluster

- [INF 2126H Public Library Services to Culturally Diverse Communities](#)
- [INF 2155H The Public Library in the Community: Developing a Critical Practice](#)
- [INF 2152H Advocacy and Library Issues](#)
- [INF 2127H Collection, Development, Evaluation and Management](#)
- [INF 2130H History of Libraries & Librarianship](#)
- [INF 2139H Young People: Collection Development](#)
- [INF 2140H Young People: Current and Emerging Information Practices](#)
- [INF 2303H Issues in Children's and Young Adults' Services](#)
- [INF 2150H Advanced Management of Information Organizations](#)
- [INF 2151H Human Resources Management in Libraries](#)
- [INF 2154H Reference Service: Organization and Administration](#)
- [INF 2153H Technical Services: Organization and Administration](#)
- [INF 2157H Theory & Practice of Intellectual Freedom](#)
- [INF 2167H Community Informatics](#)
- [INF 2172H Readers' Advisory: Reference Work and Resources](#)
- [INF 2110H Design and Evaluation of Information Literacy Programs](#)
- [INF 2125H Information and Culture in a Global Context](#)
- [INF 1325H Online Information Retrieval](#)

Government documents cluster

- [INF 2127H Collection, Development, Evaluation and Management](#)

University of Toronto Faculty of Information Program Presentation

- INF 2125H Information and Culture in a Global Context
- INF 2181H Information Policy
- INF 2136H Government Information and Publications
- INF 2137H International Organizations: Their Documents and Publications
- INF 2138H United States Government Information
- INF 2133H Legal Literature and Librarianship
- INF 2115H Data Librarianship
- INF 1325H Online Information Retrieval

Academic librarianship cluster

- INF 2127H Collection, Development, Evaluation and Management
- INF 2136H Government Information and Publications
- INF 2137H International Organizations: Their Documents and Publications
- INF 2138H United States Government Information
- INF 2115H Data Librarianship
- INF 2128H Serials Management
- INF 2131H Literature of the Humanities & Social Sciences
- INF 2132H The Literature of Science and Technology
- INF 2154H Reference Service: Organization and Administration
- INF 2153H Technical Services: Organization and Administration
- INF 2162H Rare Books and Manuscripts
- INF 2163H Research Collections in Canadiana
- INF 2331H Introduction to Digital Humanities
- INF 2110H Design and Evaluation of Information Literacy Programs
- INF 2120H Conservation and Preservation of Recorded Information
- INF 2145H Creation and Organization of Bibliographic Records
- INF 2159H Analytical and Historical Bibliography I
- INF 2160H Analytical and Historical Bibliography II
- INF 1325H Online Information Retrieval

Special librarianship cluster

- INF 2127H Collection, Development, Evaluation and Management
- INF 2134H Business Information Resources
- INF 2135H Health Sciences Information Resources
- INF 2158H Management of Corporate and other Special Information Centres
- INF 2133H Legal Literature and Librarianship
- INF 2173H Information Professional Practicum
- INF 2301H Project Management
- INF 2302H Art Librarianship in Theory and Practice
- INF 2308H Managing AudioVisual Material
- INF 2154H Reference Service: Organization and Administration
- INF 2153H Technical Services: Organization and Administration
- INF 2175H Managing Organizational Records
- INF 2186H Metadata Schemas and Applications
- INF xxxxH Information Policy, Regulation, and Law
- INF 1325H Online Information Retrieval

Organization of information cluster

- INF 2145H Creation and Organization of Bibliographic Records
- INF 1331H Archival Description and Arrangement
- INF 2159H Analytical and Historical Bibliography I
- INF 2160H Analytical and Historical Bibliography II
- INF 1343H Data Modeling and Database Design
- INF 2142H Theories of Classification and Knowledge Organization
- INF 2144H Subject Approach to Information
- INF 2171H Major Subject Heading and Classification Systems
- INF 2186H Metadata Schemas and Applications
- INF 2174H History of Records and Records Keeping
- INF 2175H Managing Organizational Records
- INF 2185H Database Techniques for Managing Structured Documents

Information resources and collections cluster

- INF 2127H Collection, Development, Evaluation and Management
 - INF 2136H Government Information and Publications
 - INF 2137H International Organizations: Their Documents and Publications
 - INF 2138H United States Government Information
 - INF 2115H Data Librarianship
 - INF 2128H Serials Management
 - INF 2132H The Literature of Science and Technology
 - INF 2131H Literature of the Humanities & Social Sciences
 - INF 2162H Rare Books and Manuscripts
 - INF 2163H Research Collections in Canadiana
 - INF 2331H Introduction to Digital Humanities
 - INF 2133H Legal Literature and Librarianship
 - INF 2302H Art Librarianship in Theory and Practice
 - INF 2308H Managing AudioVisual Material
 - INF 2134H Business Information Resources
 - INF 2135H Health Sciences Information Resources
 - INF 1325H Online Information Retrieval
 - INF 2139H Young People: Collection Development
- **Archives and Records Management:** Exploration of the multiple perspectives that inform documentary practices over time, drawing on diverse foundation disciplines, including: management theories for organizational records, archival science in arrangement and description, appraisal theories and practices for diverse organizations, preservation principles and technology migration management, and the history of records and information. This field concentrates on the social, institutional, and personal practices affecting the creation, use, and re-use of recorded information. Topics include: theories and methods for capturing, classifying, managing, appraising, and preserving authentic documents and records in all media, to serve business, economic, legal, memorial and historical needs of public and private organizations and persons. Additional emphases include: preservation skills and appraisal methods, changing perspectives and social contexts,

regimes of privacy and access, intellectual property rights and conflicts, and the role of archival appraisal of records in human rights, social justice, and memorial contestation.

Required courses for completion of the preapproved [ARM path](#) are

- INF 1330H Archives Concepts and Issues
- INF 1331H Archival Arrangement and Description
- INF 2184H Appraisal for Records Retention and Archives Acquisition
- INF 2180H Archives: Access, Advocacy and Outreach
- INF 2175H Managing Organizational Records

Recommended elective courses:

- INF 2120H Conservation and Preservation of Recorded Information
- INF 2121H Specialized Archives
- INF 2173H Information Professional Practicum
- INF 2174H History of Records and Record Keeping
- INF 2178H Designing Electronic Descriptive Tools
- INF 2308H Managing Audio-Visual Material

Complementary elective courses:

- INF 1240H Research Methods in LIS
 - INF 1320H Introduction to Bibliographic Control
 - INF 1341H Analyzing Information Systems
 - INF 1343H Introduction to Database Management and Design
 - INF 2125H Information and Culture in a Global Context
 - INF 2133H Legal Literature and Librarianship
 - INF 2144H Subject Approach to Information
 - INF 2186H Metadata Schemas and Applications
 - INF 2307H Information Ethics
 - MSL 2340H Issues in Cultural Policy and Contemporary Culture
 - MSL 2370H Museums and Cultural Heritage I: Context and Critical Issues
-
- **Critical Information Studies:** Critical analyses of the social, technical, political, legal, economic, and cultural assumptions and implications of information systems of all types. As is increasingly recognized, socio-technical information systems—which involve the collection, organisation, management, preservation, and use of information—are constructed and deployed within complex social and political contexts. This field brings to bear qualitative and quantitative techniques from both the social sciences and humanities to analyse the design, development, deployment, and use of such systems. Topics include: (i) privacy, security, open and inclusive access and intellectual freedom; (ii) intellectual property and information rights; (iii) integrity, authority, and authenticity; (iv) political economy; (v) risk, use, and context; (vi) social equity, justice, and inclusion.

Required courses for the [CIS pre-approved path](#) are:

- INF 2240H Political Economy and Cultural Studies of Information
- INF xxxxH Information Policy, Regulation, and Law
- INF 2242H Studying Information and Knowledge Practices

Recommended elective courses

- INF 2221H Digital Divides
 - INF 2124H Surveillance and Identity
 - INF 2125H Information and Culture in a Global Context
 - INF 2241H Critical Making
 - INF 2142H Theories of Classification and Knowledge Organization
 - INF 2155H The Public Library in the Community: Developing a Critical Practice
 - INF 2164H Credibility and Authority in Online Environments
 - INF 2167H Community Informatics
 - INF 2304H Information Security
 - INF 2307H Information Ethics
 - INF 2310H Critical Histories of Information and Communication Technologies
 - INF 2331H Introduction to Digital Humanities
 - INF 2199H Access to Government-held Information: Policies and Practices
 - KMD 2004H Social Issues in Information and Communications Technologies
- **Information Systems and Design:** Humanistic approach to the innovative and imaginative design and use of media and information systems, particularly as they underpin the digital revolution. Combines critical analysis with a strong emphasis on design—including the design not only of technical systems but the full context of deployment and use. The field emphasizes the design perspective on information and systems, based on fundamental values and foundations that cut across the full iSchool curriculum. Topics include: (i) fundamental issues of architecture, implementation, data representation and organization, and information processes; (ii) the technologies used to organize and manage information within design and systems contexts; (iii) the effects of choice of information systems on the growth and development of institutions; (iv) critical perspectives and methods for acknowledging and encompassing cultural and social differences; (v) design perspectives for stability, sustainability, conservation, preservation, and tradition; (vi) digital systems and support for a wide spectrum of media and diverse forms of interaction and engagement.

Required courses for the ISD pre-approved path are:

- INF 1341H Systems Analysis and Innovation
- INF 1342H System Requirements and Architectural Design
- INF 1343H Data Modeling and Database Design
- INF 2242H Studying Information and Knowledge Practices

Capstone experience, equivalent to two half courses (1.0 FCE) by completing either:

- INF 2101H Information Innovations Design Studio and INF 2173H Information Professional Practicum, or
- INF 23xxY Information Research Project.

Recommended elective courses:

- INF 2164H Authority and Credibility in Online Communities
- INF 2166H Telecommunications for Information Systems
- INF 2168H Information Retrieval Systems
- INF 2169H User-Centred Information System Development
- INF 2176H Information Management in Organizations - Models & Platforms
- INF 2177H Architecting Information, Systems, and Organizations
- INF 2179H Interacting with Information Systems
- INF 2182H Information Visualization
- INF 2183H Knowledge Management and Systems
- INF 2185H Techniques For Managing Structured Content
- INF 2186H Metadata schemas and applications
- INF 2187H Introduction to Inclusive Design
- INF 2196H Laboratory in Inclusive Design
- INF 2040H Project Management
- INF 2304H Introduction to Information Security
- INF 2306H Introduction to Service Science
- INF 2309H Design of Electronic Text
- KMD 2001H Human-Centred Design of Knowledge Media
- MHI 2001H Health Informatics I

Clusters of elective courses:

Services and Architecture cluster:

- INF 2166H Telecommunications for Information Systems
- INF 2177H Architecting Information, Systems, and Organizations
- INF 2306H Introduction to Service Science

Content and Knowledge Management cluster:

- INF 2177H Architecting Information, Systems, and Organizations
- INF 2183H Knowledge Management and Systems
- INF 2185H Techniques For Managing Structured Content

Inclusive Design cluster:

- INF 2169H User-Centred Information System Development
- INF 2179H Interacting with Information Systems
- INF 2187H Introduction to Inclusive Design
- INF 2196H Laboratory in Inclusive Design

- **Knowledge Management and Information Management:** Concepts, tools, and practices that enable the systematic, imaginative, and responsible management of information in an organization or community. The goal is to promote social learning and innovation, and to provide groups and individuals with the information they

need to perform their work and to develop themselves. Topics include: (i) theoretical frameworks that integrate the creation, sharing, and utilization of information and knowledge; (ii) the effective use of information to support decision making; (iii) knowledge access management, including metadata-enabled search and resource discovery; (iv) strategic modeling of goals and dependencies for knowledge management; (v) the design of information systems as platforms for creating and sharing knowledge.

To satisfy the requirements for this pre-approved path, students need to complete the three required courses (1.5 FCE), at least one elective course (0.5 FCE) with a management focus (from list below), and at least one elective course (0.5 FCE) with a technology focus (from list below).

Required courses

- [INF 1230H Management of Information Organizations](#)
- [INF 2176H Information Management in Organizations-Models and Platforms](#)
- [INF 2186H Metadata Schemas and Applications](#)

Management and technology elective courses

Management courses

- [INF 2149H Administrative Decision-Making in Information Organizations](#)
- [INF 2150H Advanced Management of Information Organizations](#)

Technology courses

- [INF 1341H Systems Analysis and Innovation](#)
- [INF 1342H System Requirements and Architectural Design](#)
- [INF 1343H Data Modeling and Database Design](#)
- [INF 2168H Information Retrieval Systems](#)
- [INF 2177H Architecting Information, Systems, and Organizations](#)
- [INF 2183H Knowledge Management and Systems](#)

Recommended electives

- [INF 1325H Online Information Retrieval](#)
- [INF 2134H Business Information Resources](#)
- [INF 2144H Subject Approach to Information](#)
- [INF 2158H Management of Corporate and other Special Information Centres](#)
- [INF 2175H Managing Organizational Records](#)
- [INF 2185H Database Techniques for Managing Structured Documents](#)
- [INF 2306H An Introduction to Service Science](#)
- [KMD 1001H Knowledge Media Design: Fundamental Concepts](#)

Health informatics cluster

Concepts, tools and research themes in Health Informatics as they relate to the

management of information and knowledge. Health Informatics essentially seeks to apply information technology to improve all aspects of healthcare, including preventive and acute care, research, and education. Topics include information systems design for the health care domain, electronic health records, patient care systems, telehealth, clinical decision support systems, nursing informatics, as well as organizational and societal issues.

- [MHI 2001H Health Informatics I](#)
 - [MHI 2002H Health Informatics II](#)
 - INF xxxx Selected Topics in Health Informatics
-
- **Philosophy of Information:** Study of the foundational concepts, general principles, and shared theories applicable to information practices of all types. Fundamental epistemological and ontological techniques are brought to bear to design, examine, and assess general information architectures, classifications, organisations, and practices of use. Topics include: (i) theoretical conceptions of information, (ii) the organisation and representation of knowledge; (iii) context dependence and independence; (iv) formal and informal record keeping, (v) fundamental principles of documentation; (vi) orality, literacy, and visuality; (vii) analogue and digital media; (viii) philosophy of information; (ix) epistemology and ontology; (x) ethics, values, and political commitments.
 - **Cultural Heritage:** Cultural heritage is the legacy from the past that defines our society and determines what culture we pass on to future generations. It is an irreplaceable source of life and inspiration which teaches us much about who we are, and informs who we become. This legacy includes physical and digital artifacts acquired, managed, curated and preserved by libraries, archives, historic sites and museums as well as intangible culture inherent in a society's customs, traditions, artistic expressions and language.

As of 2009-10, the Faculty has not yet developed pre-approved 'paths' for the Cultural Heritage and Philosophy of Information fields.

The Faculty has used occasional surveys of alumni to determine career placement and trends of employment of graduates. The [most recent of these](#) took place in 2007, and results (along with previous years') are available on the Faculty's website. For 2010, the Office of Student Services is planning a new approach for studying trends, including possibly developing a new survey instrument.

In addition, the Faculty is a participant in the "WILIS2" pilot project at the University of North Carolina (information available at http://sils.unc.edu/news/releases/2007/08_wilis2.htm), whose aim is to develop career tracking models for LIS graduates. A survey of the last three years' graduating classes in the LIS stream has provided different and reliable data on the trends of graduating students. Preliminary analysis of the results of the report indicate that

- 77% of Toronto's graduates are currently working in a library or information centre using LIS skills and knowledge;

- While graduates work in a variety of settings, most work in either public (28%) or academic (28%) libraries;
- 88% are satisfied with careers in LIS; and
- A majority (69%) rate their overall experience at Toronto as “Good” or “Excellent”.

The program report of the WILIS2 survey is available onsite.

2.2.5 Addressing the *Standards* in the Context of the Curriculum

2.2.5.1 The Curriculum and Standard 1: Essential Character of Library and Information Studies

As noted above, the fields and curriculum were designed around adherence to the ALA Standards. Standard 1 includes the following:

I.2.1 the essential character of the field of library and information studies; that is, recordable information and knowledge, and the services and technologies to facilitate their management and use, encompassing information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation, analysis, interpretation, evaluation, synthesis, dissemination, and management

I.2.2 the philosophy, principles, and ethics of the field

I.2.3 appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations

I.2.4 the value of teaching and service to the advancement of the field

I.2.5 the importance of research to the advancement of the field's knowledge base

I.2.6 the importance of contributions of library and information studies to other fields of knowledge

I.2.7 the importance of contributions of other fields of knowledge to library and information studies

I.2.8 the role of library and information services in a rapidly changing multicultural, multiethnic, multilingual society, including the role of serving the needs of underserved groups

I.2.9 the role of library and information services in a rapidly changing technological and global society

I.2.10 the needs of the constituencies that a program seeks to serve.

The LIS field was designed explicitly with the definitions of Standard I in mind: the Faculty’s description of the field concerns “perspectives on and approaches to the study of information services, considered against a backdrop of fundamental social change and global transition... including: (i) the information life cycle, including creation, organization, management, dissemination and preservation; (ii) the range of information intensive and service-oriented institutions, including public, academic, governmental, health sciences, and corporate libraries; (iii) the social, economic, political, and technological forces that affect information processes, practices, policies, and professionals. The ARM field, similarly, draws upon “diverse foundation disciplines, including: management theories for organizational records, archival science in arrangement and description, appraisal theories and practices for diverse organizations, preservation principles and technology migration management, and the history of records and information. It, too, recognizes the rapid changes in society informing the profession, as well as the social contexts of those changes upon the field. Critical Information Studies foregrounds the social and cultural effects of change, and draws upon a rich array of disciplines in both humanities and social sciences while still foregrounding ethics and justice. Information Systems and Design was explicitly founded upon “fundamental issues of architecture, implementation, data representation and organization, and information processes”, while examining effects on stability, sustainability, conservation, preservation and tradition of information. The Knowledge Management and Information Management field has as an explicit goal the promotion of “social learning and innovation and to provide groups and individuals with the information they need.” The Philosophy of Information is centred upon the study of core values, principles and theories “applicable to information practices of all types”. The Cultural Heritage field takes as its core mandate the study of preservation for the long term. Each field refers to core values relating to information in society, and how all society might best be served through the application of numerous disciplines’ research in the context of rapid social and technological change.

2.2.5.2 The Curriculum and Standard 2: Fulfilling Curricular Objectives

The *Standards* expect that numerous conditions be met through the provision of the curriculum. Each of the expectations for the MI curriculum are addressed as follows:

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

The courses offered by the Faculty address each of the expected areas. While the different fields and course ‘clusters’ vary the emphasis, all students are expected to have some grounding in each category of information management and use through the core courses.

II.3 The curriculum

II.3.1 fosters development of library and information professionals who will assume an assertive role in providing services;

The Faculty recruits widely from among students in a variety of disciplines and interests. The Office of Student Services, along with volunteer faculty members, visits other institutions, conferences and career fairs to induce interested potential students in applying. The development of leadership qualities is instantiated throughout the course offerings. Most obviously, the Librarianship clusters include courses such as INF 2150H (Advanced Management of Information Organizations), INF 2151H (Human Resources Management in Libraries), INF 2154H (Reference Service: Organization and Administration), INF 2153H (Technical Services: Organization and Administration), and INF 2301H Project Management (among many others). The curriculum as a whole, however, is designed to emphasize the imagination and range of expertise in a variety of Information sub-disciplines that equip leaders capable of adapting to rapid change in information practices among different groups in society.

II.3.2 emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

The revisions to the curriculum were designed to update the Faculty's offerings on the explicit basis that the field has continued to expand and to have deeper relevance into more areas of society than ever before. New faculty members (See Standard 3, Faculty) have brought new areas of research into the Faculty and developed new courses to reflect that research.

II.3.3 integrates the theory, application, and use of technology;

The new fields were designed with this standard in mind. In particular, Critical Information Studies, Knowledge Management and Information Management, and Information Systems and Design paths are in part a recasting of the previous Information Systems field. The LIS and ARM fields, however, also address issues of technological theory and application. The Faculty has as a basic assumption that this integration is required for information professionals to succeed after graduation. One notable example of integration of theory, application and use of technology is the 'Critical Making' Laboratory run by Professor Matt Ratto

II.3.4 responds to the needs of a diverse society including the needs of underserved groups;

The city of Toronto is one of the most diverse and multicultural in the world, and the Faculty is strongly aware of the need to address multiple types of needs based on that diversity. The public librarianship cluster of courses includes courses in Advocacy and Library Issues, courses on collection development for and information practices of young people, community informatics, design and

evaluation of Information Literacy Programs, and Information and Culture in a Global Context. The inclusive design subfield is specifically designed to educate students in design for those often discounted by technological innovations. Courses on Information Policy address issues such as privacy and corporate control of information. Wendy Newman, former President of the Canadian Library Association and Senior Fellow within the Faculty, uses her courses to educate students in the practical complexities of library service in Canada's multicultural reality. Lastly, the needs of underserved groups, and the concept of equity, are fundamental values of both the University as a whole (see <http://www.hrandequity.utoronto.ca/equity.htm>) and of the Faculty (see the conclusion to the *Stepping UP Plan* for a statement of the importance of public values).

II.3.5 responds to the needs of a rapidly changing technological and global society;

II.3.6 provides direction for future development of the field;

The recent revisions to the MI curriculum address the importance of addressing the rapid changes in society, with a renewed emphasis not only on emerging information practices (and policy, and design, etc.) but also on key values that underpin society instantiated by the roles of Librarians, Archivists, and other information professionals as custodians of the human record. Faculty members are at the forefront of research in different Information sub-disciplines, whether (to take only some examples) in issues relating to credibility in online communities or in the history and future of the book, whether in management of information organizations or in the privacy implications of modern life.

II.3.7 promotes commitment to continuous professional growth.

All graduates of the MI program are members of the Faculty's Alumni Association, which can act as a conduit for current students into the lives of professionals. It 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 Master of Information Student Council (MISC) has as one of its main priorities the professional development of its members. It holds numerous events designed to assist students in networking with potential employers, exploring career options, and other forms of career development. See standard 4, Students, below.

II.4 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 development of the competencies necessary for productive careers. 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.

As noted above, students have the ability not only to choose a pre-determined 'path', each of which offers options for specialization within it, they also are able to construct their own 'path' based on their particular degree or career aspirations. As noted in section 2.2.6, below, MI students are eligible to participate in numerous collaborative programs, as well as pursuing a thesis option within the MI. In addition, students may pursue their JD or MMSt. degrees simultaneously through joint or combined registration programs.

Sequence relationships in the programs are defined largely by the approved paths, and stem from the broad core offerings, though some areas do offer sequenced courses, such as in Analytical and Historical Bibliography or Health Informatics.

II.5 When a program includes study of services and activities in specialized fields, these specialized learning experiences are built upon a general foundation of library and information studies. The design of specialized learning experiences takes into account the statements of knowledge and competencies developed by relevant professional organizations.

The Faculty is closely linked with relevant professions, whether through the availability of adjunct instructors with specific skills or through faculty membership and activity in the associations themselves. For example, adjunct instructors have included the Director of the Rare Books Library at the University of Toronto, the Chief Law Librarian of the University of Toronto, the Director of Information Technology Services and Legislative Librarian of the Province of Ontario, former Presidents of the Canadian Library Association, practicing archivists within the Province of Ontario, and so on. A Senior Fellow within the Faculty was hired in part because of her experience in library advocacy. Each of their specialized courses brings the professions 'up close' to the students within the program.

II.6 The curriculum, regardless of forms or locations of delivery selected by the school, conforms to the requirements of these Standards.

The Faculty's offerings are largely based on an in-class, in-person model located at Toronto. Online or distance delivery methods are relatively rare but used where appropriate and where standards of delivery can be maintained. The Faculty has been examining options in distance education and shared credit along with the other accredited Canadian schools. In January 2010, the schools reached a preliminary agreement to create a pool of online electives designed to strengthen the flexibility of delivery of all the programs, while maintaining residence requirements at local schools and completed within the requirements of the school in which the participating student is registered. The Faculty views the initiative as an opportunity for students to gain the expertise only available at other Universities while simultaneously sharing the Faculty's unique expertise with others.

II.7 The curriculum is continually reviewed and receptive to innovation; its evaluation is used for ongoing appraisal, to make improvements, and to plan for the future. Evaluation of the curriculum includes assessment of students' achievements and their subsequent accomplishments. Evaluation involves those served by the program: students, faculty, employers, alumni, and other constituents.

The most recent curriculum review has just been completed and its results are currently being implemented. Given the nature of rapid change both in the world at large and in the Information field, a good motto might be that 'Change is the Steady State'. To adapt to unending change, all members of the community are expected to engage in ongoing evaluation of the Faculty's offerings not only at the full curricular level but also at the course organization level. Students are invited to evaluate instruction in every course. Faculty members are encouraged to improve their teaching competencies regularly and to use University resources to assist them. The Dean and faculty, as well as administrators, meet regularly with employers to assess future needs of the professions. Faculty members are expected to maintain membership in relevant professional associations. Alumni are organized into an Association and are invited to serve on Faculty's governing bodies and to provide advice on developments within the Faculty. The Faculty considers information brought forward from all sources of feedback constantly, so that even though the overall curriculum structure changes only with considerable planning and discussion, courses are constantly undergoing revision and development.

2.2.6 Other Curriculum Options for MI Students

2.2.6.1 Graduate Diploma

In addition to offering a full MI program, the Faculty offers an eight-course Diploma program designed for individuals holding a master's degree in information studies or its equivalent. The Graduate Diploma in Information Studies is available for professionals who wish to pursue further academic study but who do not wish to pursue a PhD. To be eligible, each applicant must have a University of Toronto MLS/MIS/MISt (or equivalent degree) and an overall average of B+ in that degree. Courses are drawn from the MI curriculum. Students are required to complete eight courses (4 FCE) to receive the Diploma.

2.2.6.2 Collaborative Programs

The interdisciplinary nature of Information as an academic discipline has allowed the Faculty to make numerous links in disparate collaborative graduate programs within the University. The Faculty is a member of the following programs:

- [Addiction Studies](#)
- [Aging, Palliative and Supportive Care Across the Life Course](#)
- [Book History and Print Culture](#)

- Centre for Environment
- Knowledge Media Design
- Sexual Diversity Studies
- Women's Health
- Women and Gender Studies

Collaborative Programs provide an opportunity for iSchool students to pursue a specialized subject interest as part of their studies. Students must satisfy specific Collaborative Program requirements in addition to the degree program requirements. Upon completion of the Collaborative Program students' transcripts will denote a specialization in the particular program area. Involvement by students in these collaborative programs does not expand degree requirements, but is instead intended to enrich the MI experience through education in related or applicable fields. Courses in the MI program are not generally available to students registered outside the Faculty except in cases where there is both demand and availability of space, and subject to approval of the Assistant Dean.

As of the 2009-10 academic year, 22 MI students were enrolled in collaborative programs: seven in Book History and Print Culture; six in the Centre for Environment; eight in Knowledge Media Design; and one in Sexual Diversity Studies.

2.2.6.3 MI Thesis Option

The thesis option allows students to gain experience in developing and executing a research project from beginning to end. Students gain familiarity with the research process and hone their research skills. Students must complete the 2.0 FCE core courses, have their program of study approved by the Program Director, complete a research methods course appropriate to their program of study with a final grade of at least A-, and complete a thesis (equivalent to 3.0 FCE). Faculty approval is required. The thesis option is designed for students who have a clearly defined topic, can find a supervisor, and can meet tight deadlines in order to graduate within the usual time frame envisioned for the degree.

The thesis option is ideal for students interested in undertaking original academic research, and represents an independent and original contribution to scholarship in the field. It is expected that the thesis will be of sufficient quality that it may merit publication in a refereed scholarly journal.

The following table details theses submitted from 2003-2009:

Table 2a: Masters Theses by Year and Supervisor

Year completed	Supervisor	Title
2003	Clement	Smart Card - Weak Effort? Consultation in the Ontario Smart Card Project
2003	Auster	Survey of Hospital Library Managers' Attitudes Toward Volunteers in Ontario Hospital Libraries

University of Toronto Faculty of Information Program Presentation

2004	Beghtol	Information, Parenting, and Childhood Development
2004	Craig	The Other Archives: The Archival Value of Photographs of Anonymous People
2004	Caidi	Information Literacy and Education Policy: An Instrumental Case Study of the Ontario Public School Curriculum
2005	Fleming	E.Pauline Johnson (Tekahionwake): A Descriptive Bibliography
2005	Caidi	Informing and Involving Newcomers Online: Users' Perspectives of Settlement.org
2006	Dilevko	Marketing Subjects: Bertram Brooker and the Vitalist Construction of Consumer Subjectivity
2006	Yu	Intentional Modeling for Enterprise Architecture
2006	Choo	Bringing IT Back: An Analysis and Explanation of the Causes of IT Outsourcing Contract Terminations
2006	Clement	Sharing Wireless Internet in Urban Neighbourhoods
2007	Yu	Towards Improved Visual Support for i-Star Modelling
2007	Cherry	Declining Participation of Female Students in Computer Studies Programs at an Ontario College: What Stands in their Way?
2007	Duff	A Study of a Voyage: Developing Archival Descriptive Standards in Canada from 1987-1996
2007	Clement	Representing Emotions with Animated Text
2007	Yu	Representation and Reorganization of Web Accessibility Guidelines Using Goal Graphics and Design Patterns
2008	Dilevko	The Role of American Libraries Post-September 11th: Respecting Cultural Diversity, Guarding Civil Liberties, and Advocating Dissent
2008	Hockema	Assessing the Relationships Among Aesthetics, Complexity, and Visibility in Treemap Visualizations
2008	Dilevko	Multiculturalism: A Discourse Analysis of the Citizenship and Immigration Canada and Canadian Heritage Websites
2008	Hockema	An Evaluation of Systems for Presenting, Endorsing, and Evaluating Credentials in Online Communities
2008	Hockema	An Examination of the Co-authorship Patterns in Medical Publications
2009	Hockema	Contextual Cocitation: Augmenting Cocitation Analysis and its Applications
2009	Dilevko	Dear Reader: Value Hierarchies and Reading Choices
2009	Clement	Civil Society Organizations in the Net Neutrality Debate in Canada and the United States
2009	Beghtol, Choo	Clinical Faculty's Activities and Outputs: An Intellectual Concept Map
2009	Fleming	Spaced Out: A History of the Merrill Collection of Science Fiction, Speculation and Fantasy, 1968-1979
		FORTHCOMING/UNDERWAY

	Ratto	The Evolving Ecology of the Academic Publication: Understanding the Infrastructure of Emergent Textual Practices and their Implications for Future Information Spaces
	Hockema	Production and Legitimization of Dis/Ability Models in Web Accessibility Standards and IBM's Social Accessibility Project
	Ratto	A Critical Examination of Alternatives in Canadian Environmental Assessment
	Mai	Dynamic Categorization: What We Can Learn from the Emergent Arrangement of Physical Artifacts in Libraries
	Hartel	Information in the Home Office: An Ethnographic Study of Space, Content, Management, and Use.
	Shachak	Multimedia in Electronic Health Records: Current Status and User Acceptance

2.2.6.4 Joint and Common Registration Degree Programs

2.2.6.4.1 MI/JD Program

The Faculty, modeling successful programs elsewhere, and recognizing the need for highly skilled information professionals with expertise in areas of copyright, intellectual property, technology transfer, knowledge management, privacy, and other areas of legal importance, has a joint program with the Faculty of Law to allow students to complete two degrees over four years (rather than the five it would take to obtain the degrees separately.) Students must be accepted in both programs to proceed with the joint degrees.

2.2.6.4.2 MI/MMSt Program

As of July 2010, the Faculty will offer a combined registration option (CRO) for the MI and the Master of Museum Studies program (which has also been offered by the Faculty since the 2006-07 academic year) that allows students to complete the two degrees in three rather than four years.

2.2.6.5 McLuhan Program / Coach House Institute

The McLuhan Program in Culture and Technology, part of the Faculty since 1994, is a distinct unit within the Faculty offering a variety of courses focusing on the impact of technology on culture, with a special emphasis on communications and information media and technologies. It does not offer a degree. As of 2008, the Program has been administered out of the newly created Extra-Departmental Unit known as the Coach House Institute.

2.3 Continuing Professional Education

II.3 The curriculum

II.3.7 promotes commitment to continuous professional growth.

The Faculty's continuing education unit, known as the Professional Learning Centre (PLC), offers a wide variety of courses that aim at meeting the needs of information professionals—including both alumni and others interested in information issues or in learning new information technologies. MI students, as well as faculty and staff, are eligible to attend PLC courses at 40% of the normal cost.

In a dynamic and ever-changing field, PLC courses provide multiple opportunities to refresh existing knowledge areas, to develop new skills, and to prepare for new and increased responsibilities. The PLC has been fully self-funding since the 2000 fiscal year. Program revenues cover all PLC staff, program and operational expenses. After initial years of continued growth that made the PLC the largest continuing education program in the information field in North America, the PLC has stabilized at a level that makes it the largest program in Canada and one of the largest in North America.

The PLC offers both certificate programs and non-certificate workshops. Its courses are delivered online and in classrooms in Toronto and Ottawa. Customized courses are also offered to external clients on location. Under the guidance of its new Advisory Board (since 2007) the PLC has begun initiating substantial revisions and updates to its curriculum.

Although the PLC is operated financially separately from the rest of the Faculty, the unit works closely and maintains a strong relationship with other Faculty programs. Current students, faculty and staff may take PLC courses at 40% of the regular fee. The PLC has equipped and is continually upgrading two computer labs used by PLC and MI classes.

The PLC has formed several partnerships with external professional organizations to standardize its curriculum, facilitate delivery of courses, and reach specialized and targeted audiences. Current partners include: the Association of Records Managers and Administrators (ARMA): Toronto and National Capital Region Chapters, the Ontario Library Association (OLA), the Special Library Association (SLA), and SmartLibrary, an Ottawa-based consortium. The PLC has also partnered with the National Institute for Genealogical studies to offer web-based certificate programs in genealogical studies, including a certificate in Librarianship.

In 2010, the PLC is undergoing a structural revision of its mandate to expand its services and to ensure its links with the Faculty's other operations are enhanced. It will form the basis of the (provisionally-titled) "iSchool Institute". The Institute is planned as an Extra-Departmental Unit within the Faculty, and has recently appointed a new Director to expand its type and range of offerings and services both within and outside the Faculty.

STANDARD 3: FACULTY

3.1 Current Faculty Profile

III.1 The school has a faculty capable of accomplishing program objectives. Full-time faculty members are qualified for appointment to the graduate faculty within the parent institution and are sufficient in number and in diversity of specialties to carry out the major share of the teaching, research, and service activities required for a program, wherever and however delivered. Part-time faculty, when appointed, balance and complement the teaching competencies of the full-time faculty.

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

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. These characteristics apply to faculty regardless of forms or locations of delivery of programs.

The Faculty of Information has an excellent [faculty](#) with a wide range of research interests and expertise capable of accomplishing the research and teaching goals of all the Faculty's programs. All members of regular full-time faculty hold advanced degrees from a variety of academic institutions, including but not limited to the University of Western Ontario, the University of Texas-Austin, the University of Pittsburgh, the University of California at Los Angeles, Indiana University, and the University of Toronto itself.

Of the 23 full-time equivalent permanent faculty members, 14 are full members of the Graduate Faculty of the University of Toronto, while the remaining 9 are appointed as Associate Members. (Associate Membership is typical for new, non-tenured faculty members.) In addition, there are 4 retired faculty members who are Members Emeriti. The complement of faculty is sufficient in number and diversity of specialties to carry out the major share of teaching research and service activities required for the newly revised program, and as outlined in the *Memorandum of Agreement between the Governing Council of the University of Toronto and the University of Toronto Faculty Association*. Table 3a lists current members of regular faculty by academic rank, date of appointment to the Faculty, and Graduate Faculty Status.

Table 3a Graduate Faculty by Date of Appointment and Rank

Graduate Faculty Appointment	Name of Faculty Member	Date of Appointment to the Faculty	Current Academic Rank
Full Members of Graduate Faculty	Caidi, Nadia	2000	Assoc. Professor
	Cherry, Joan	1987	Professor and Assoc. Dean
	Choo, Chun-Wei	1993	Professor
	Clement, Andrew	1989	Professor
	Dilevko, Juris	1999	Assoc. Professor
	Duff, Wendy	1997	Assoc. Professor
	Howarth, Lynne*	1989	Professor
	Lyons, Kelly	2008	Assoc. Professor
	MacNeil, Heather	2008	Assoc. Professor
	Mai, Jens-Erik	2006	Assoc. Professor
	Phillips, David	2006	Assoc. Professor
	Ross, Seamus	2009	Professor and Dean
	Smith, Brian Cantwell*	2003	Professor
	Teather, Lynne	1980 (2006 in FI)	Assoc. Professor
Yu, Eric	1995	Assoc. Professor	
Associate Members of Graduate Faculty	Brower, Matthew	2008	Assistant Professor
	Carter, Jennifer	2008	Assistant Professor
	Foscarini, Fiorella	2010	Assistant Professor
	Galey, Alan	2008	Assistant Professor
	Hartel, Jenna	2008	Assistant Professor
	Hockema, Stephen	2006	Assistant Professor
	Ratto, Matthew	2008	Assistant Professor
	Shachak, Aviv	2007	Assistant Professor
	Stevenson, Siobhan	2006	Assistant Professor

*Professors Howarth and Smith each served as Dean of the Faculty, from 1997 to 2003 and from 2003 to 2008.

3.2 Faculty 2003-04 to 2009-10

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

3.2.1 Full-Time Continuing Faculty

The main feature of the faculty complement in 2009 in contrast with 2003 is its massive renewal and growth, which have altered the Faculty significantly. Some of the growth is a result of the Master of Museum Studies program having joined the Faculty; most of the growth, however, results directly from the *Stepping UP* academic planning process, which envisioned significant growth. Fully 16 of the 24 individuals listed above joined the Faculty after the last accreditation review, and two of the remaining eight were pre-tenure then as well. Since 2003, the following faculty have left: Clare Beghtol, Barbara Craig and Patricia Fleming all retired; Ethel Auster died; Elaine Toms took up an appointment elsewhere; David Modjeska left to pursue a career in private industry. Two recruitments – Nadine Wathen and Paulette Rothbauer – both took up appointments elsewhere for personal reasons.

In addition, Professor Fiorella Foscarini joined the Faculty as a tenure-track Assistant Professor in January 2010 in the Archives and Records Management field. The following table illustrates key information about the continuing faculty:

Table 3b: Current faculty members by PhD granting institution, research interests, and recent courses taught				
Faculty Member	Institution of PhD	Year joined Faculty	Field/Interests	Recent courses taught
Brower	University of Rochester	2008	Museum Studies/Cultural Heritage	MSL 1300H– Contemporary Theory of Art and Culture MSL2000H – Curatorial Practice MSL2240H – The Photographic Record MSL4000H – Exhibition Project (with Jennifer Carter)
Caidi	University of California - Los Angeles	2000	Critical Information Studies/LIS – Cross-Cultural Study, Vulnerable Communities	FIS1210H – Information and its Social Context FIS1310H – Information Resources and Services FIS2125H – Global Information and Culture FIS2181H – Information Policy INF2199H – Special Topics: INF1300H – Foundations in LIS
Carter	McGill University	2008	Museum Studies/Cultural Heritage – History and Philosophy of Museums, Architecture of Display	MSL1100 – Museology and Theory MSL2200H – History of Museums in Canada MSL2225H – Architecture and Museums: Buildings, Types and Transformations MSL4000H – Exhibition Project (with Matt Brower)
Cherry	University of Pittsburgh	1987	Information Systems and Design – Human-computer interaction, usability	FIS1240H – Research Methods FIS2309H – Special Topics: Design of Electronic Texts
Choo	University of Toronto	1993	Knowledge Mgmt & Information Mgmt - Information Seeking and Organizational Learning	FIS1230H – Management of Information Organizations FIS/INF1325H – Online Information Retrieval FIS2149H - Administrative Decision-Making in Information Organizations FIS/INF2176H – Information Management in Organizations: Models and Platforms
Clement	University of Toronto	1989	Critical Information Studies, Information Systems and Design – Privacy and Security, Social Implications of Information	FIS1340H – Introduction to Information Systems FIS2101H – Design Studio I FIS2169H – User-Centred Information Systems Development FIS2198H – Special Topics: Visual Communication and Culture INF1001H – Knowledge and Information in Society JIE1001H – Seminar on Identification, Privacy and Security
Dilevko	University of Western Ontario	1999	LIS	FIS/INF1240H – Research Methods FIS2127H – Collection Development, Evaluation and Management FIS2128H – Serials Management FIS2172H – Readers’ Advisory: Reference Work and Sources INF2157H – Theory and Practice of Intellectual Freedom in Libraries FIS2131H – Literature of the Humanities and Social Sciences

University of Toronto Faculty of Information Program Presentation

Duff	University of Pittsburgh	1997	Archives & Records Mgmt – Digital Curation	FIS1331H – Archival Arrangement and Description FIS1332H – Archives Programs and Services FIS/INF2180H - Archives: Access, Advocacy and Outreach INF3005Y – Advanced Research Methods
Foscarini	University of British Columbia	2010	Archives & Records Mgmt	INF2175H – Managing Organizational Records
Galey	University of Western Ontario	2008	LIS – History of the Book, Digital Text	BKS1000Y-History of the Book FIS2331H – Introduction to Digital Humanities INF1004H – Information Workshop
Hartel	University of California - Los Angeles	2008	LIS – Information Activities of Leisure Practices	FIS/INF1310H – Information Resources and Services FIS2305H – Special Topics: Information Experience in Context
Hockema	Indiana University	2006	Information Systems and Design – Cognitive Science, Credibility in Online Communities	FIS1340H – Introduction to Information Systems FIS1343H – Introduction to Database Management and Design FIS/INF2164H – Authority and Credibility in Online Communities FIS2196H - Special Topics: Laboratory in Inclusive Design FIS2304H – Special Topics: Information Security INF1004H – Information Workshop
Howarth (Former Dean)	University of Toronto	1989	LIS and Knowledge Mgmt – Information Categorization Strategies, Knowledge Organization, Metadata schemas and standards	FIS1320H – Introduction to Bibliographic Control FIS2153H – Technical Services: Organization and Administration FIS2186H – Metadata Schemas and Applications FIS3005Y: Advanced Research Methods INF1002H – Representation, Organization, Classification and Meaning-Making (with Jens-Erik Mai and Yuri Takhtayev)
Lyons	Queen’s University	2007	Information Systems and Design - services science, virtual worlds, social computing	FIS/INF1343H – Introduction to Database Management and Design FIS2301H – Special Topics: Project Management FIS2306H – Special Topics: Introduction to Services Science
MacNeil	University of British Columbia	2008	Archives and Records Mgmt - Archival Arrangement, Description and Authenticity	FIS1330H – Archives Concepts and Issues FIS/INF1331H – Archival Arrangement and Description FIS2174H – History of Records and Records Keeping INF2188H – Archival Representation

University of Toronto Faculty of Information Program Presentation

Mai	University of Texas – Austin	2006	Organization and Representation of Information	FIS/INF1320H – Introduction to Bibliographic Control FIS/INF2142H – Theories of Classification and Knowledge Organization INF1002H – Representation, Organization, Classification and Meaning-Making (with Lynne Howarth and Yuri Takhtayev)
Phillips	University of Pennsylvania	2006	Critical Information Studies – Surveillance & Identification, Social Shaping of Information and Communication Technologies	FIS1210H - Information in its Social Context INF2124H – Surveillance and Identity INF2240H – Political Economy and Cultural Studies of Information FIS2305H - Special Topics: Information Experience In Context FIS2310H – Special Topics: Critical Histories of Information Technologies INF1003H – Information Systems, Services and Design (with Matt Ratto)
Ratto	University of California - San Diego	2008	Critical Making	FIS1210H - Information in its Social Context INF1003H – Information Systems, Services and Design (with David Phillips) INF2241H – Critical Making: Information Studies, Social Values and Physical Computing INF2242H – Studying Information and Knowledge Practices
Ross (Dean)	Oxford (D.Phil)	2009	Digital Curation	INF2010H – Reading Course
Shachack	Bar-Ilan University	2007	Health Informatics	INF1004H – Information Workshop MHI1001H – Health Informatics I MHI2002H – Health Informatics II
Smith (Former Dean)	Massachusetts Institute of Technology	2003	Philosophy of Information and of Computing	FIS 2005Y – Advanced Research Methods
Stevenson	University of Western Ontario	2006	Critical Information Studies, Library and Information Studies -- Political Economy of Information Policy	FIS1230H – Management of Information Organizations FIS2155H – The Public Library in the Community: Developing a Critical Practice FIS2221H – Digital Divides and Information Professionals: Developing a Critical Practice INF1300H – Foundations in LIS
Teather	University of Leicester (D.Phil)	1980 (2006 in FI)	Museum Studies/Cultural Heritage	FIS2303H – Special Topics: Issues in Children’s and Young Adult Services (with Wendy Newman) MSL1100H – Museology and Theory MSL2200H – History of Museums in Canada MSL2250H – Topics in Museums and Society MSL2300H – Museums and Cultural Heritage I MSL2371H – Museums and Cultural Heritage II MSL 3000Y - Internship

Yu	University of Toronto	1995	Management and engineering; Service-oriented systems	FIS/INF1341H – Analyzing Information Systems INF1342H – Designing Information Systems FIS2177H – Architecting Information, Systems and Organizations FIS/INF2183H- Knowledge Management and Systems INF1341H – Analyzing Information Systems KMD1001H – Knowledge Management and Systems
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III.3 The school has policies to recruit and retain faculty from diverse backgrounds. Explicit and equitable faculty personnel policies and procedures are published, accessible, and implemented.

III.7 Faculty assignments relate to the needs of a program and to the competencies and interests 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.

III.8 Procedures are established for systematic evaluation of 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.

Faculty recruitment follows a rigorous process defined by policy and laid out by well-established processes. See <http://www.provost.utoronto.ca/procedures.htm> for the academic procedures manual, and <http://www.governingcouncil.utoronto.ca/policies/memoagr.htm> for the Memorandum of Agreement between the Governing Council and the University of Toronto Faculty Association. In addition, see <http://www.provost.utoronto.ca/policy/searches.htm> for a statement on practices and principles used in all searches at the University of Toronto. Canadians and permanent residents are given priority during the application process; however, all qualified candidates are invited to apply, a fact that has enabled the search and recruitment of several internationally known candidates, thus allowing the Faculty to address its goal of ensuring that every new recruit is of the highest calibre. Advertisements are posted widely, and applications from visible minority groups, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and other individuals who contribute to the diversity of ideas and backgrounds within the Faculty are strongly encouraged to apply. A formal appointments advisory committee oversees the review of applicants and engages in a formal interview process with shortlisted individuals, but all candidates are asked to give a public talk on their research, during which other members of the Faculty, as well as members of the professions, are welcome to observe and to provide their opinions to the committee. Once an offer has been made and accepted, the University of Toronto provides a large variety of support services, to assist with (among other things) partner employment, family care, housing, relocation issues, legal services for immigration (if required),

faculty orientation, and human resource benefits issues.

The Faculty itself has an informal mentoring program, during which newly-hired members of faculty are assigned senior faculty members who can assist them with the ‘soft’ but crucial skills of course preparation and instruction, research opportunities, grant application and sources of funding, appropriate contacts within the University, the progression through the ranks (PTR) and tenure processes, and other issues of professional growth. In addition, the University holds orientation sessions for new faculty. All members of regular faculty are required to submit annual activity reports, which are reviewed by the Dean as part of the performance and PTR review processes. New faculty are formally reviewed at the beginning of their third year of appointment and are provided with extensive guidance on their progress in teaching, research and service in further preparation for Tenure Review processes that take place (normally) during the fifth year of appointment. Following successful consideration for tenure and promotion, faculty can qualify for a one-year research leave during the seventh year of their appointment.

The teaching load for faculty members – two courses per term for two terms per year, depending on the extent of research and committee/service responsibilities – is reasonable in comparison with peer institutions. The teaching load is meant to allow time for teaching, student advice, research, professional development, and professional service. Newly appointed tenure stream faculty are normally assigned a reduced load during their first year to facilitate orientation and integration. In addition to supervising PhD students, faculty members also work with MI students on a one-to-one basis in reading courses and the thesis option, and serve as academic advisors to individual students as well. (Theses supervised are listed under 3.5, Graduate Supervision, below.)

Faculty members are typically required to teach both introductory courses as well as more advanced courses related to their areas of expertise and field of study. They are encouraged to develop courses that focus on their research areas, particularly at the senior levels.

Faculty teaching ability is evaluated routinely, not only through regular student evaluation of instruction, but also through peer review, self-assessment, and other forms of evaluation. [The Policy on Evaluation is currently under review.] The University offers use of the Centre for Teaching Support and Innovation (CTSI) (formerly the Office of Teaching Advancement) to assist instructors at all levels in improving instruction techniques and abilities.

3.2.2 Contractually-Limited Term Professors (non-tenure track) and Research Fellows

In addition to tenured and tenure-track professors, the Faculty employs several individuals on multi-year contracts as temporary faculty members. They typically carry a full course load, and are eligible to serve on student committees, participate in governance and faculty meetings, and to act as members of the Faculty on a long-term basis. Their CVs are included in the appendices.

The following is a table listing the current term-limited faculty members, along with their degree qualifications and recent courses taught:

Table 3c: Contractually Limited Term Faculty

Name	Highest Degree	Recent Courses Taught
Gibson	PhD	FIS/INF2307H – Special Topics: Information Ethics CT1003H – Comparative Orality and Literacy FIS2198H – Special Topics: Visual Communication and Culture INF1004H – Information Workshop
McCaffrey	MLIS	FIS2115H – Data Librarianship FIS2154H – Reference Service: Administration and Organization INF1004H – Information Workshop INF1310H – Information Resources and Services INF2136H – Government Information and Publications INF2137H – International Organizations: Their Documents and Publications INF2138H –United States Government Information
Newman	MLS	FIS/INF 2152H – Advocacy and Library Issues FIS2199H – Special Topics: Advocacy and Library Issues FIS2303H – Issues in Children’s and Young Adult Services
Takhtayev	PhD	INF 1002H - Representation, Organization, Classification and Meaning-Making (with Jens-Erik Mai and Lynne Howarth) INF1004H – Information Workshop

3.2.3 Adjunct Instructors

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 a program.

Frequently, the Faculty of Information makes use of prominent and especially knowledgeable individuals from the broader community with specialized skill and knowledge who can bring a unique perspective on issues, or who can supplement the range of the Faculty’s offerings beyond those represented solely by the faculty members’ areas of expertise. Adjunct faculty thus offer balance and additional value to the MI program. Adjunct faculty are normally on short-term sessional contracts, which are renewable by the Faculty. In some cases, the Faculty chooses to renew some individuals’ contracts repeatedly because they are local professionals willing to impart specialized, practically-oriented knowledge through their courses; these courses are extremely valuable to the Faculty as a result. Library professionals from within the University of Toronto as well as the larger library community are represented in this group, as are practicing professional archivists.

In any given year, the total number of MI courses offered by the adjunct instructors is approximately 20%. In 2009-10, 20 out of 106 course sections are offered by adjunct instructors, or 18.9%.

A full listing of Adjunct Faculty, along with their *curricula vitarum* or résumés, is available in the Appendices.

3.3 Research

III.5 For each full-time faculty member the qualifications include a sustained record of accomplishment in research or other appropriate scholarship.

The mandate of the Faculty of Information is to be both a teaching and research unit. The research of faculty members brings added value to the professional programs and can bring students closer to the forefront of intellectual trends within the Information fields. The departure of several experienced faculty members, combined with the recent addition of so many new researchers in the Faculty, has meant that the amount of research activity is at an all time high. Faculty research is of a sufficiently prominent profile that the Faculty is able to attract excellent doctoral students. The Faculty's presence in the interdisciplinary mission of the University is evidenced by the addition of three extra-departmental research units since the 2003 accreditation: the Inclusive Design Institute and Adaptive Technology Research Centre (formed fall 2009 from the Adaptive Technology Resource Centre service unit); the Coach House Institute, funded by a grant from the University's central administration and designed to contemplate the deep questions of the information age; and the Knowledge Media Design Institute, which as of summer 2009 has moved from the School of Graduate Studies to the research Faculty most in line with its area of research expertise and interest. These research institutes both deepen and expand the Faculty's existing research programs, as well as offering the ability in each case to reach beyond the Faculty and into the larger University and the community as a whole.

3.3.1 Research Funding

With the significant turnover in faculty and the extensive recent renewal, research funding has fluctuated greatly since the last accreditation. Table 3b illustrates the recent trends in research funding by source of funding, and table 3c illustrates research funding by area. (The 'areas' described in table 3c is the pre-2009 Archives/LIS/IS/Information division.)

Table 3d: Research funding by year and by source.

Sum of Budget		
Year	Agency Field	Total
03/04	1-Granting Councils	880610
	2-Peer Adjudicated	232456
	3-Contracts (Gov & Industry)	82907
	4-University (Others)	167898
03/04 Total		1363871
04/05	1-Granting Councils	727167
	2-Peer Adjudicated	131232
	3-Contracts (Gov & Industry)	101113
	4-University (Others)	170577
04/05 Total		1130089
05/06	1-Granting Councils	628458
	2-Peer Adjudicated	89666
	4-University (Others)	96895
05/06 Total		815019
06/07	1-Granting Councils	424421
	2-Peer Adjudicated	75075
	3-Contracts (Gov & Industry)	292813
	4-University (Others)	153941
06/07 Total		946250
07/08	1-Granting Councils	241236
	2-Peer Adjudicated	10000
	3-Contracts (Gov & Industry)	66666
	4-University (Others)	119398
07/08 Total		437300
08/09	1-Granting Councils	418205
	2-Peer Adjudicated	64059
	3-Contracts (Gov & Industry)	35714
	4-University (Others)	125290
08/09 Total		643268
Grand Total		5335798

Table 3e: Research Funding by Area of Study, 2003-2009

PI Field	Agency Field	Total
Field 1-ARM	1-Granting Councils	71891
	4-University (Others)	83412
	2-Peer Adjudicated	167929
Field 1-ARM Total		323232
Field 2-Info	1-Granting Councils	344728
	4-University (Others)	60613
Field 2-Info Total		405341
Field 3-Info Systems	1-Granting Councils	549714
	3-Contracts (Gov & Industry)	511863
	4-University (Others)	131435
Field 3-IS Total		1193012
Field 4-LIS	1-Granting Councils	2353764
	3-Contracts (Gov & Industry)	67350
	4-University (Others)	558540
	2-Peer Adjudicated	434558
Field 4-LIS Total		3414212
Grand Total		5335798

The reporting period's research data reflects a decline throughout the period with a recent uptick for the 2009-10 academic year. The explanation for the decline is largely based on the departure of several well-established faculty researchers and the arrival of many new, younger faculty members, for whom the establishment of a research project and the ability to obtain grants frequently takes several years. The external reviewers for the OCGS process noted that:

Based on the information provided on the last afternoon of our visit, we are encouraged to see that what appeared to be a decline in research support was actually an artifact of the completion of a single large grant and that funding for the past year and already secured for future years is back on the increase. As noted above, we believe that these grants, the addition of new faculty (some of whom have already been awarded research grants), the continuing grants the Dean brought with him and his contacts with potential new funding sources and ideas for interdisciplinary projects are all very encouraging for continued, increased research support.

While research funding remains a concern given the decline, the Faculty does not view the situation as abnormal or inappropriate, given the large number of new faculty and the comparatively small number of longstanding faculty members. Table 3f outlines grants held by

faculty members over the past ten years (including currently) by name, total awarded, funding agency, field, date and project title.

Table 3f: Research Funding by PI, Funding Source, Project Title and Date Awarded, held 2003-2009

Principal Investigator	Funding Source	Project Title	Date Awarded	Amount
AUSTER, ETHEL	SSHRC	Maintaining professional competence: Public reference librarians in a period of rapidly changing technologies	01.04.2000	29,963.00
AUSTER, ETHEL	SSHRC	A Study of Information Seeking	01.04.2002	1,000.00
AUSTER, ETHEL	SSHRC	Profiling Information Studies Research	01.04.2003	3,500.00
AUSTER, ETHEL	SSHRC	Doing Exemplary Research in Information Science	01.04.2004	2,915.02
BEGHTOL, CLARE	SSHRC	The formal analysis of classification systems and their cultural contexts	01.04.2001	31,324.00
BEGHTOL, CLARE	SSHRC	Contributions of Term Relationship Research	01.04.2002	500
BEGHTOL, CLARE	SSHRC	Literary warrant and consensus: Early editions of the Dewey decimal classification and the "new" psychology	01.04.2005	55,911.00
BROWER, MATTHEW	SSHRC	Feeling Photography	01.07.2009	18,074.00
CAIDI, NADIA	Andrew W. Mellon Foundation	The social shaping of national union catalogs: A comparative analysis	01.02.2002	12,919.20
CAIDI, NADIA	Canadian Urban Libraries Council	The Urban Library Social Inclusion Audit, Evaluation & Tool Kit Research Project	01.01.2008	2,850.00
CAIDI, NADIA	SSHRC	Framing information and access post 9-11: Revisiting libraries' neutrality	01.04.2004	81,580.00
CAIDI, NADIA	SSHRC	Information practices of ethno-cultural communities	09.05.2005	14,000.00
CAIDI, NADIA	SSHRC	Digital Libraries for and with Aboriginal Communities	01.04.2004	3,200.00
CAIDI, NADIA	SSHRC	Designing Digital Libraries that are culturally sensitive to ways of knowing of Aboriginal Communities	01.04.2005	3,000.00
CAIDI, NADIA	SSHRC	Revisiting the public's right to know post 9/11: A comparative analysis	01.04.2007	65,460.00
CARTER, JENNIFER	Connaught Fund	Representation by Design: Architectures of Display in Museum and Exhibition Practices	01.07.2008	10,000.00
CHOO, CHUN WEI	SSHRC	Managing information and knowledge in times of major organizational transition	15.03.2003	93,500.00
CHOO, CHUN WEI	SSHRC	Improving patient safety: a complex information role	01.04.2002	695.19
CHOO, CHUN WEI	SSHRC	KM Guide: a customizable online tutorial	01.04.2002	2,303.88

University of Toronto Faculty of Information Program Presentation

CHOO, CHUN WEI	SSHRC	Web Redesign for Content Management	01.04.2003	3,930.84
CHOO, CHUN WEI	SSHRC	Information seeking and use in group knowledge work	01.04.2005	100,841.00
CHOO, CHUN WEI	SSHRC	Doctoral Student Travel	01.04.2004	2,500.00
CHOO, CHUN WEI	SSHRC	Doctoral student travel	01.04.2005	3,222.01
CHOO, CHUN WEI	SSHRC	Doctoral student conference participation	01.04.2006	6,901.20
CHOO, CHUN WEI	SSHRC	Doctoral student conference participation	01.04.2007	2,500.00
CHOO, CHUN WEI	SSHRC	Information seeking and use in early warning	01.04.2009	47,000.00
CHOO, CHUN WEI	SSHRC	Doctoral student conference participation	01.04.2008	6,810.51
CLEMENT, ANDREW	BCUL - Research Funding	Privacy enhancement through social navigation	01.01.2007	17,350.00
CLEMENT, ANDREW	Office of the Privacy Commissioner	Implementing PIPEDA: A review of Privacy Statements and on-line Practices	01.10.2004	48,291.16
CLEMENT, ANDREW	Office of the Privacy Commissioner	The challenges for a National Identity Policy	23.06.2006	50,000.00
CLEMENT, ANDREW	Queen's University	The New Transparency: Surveillance and Social Sorting	01.04.2008	20,000.00
CLEMENT, ANDREW	Ryerson Polytechnic Univ	ICT Infrastructure as public infrastructure	30.05.2006	81,525.14
CLEMENT, ANDREW	SSHRC	Everyday experiences of networked services	01.04.2001	78,750.00
CLEMENT, ANDREW	SSHRC	Towards an evaluation framework for Community Learning Networks	24.06.2002	46,280.00
CLEMENT, ANDREW	SSHRC	Digital identity constructions	15.03.2003	154,000.00
CLEMENT, ANDREW	SSHRC	Letter of Intent INE Research Alliances - Canadian Research Alliance for Community Networking	01.03.2003	30,000.00
CLEMENT, ANDREW	SSHRC	Participatory Design Conference	01.04.2003	2,500.00
CLEMENT, ANDREW	SSHRC	Canadian Research Alliance for Community Innovation & Networking (CRACIN)	01.10.2003	899,450.00
CLEMENT, ANDREW	SSHRC	Participatory Design Conference 2004 (PDC04)	30.06.2004	10,000.00
CLEMENT, ANDREW	SSHRC	Practical Usability of Video-conferencing for Supporting FIS Collaborative Academic Practices	01.04.2005	3,000.00
CLEMENT, ANDREW	SSHRC	Performing identities	01.04.2008	97,350.00
CLEMENT, ANDREW	VARIOUS SPONSORS	General Universal Access	01.05.1997	322
CRAIG, BARBARA	Gladys Kriebel Delmas Foundation	First international conference on the history of records and archives - I-CHORA (October 2 - 4, 2003)	01.08.2003	2,854.60

University of Toronto Faculty of Information Program Presentation

CRAIG, BARBARA	SSHRC	Appraisal of archives for acquisition - history, theory, methods and practices in Canada	01.04.2000	36,785.00
CRAIG, BARBARA	SSHRC	Archival Appraisal: conception, perception, and reception in Canada	01.04.2004	1,800.00
CRAIG, BARBARA	University of British Columbia	International research on permanent authentic records in electronic systems (InterPARES): experiential, interactive and dynamic records	01.01.2003	2,351.50
DEAN, INFORMATION STUDIES (Smith)	Canada Research Chairs Secretariat	Federal Indirect Costs Program - INFORMATION STUDIES	01.04.2003	281,520.00
DUFF, WENDY	Canadian Heritage	Museum Knowledge Workers for the 21st Century	01.12.2008	29,650.00
DUFF, WENDY	Premier's Research Excellence Award	Round 9: Improving the usability of virtual archives	01.09.2003	100,000.00
DUFF, WENDY	SSHRC	Assessing the utility and usability of archival description	01.04.2000	32,350.00
DUFF, WENDY	SSHRC	Metadata from a public servant's point of view	01.04.2002	3,112.95
DUFF, WENDY	University of Glasgow	Digital Preservation Education: An Evaluation of the Workshop(s) and/or Seminar(s) Organized by the Electronic Resource Preservation and Access Network (ERPANET)	26.03.2004	8,295.60
DUFF, WENDY	University of Michigan	Developing standardized metrics for assessing use and Services for Primary Sources	01.01.2004	13,657.29
DUFF, WENDY	University of Michigan	Developing Standardized Metrics: Towards Understanding the Impact of College and University Archives and Special Collections on Scholarship, Teaching and Learning	01.05.2005	65,074.67
DUFF, WENDY	University of Victoria	Implementing New Knowledge Environments	01.04.2009	5,600.00
FLEMING, E PATRICIA	SSHRC	A history of the book in Canada	01.02.2000	1,186,137.99
FLEMING, E PATRICIA	SSHRC	New scholarship in book history and print culture: An interdisciplinary conference	27.06.2002	10,000.00
FLEMING, E PATRICIA	SSHRC	(GRF) A history of the book in Canada	01.01.2007	13,722.49
GALEY, ALAN	Connaught Fund	Archive and Interface in Digital Textual Scholarship: From Cultural History to Critical Design	01.08.2008	10,000.00
GALEY, ALAN	SSHRC	Archive and interface in digital textual studies: From cultural history to critical design	01.04.2009	23,775.00
GALEY, ALAN	University of Victoria	Implementing New Knowledge Environment (INKE)	01.04.2009	9,140.00
HARTEL, JENNA	Connaught Fund	A Theory of Information in the Hobby of Gourmet Cooking	01.07.2008	10,000.00

University of Toronto Faculty of Information Program Presentation

HOCKEMA, STEPHEN	Connaught Fund	Information Evaluation, Credibility and Authority in Online Collaborative Communities	04.07.2006	10,000.00
HOCKEMA, STEPHEN	SSHRC	Sense-making and credibility of health information on the social web: A multi-method study assessing tags and tag clouds	31.03.2008	29,100.00
HOWARTH, LYNNE	Foreign Affairs & Int Trade	Enhancing the Functionality of the DFAIT Library Research Portal	20.03.2002	11,550.00
HOWARTH, LYNNE	Human Resources Social Development	Working with Knowledge: Creating a Knowledge Management Strategy to Facilitate the Work of the Information and Services for Persons with Disabilities Cluster (ISPWD)	20.02.2002	16,000.00
HOWARTH, LYNNE	SSHRC	Connecting metadata-enabled multilingual resources across cultural domains	01.04.2003	120,711.00
HOWARTH, LYNNE	SSHRC	Exploring Subject Searching	01.04.2002	750
HOWARTH, LYNNE	SSHRC	Creating pathways to memory: Enhancing life histories through category clusters and metadata-rich repositories	01.04.2008	20,001.00
LYONS, KELLY	Business Objects Corp.	Collaboration technology for business intelligence	01.04.2009	42,119.00
LYONS, KELLY	Connaught Fund	Understanding Non-Profit service systems	01.01.2008	10,000.00
LYONS, KELLY	NSERC	Tools and methods for modeling, managing and implementing service systems	01.04.2008	30,000.00
MACNEIL, HEATHER	Connaught Fund	An exploratory study of archival finding aids in traditional and web-based environments	01.07.2008	10,000.00
MACNEIL, HEATHER	SSHRC	Archival description as rhetorical genre in traditional and web-based environments	01.04.2009	40,670.00
MAI, JENS-ERIK	Connaught Fund	Classification of Professional Work Domains	01.07.2006	10,000.00
PHILLIPS, DAVID	Connaught Fund	Toward a Practical Ethics of Surveillance	01.07.2006	10,000.00
PHILLIPS, DAVID	SSHRC	Carrier Hotels - Mapping internet interconnection	01.03.2009	47,000.00
PHILLIPS, DAVID	SSHRC	Spatiality, identity and the infrastructure of ubiquitous computing: Directions for critical intervention	01.04.2009	44,120.00
RATTO, MATTHEW	Canada Foundation for Innovation	Critical Making: the Materialization of Digital Information	01.11.2009	21,115.00
RATTO, MATTHEW	Connaught Fund	Critical Making: Material Objects of Knowledge	01.07.2008	10,000.00
RATTO, MATTHEW	Research and Innovation (ON)	Critical Making: the Materialization of Digital Information	01.11.2009	21,115.00
ROTHBAUER, PAULETTE	Connaught Fund	The Invisibility of Canadian Public Libraries in the Promotion of Reading for Young People	01.01.2004	10,000.00
ROTHBAUER, PAULETTE	SSHRC	The social context of young people's reading in a rural Ontario municipality in the early 21st Century	01.04.2005	56,282.08

University of Toronto Faculty of Information Program Presentation

SMITH, BRIAN CANTWELL	Canada Foundation for Innovation	Foundations of the Information Age: Support for Interdisciplinary Research on the Conceptual Structure of Information & Computing, focusing on their Use in Multiple Intellectual Disciplines	01.05.2005	121,530.00
SMITH, BRIAN CANTWELL	Connaught Fund	Philosophy & Computing	01.07.2003	10,000.00
SMITH, BRIAN CANTWELL	Ontario Innovation Trust	Foundations of the Information Age: Support for Interdisciplinary Research on the Conceptual Structure of Information & Computing, focusing on their Use in Multiple Intellectual Disciplines	01.05.2005	121,530.00
SMITH, BRIAN CANTWELL	SSHRC	Human-Computer Interaction Cluster - Chair in the Foundations of Information	01.01.2004	1,250,000.00
SMITH, BRIAN CANTWELL	SSHRC	Reclaiming the World: The future of Objectivity	30.01.2008	25,000.00
STEVENSON, SIOBHAN	Connaught Fund	Beyond the digital divide: public libraries, green politics, and sustainable local economies	01.07.2006	10,000.00
TOMS, ELAINE	International Business Machines	CAS Fellowship: Luanne Freund - Knowledge Management Search	01.01.2003	39,351.13
TOMS, ELAINE	SSHRC	Developing effective search interfaces	01.05.2002	2,000.00
TOMS, ELAINE	SSHRC	Reinventing the search interface	01.04.2003	20,127.47
TOMS, ELAINE	SSHRC	Understanding the tasks of the humanities scholar	01.04.2002	2,899.38
TOMS, ELAINE	University of Sherbrooke	Reseau de recherche pour la gestion du contenu culturel numerique	01.04.2003	38,133.00
WATHEN, NADINE	Connaught Fund	Does access to and use of health information improve women's health and well-being? An evolving program of research.	01.07.2006	10,000.00
WATHEN, NADINE	Health and Long- Term Care (ON), Min	The Women's Health Digital Library Development Project	10.07.2006	94,149.00
YU, ERIC	BCUL - Research Funding	Security and Privacy for Internet Services	01.06.2003	82,280.00
YU, ERIC	BCUL - Research Funding	Strategic Requirements Analysis for Kids Help Phone	01.01.2004	95,088.00
YU, ERIC	BCUL - Research Funding	Requirements and architecture for healthcare privacy in mobile ad hoc networks (MANET)	06.02.2006	21,621.60
YU, ERIC	BCUL - Research Funding	Strategic requirements analysis for kids help phone	09.06.2006	54,166.67
YU, ERIC	BCUL - Research Funding	Security and privacy for mobile and internet services	09.06.2006	129,166.00
YU, ERIC	NSERC	Agent-oriented software engineering	01.04.2000	46,000.00
YU, ERIC	NSERC	Strategic Requirements Analysis for Internet Services	01.04.2005	129,360.00

University of Toronto Faculty of Information Program Presentation

YU, ERIC	NSERC	Strategic modelling for security and services design	01.02.2008	238,700.00
YU, ERIC	NSERC	Agent-Oriented modelling	01.04.2009	188,500.00
YU, ERIC	Ontario Centres of Excellence	Design Knowledge for Achieving Security and Privacy on the Internet	01.01.2004	20,000.00
YU, ERIC	Siemens Corporate Research Inc.	A Systematic Process and Tool Support for Developing Non-Functional Requirements for Service-Oriented Software Platforms	15.07.2008	50,000.00

The following table details applications currently awaiting decision, by PI and project title:

Table 3g: Funding Applications 2007-2010 with Status of Application

Appl. Date	PI	Sponsor	Title	Total	Status / Notes
Jan 07	Caidi	Social Development Canada - HRDC	Including Immigrants in Canadian Society	22810	CONTRACT - AWARDED
Sep 5 07	Hockema	SSHRC - Standard	Sense-Making and credibility of Health informatin on the Social web: a multi-method study assessing tags ad tag clouds	39100	partial budget of 29100 awarded
Oct 10 07	Clement	SSHRC - Standard	Performing Identities	229300	
Oct 29 07	Lyons	NSRC Discovery	Tools and Methods for Modeling, Managing, and Implementing Service Systes	192400	45K awarded
Mar 20 08	Clement	Office of the Privacy Commissioner of Canada	PIPWATCH The Canadian Collaborative Privacy Enhancement & Accountability Toolbar		
Mar 20 08	Clement	Bell University Labs	PIPWATCH The Canadian Collaborative Privacy Enhancement & Accountability Toolbar		awarded
Oct 15 08	Hockema	SSHRC - Standard	Playground Negotiations: The emergence of communication patterns involving shared, co-constructed tools.	200877	not awarded
Oct 15 08	Galey	SSHRC - Standard	Archive and Interface in Digital Textual Studies: From Cultural History to Critical Design	154663	Received
Oct 15 08	Phillips	SSHRC - Standard	Spatiality, Identity, and the Infrastructure of Ubiquitous Computing: Directions for Critical Intervention	195810	Received
Oct 15 08	MacNeil	SSHRC - Standard	Archival Description as Rhetorical Genre in Traditional and Web-based Environments	123040	Partial budget approved - includes RST 1 course each year
Oct 15 08	Choo	SSHRC - Standard	Information seeking and use in early warning	175800	Received
Oct 15 08	Craig	SSHRC - Standard	Archival Appraisal: how is it understood by practitioners and users?	63641	not awarded

	Totals	SSHRC - Standard		913831	
Jul 1 08	Ratto	Connaught Start Up	Critical Making: Material Objects of Knowledge	10000	Received
Jul 1 08	MacNeil	Connaught Start Up	An exploratory study of archival finding aids in traditional and web-based environments	10000	Received
Jul 1 08	Hartel	Connaught Start Up	A Theory of Inforamtion in the Hobby of Gourmet Cooking	10000	Received
Jan 1 08	Lyons	Connaught Start Up	Understanding Non-Profit service systems	10000	Received
Jul 1 08	Carter	Connaught Start Up	Representation by Design: Architectures of Dispan in Museum and Exhibition Practices	10000	Received
Aug 1 08	Galey	Connaught Start Up	Digital Textual Scholarship: From Cultural History to Critical Design	10000	Received
	Totals	Connaught Start Up		60000	
Jul 1 08	Galey	SSHRC MCRI Subgrant	INKE: Implementing New Knowledge Environments	9140	Approved - Major Collaborative grant, full application amount of \$2484500. 9140.00 set up as subgrant
Apr 1 08	Clement	SSHRC MCRI Subgrant	The New Transparency: Surveillance and Social Sorting	10321	Received
Mar 19 08	Ratto	Intel	"Obviously Accurate": User-Created Sensor Environments for Movement Visualization	153696	Pending
Apr 2 08	Ratto	European Union (NSERC SRO)	Active Reading	0	Listed as partner on original European Union Grant. If E.U. grant is successful Will apply to NSERC for funding for his part of project.
Feb 10 09	Ratto	ORF	Critical Making: the Materialization of Digital Information	34100	Received
Feb 10 09	Ratto	CFI	Critical Making: the Materialization of Digital Information	34113	Received

University of Toronto Faculty of Information Program Presentation

Sept 15 08	Phillips	SSHRC CRSH	Carrier Hotels - Mapping Internet Interconnection	50000	Declined then approved for 47k
Jan 6 09	Duff	CHIN	Museum knowledge workers for the 21st century	29650	Approved
Mar 4 09	Lyons	Business Objects (SAP)	Collaboration Technology for Business Intelligence	105000	Approved for 112119.00
Aug 09	Ratto	Federal Economic Development Agency for Southern Ontario	Strategic Research Plan for the Internet of Things	168848	Pending
Fall 09	Carter	SSHRC Aid to Research Workshops & Conf.	Taking Stock: Museum Studies and Museum Practices in Canada	21526	Pending
Sept 19 09	Ratto	Ontario Media Development Corporation (OMDC)	Designing Digital Media for the Internet of Things (DDiMIT)	299650	Pending
Sep 23 09	Caidi	HRSCD	Information Needs of Immigrant Job Seekers: Evaluating the Working in Canada website from an Information Studies Perspective 2009-2010	33041.52	Contract - Pending
Sep 09	Ratto	SSHRC-Standard	From Paper to Screen: Active reading, digital texts, and scholarly practice	49650	Pending
Nov 10 09	Duff	Gladys Kriebel Delmas Foundation	From Coexistence to Convergence Studying Partnerships and Collaboration Among Libraries, Archives & Museums	12425.46	Approved

3.4 Graduate Supervision

The current faculty profile, with so many new and so many junior members, has meant that the supervisory roles of the members of the Faculty are skewed heavily towards established members. Typically, new, non-tenured faculty members are made Associate Members of the Graduate Faculty and are therefore ineligible to supervise students solely. In addition, newer members of faculty, whether hired at the tenure or tenure-track level, require some time to establish their presence at the Faculty and University and to gain sufficient notice to attract students. Thus, as with research funding, the Faculty views the difference in supervisory load as an artefact of the recent dramatic changes in faculty profile. Only seven of the faculty members are currently senior enough to have been at the University of Toronto in 2003, and only nine since before 2006. Table 3e details supervisions, current and completed, by faculty member.

Table 3h: Completed and Current Supervisions by Faculty Member in the MI Program

Completed and Current Numbers of Thesis Supervisions by Faculty Member				
	Completed		Current	
Member	Master's	PhD	Master's	PhD
Caidi		1		7
Cherry	1	1		2
Choo	5	3	1	5
Clement	5	2		6
Dilevko	2	1	1	3
Duff	1	1		0
Galey*				
Hartel*				
Hockema*	3		1	2
Howarth		2		3
Lyons**				2
MacNeil**				2
Mai**	1			
Phillips**				5
Ratto*				
Ross**				
Shachack*				
Smith***				2
Stevenson***	1			1
Yu	0 (12 outside FI)	0 (4 outside FI)		3

*Associate Members of Graduate Faculty

**Hired since 2006 or later

***Hired 2003-06

The following chart includes a list of completed PhD thesis topics from 2003 to the present, along with their supervisors:

Table 3i: PhD Theses by Date and Supervisor, 2003-2009

Year	Thesis Title	Supervisor
2003	A Comparison of Manual Indexing and Automatic Indexing in the Humanities	Dilevko
2003	Information Networks: Investigating the Information Behaviour of Mongolia's Urban Residents	Choo
2004	Connecting Bioinformatics Analysis to Scientific Practice: An Integrated Information Behaviour and Task Analysis Approach	Cherry
2004	Information Brokers and Technology Use: A Case Study of a High-Tech Company	Howarth
2004	A Comparison of Manual Indexing and Automatic Indexing in the Humanities	Beghtol
2004	Revisiting the Invisible College: A Case Study of the Intellectual Structure and Social Process of Singularity Theory Research in Mathematics	Dilevko
2005	Service to Children in the Toronto Public Library: A Case Study, 1912-1949	Fleming
2005	Analysing and Making Sense of the Markings Placed on Electronic Documents During Private and Shared Readings	Howarth
2006	Applying Panofsky's Theories of Iconographical Analysis to Graffiti Art: Implications for Access to Images of Non-representational/Abstract Art	Beghtol
2007	Work and Agency in an Autonomous Women's Knowledge Centre	Craig
2007	Readers' Perceptions of Lexical Cohesion and Lexical Semantic Relations in Text	Beghtol
2008	Copyright in the Real World: Making Archival Material Available on the Internet	Duff
2008	Exploiting Task-document Relations in Support of Information Retrieval in the Workplace	Toms
2008	Knowledge Management Systems and Customer Knowledge Use in Organizations	Choo
2008	Knowledge-based Vertical Integration: The Nature of Knowledge and Economic Firm Boundary Location	Choo
2009	Making the Invisible Visible: Public Library Reference Service as Epistemic Practice	Choo/Howarth
2009	A World More Intimate: Exploring the Role of Mobile Phones in Maintaining and Extending Social Networks	Caidi

3.5 Service

Faculty *curricula vitarum* detail an extensive and impressive array of faculty service. All faculty are expected to participate to some extent in the governance of the Faculty itself, as members of the Faculty Council, Council committees, or *ad hoc* special committees. As faculty members gain seniority, they are expected to take on duties such as committee chair or program director. Faculty participation for 2009-10 in governance and *ad hoc* committees is detailed in the table, below.

This in-Faculty service, however, represents only a part of the numerous, varied, and important service arrangements performed on behalf of the University of Toronto, various professional organizations, conference organizing committees, granting agency

adjudication committees, and journal editorial boards. The number of service functions performed by faculty is far too numerous and varied to list individually, but is detailed in full in the faculty CVs.

Table 3j: Service on Governance and Special Committees, 2009-10

Faculty of Information Committees 2009-2010		
A	Executive	execom@ischool.utoronto.ca
1	Dean	Ross
2	Faculty #1	Clement
3	Faculty #2	MacNeil
4	Faculty #3	Mai
5	Student (MI)	Stymest
6	Student (MMSt)	Cherayil
7	Student (PhD)	Jones
8	Member of Council	McCaffrey
9	Chair of Council (Chair)	Drummond
10	Secretary of Council	Vourinaris
B	Awards	awardscom@ischool.utoronto.ca
1	Faculty #1 (Chair)	Duff
2	Faculty #2	Hartel
3	Registrar	Rossini
4	Director of Student Services	Dunn
C	Committee on Standing	standingcom@ischool.utoronto.ca
(No member from Appeals Committee)		
1	Associate Dean (Chair)	Cherry
2	Faculty #1	Clement
3	Faculty #2	Galey
4	Faculty #3	Choo
5	Student (MI)	Lam
6	Student (MMSt)	TBA (Cherayil)
7	Student (PhD)	Golick
8	Director of Student Services	Dunn

D	Programs	
1	Programs Committee	progcom@ischool.utoronto.ca
a	Associate Dean (Chair)	Cherry
b	Chair, MI program	Caidi
c	Chair, MMSt program	Howarth
d	Chair, PhD program	Phillips
e	Asst Dean, Acad & Program	Dunn
f	Student (MI)	Hoffman
g	Student (MMSt)	TBA (Cherayil)
h	Student (PhD)	Quirke
i	Librarian	Sze
j	Dean & Vice-Provost, Grad Ed (or Desig)	Smyth
	Subcommittees	
a	MI	mistcom@ischool.utoronto.ca
i	Chair	Caidi
ii	Faculty #1	Lyons
iii	Faculty #2	Galey
iv	Student (MI)	Hoffman
b	MMSt	mmstcom@ischool.utoronto.ca
i	Chair	Howarth
ii	Faculty #1	Brower
iii	Faculty #2	Carter
iv	Faculty #3	Teather
v	Student (MMSt)	TBA (Cherayil)
c	PhD Program	phdcom@ischool.utoronto.ca
i	Chair	Phillips
ii	Faculty #1	Hockema
iii	Faculty #2	Clement
iv	Student (PhD)	Quirke

E	Admissions	
1	MI	mistadm@ischool.utoronto.ca
a	Faculty #1 (Chair)	Yu
b	Faculty #2	MacNeil
c	Faculty #3	Stevenson
d	Faculty #4	Dilevko
e	Student (MI)	Manning
f	Director of Student Services	Dunn
2	MMSt	mmstadm@ischool.utoronto.ca
a	Faculty #1 (Chair)	Carter
b	Faculty #2	Teather
c	Faculty #3	Brower
d	Faculty #4	Dallas
e	Student (MMSt)	TBA (Cherayil)
f	Director of Student Services	Dunn
3	PhD	phdadm@ischool.utoronto.ca
a	Faculty #1 (Chair)	Ross
b	Faculty #2	Duff
c	Faculty #3	Clement
d	Faculty #4	Hockema
e	Faculty #5	Wensley
f	Student (PhD)	Totanes
g	Director of Student Services	Dunn
Special Committees		
A	Information Services	iscom@ischool.utoronto.ca
1	Faculty #1 (Chair)	Ross
2	Faculty #2	Treviranus
3	Faculty #3	Hartel
4	Faculty #4	Shachak
5	Director, Information Services	Cox
6	Assistant Dean, Academic & Program	Dunn
7	Assistant Dean, Administration	Brown
8	Student (MI)	Kim
9	Student (MI)	TBA
10	Student (MMSt)	TBA (Cherayil)
11	Student (PhD)	Lessard

B	Colloquia	colloquia@ischool.utoronto.ca
1	Faculty #1	Clement
2	Faculty #2	Lyons
C	Life and Times	lifeandtimes@ischool.utoronto.ca
1	Chair	Scheaffer
2	Faculty #1	Brower
3	Faculty #2	McCaffrey
4	Faculty #3	Takhteyev
5	Faculty #4	Ross
6	Assistant Dean, Academic & Program	Dunn
7	Assistant Dean, Administration	Brown
8	Student (MI)	TBA (Stymest)
9	Student (MMSt)	TBA (Cherayil)
10	Student (PhD)	Macdonald
Other Committees		
A	Distance Education Task Force	DistEdTF@ischool.utoronto.ca
1	Chair	Mai
2	Faculty #1	Duff
3	Faculty #2	Ratto
4	Faculty #3	Newman
B	Strategic/Academic Plan Development Task Force	StratPlanTF@ischool.utoronto.ca
1	Chair	Ross
2	Faculty #1	Cherry
3	Faculty #2	MacNeil
4	Faculty #3	Howarth
C	New Academic Programs Task Force	NewProgramsTF@ischool.utoronto.ca
1	Chair	Ross
2	Faculty #1	Cherry
3	Faculty #2	MacNeil
4	Faculty #3	Howarth
5	Faculty #4	Treviranus
D	Undergraduate Program Development TF	UndergradTF@ischool.utoronto.ca
1	Chair	Ross
2	Faculty #1	Hartel
3	Faculty #2	Lyons
4	Faculty #3	Phillips
4	Faculty #4	Wensley
5	Faculty #5	Baecker

E	Academic Appeals Committee	appealscom@ischool.utoronto.ca
1	Chair	Mai
2	Faculty #1	Duff
3	Faculty #2	Yu
F	Dean's Advisory Group	DeansAG@ischool.utoronto.ca
1	Chair	Ross
2	Faculty #1	Mai
3	Faculty #2	Ratto
4	Faculty #3	MacNeil
5	Faculty #4	Howarth

STANDARD 4: STUDENTS

4.1 Introduction

IV.1 The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program. The school 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 school's mission and program goals and objectives.

IV.2 Current, accurate, and easily accessible information on the school and its program is available to students and the general public. This information includes announcements 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 school demonstrates that it has procedures to support these policies.

Students in the Master of Information program are required to have completed an undergraduate degree from an accredited institution. Information is available primarily through the Faculty's [website](#), and additional information is distributed through a variety of other forms: recruitment fairs, conferences, advertisements, pamphlets, etc. The School of Graduate Studies has a [website](#) detailing University-wide policies and procedures for students, as well as containing links to other University services and information sources. As noted above (in Standard 2), the Admissions Committee of the Faculty Council regularly reviews admissions processes. The Assistant Dean and her staff monitor application standards and requirements of other Canadian institutions with LIS programs. The Admissions Committee is charged with forwarding superior applications for consideration by the Awards Committee, which is chaired by a faculty member and supported by the Registrar. The Awards Committee considers the applications it receives and makes offers of scholarship or other support available to students who meet the requirements.

The chief recruitment and admissions tool used is the Faculty's website, which provides applicants all relevant information about the program's goals, expectations and requirements, and provides detailed instruction on how to apply.

IV.3 Standards for admission are applied consistently. Students admitted to a 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 a program, a program's goals and objectives, and the career objectives of the individual. Within the framework of institutional policy and programs, the admission policy for a program ensures that applicants possess sufficient interest, aptitude, and qualifications to enable successful completion of a program and subsequent contribution to the field.

IV.4 Students 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. Students receive systematic, multifaceted evaluation of their achievements. Students have access to continuing opportunities for guidance, counseling, and placement assistance.

The admissions process at the Faculty of Information is overseen by an Admissions Committee of the Faculty Council, which has three subcommittees (one for each program offered by the Faculty). The Admissions Committee takes into account both grade point average and non-academic criteria, such as letters of reference, personal statements, and relevant experience during the process. Ethical decision-making is governed not only by University and Faculty practices, but is done so within a robust legal framework: the Canadian [Charter of Rights and Freedoms](#) and the [Ontario Human Rights Code](#) prohibit discrimination, in statements or actions, on the basis of age, gender, colour, race, religion, sexual orientation, marital status, or disability. The Faculty does not collect information concerning any of these discriminatory criteria, except where accommodations are required for disabled students, who are referred to the University of Toronto's [Accessibility Services](#) to make appropriate individual arrangements. The University of Toronto is considered a leader in equity services: the Vice-President, Human Resources and Equity is responsible for eight equity offices (as well as five special advisors and officers), all of which have institution-wide responsibilities, and the University is governed by the [Statement on Equity, Diversity and Excellence](#), which was approved by the Governing Council in 2006. The eight offices are as follows:

- **Anti-Racism and Cultural Diversity Office** - Works to ensure an environment free of biases based on race, ancestry, place of origin, colour, ethnic origin, citizenship or creed and where the individual feels entitled to treatment which is dignified and respectful.
- **Community Safety Office** - Coordinates ongoing education and outreach initiatives directed at improving personal safety and security on campus.
- **Family Care Office** - Offers assistance to staff and faculty across all three campuses to help access the most appropriate services on or off campus to meet family needs.
- **Academic Human Resources** - Develops and implements various faculty recruitment and retention initiatives.
- **Health and Well-being Programs and Services** - Addresses issues of workplace health, injury, illness and accommodation.
- **LGBTQ Resources and Programs Office** - Offers a wide range of supports and programs to celebrate the sexual and gender diversity of staff, faculty and students.
- **Sexual Harassment Office** - Handles complaints of harassment based on sex or sexual orientation.
- **Status of Women Office** - Works towards full gender equity for all women staff, faculty and students at the University of Toronto.

Students also have access to *pro bono* legal support through [Downtown Legal Services](#).

In addition, the University employs an independent [Ombudsperson](#) who is available to assist with complaints that are unresolved through normal University channels.

Students are (as noted in Standard 2: Curriculum) provided extensive advice on the construction of a coherent program, either through a pre-approved 'path' to a degree or through a self-designed and specially approved path. Throughout the degree program, students have access not only to the services listed above, but also to the Faculty's student service professionals.

4.2 Activities and Support Services for Students at the Faculty

The Faculty aims to offer an intellectually vital, positive, supportive and engaging environment in which students can pursue their studies. Faculty members, led by the Associate Dean and the Graduate Coordinator, provide academic counselling. Each student is assigned a faculty advisor upon entry to the MI program who is there to assist students with their academic needs. In addition, the Student Services office, led by the Assistant Dean (Academic and Program) and by the Registrar, can provide one-on-one student advice on financial issues, Faculty policies and procedures, and program structure and requirements. Student Services are available to students during work hours from Monday to Friday, stay open late one evening per week, and offer extended hours during evening recruitment sessions and other occasional exceptional circumstances.

In addition, students have numerous points of contact throughout the Faculty to assist and inform them, as well as to provide social opportunities:

- Annual Assembly of students and faculty;
- Orientation sessions, offered throughout the admissions process and early in the school year;
- Student Council; the Master of Information students have a discrete student council to assist students in professional development initiatives, address issues of interest and concern and to represent students on the Faculty Council, as well as to host social events, etc.;
- Placement services, such as the JobSite;
- Academic talks and research colloquia;
- Weekly 'iTea' meetings; and
- Student-run journal and conferences.

4.3 University of Toronto Services for Students

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

- [Accessibility Services](#)
- [Academic Success Centre](#)
- [Career Centre](#)

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

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

4.4 Profile of the Student Body

The principal feature of the 2003-09 period is massive growth. Enrolment in the Faculty as a whole has more than doubled (when the MMSt and PhD programs are included), while the MI (MISt) program has approximately doubled over the past decade.

4.4.1 Offer, Acceptance, Yield Rates

Table 4a describes applications, offers, registrations and acceptance and yield rate. Acceptance rates have remained relatively stable in the past decade, while yield rates have steadily risen. Applications to the program are at an all-time high (409 in 2009), and while the Faculty continues to try to attract more applications, the growth in applications has enabled the growth in student enrolment and Faculty growth envisioned by the *Stepping UP* plan.

Table 4a: Application, Offer Acceptance, Yield Rates, and Incoming Enrolment

Year	Applications	Offers	Inc Enrolment	Inc Enrolment	Inc Enrolment	Inc Enrolment	Yield	Acceptance
			FT	PT	Heads	FTE	Enrol/Apps	Enrol/Offers
2000	265	182	63	27	90	71.1	34.0%	49.5%
2001	209	141	61	25	86	68.5	41.1%	61.0%
2002	248	177	78	41	119	90.3	48.0%	67.2%
2003	383	258	113	58	171	130.4	44.6%	66.3%
2004	308	168	74	30	104	83	33.8%	61.9%
2005	306	198	109	38	148	120.4	48.4%	74.7%
2006	306	232	127	30	157	136	51.3%	67.7%
2007	342	280	146	41	187	158.3	54.7%	66.8%

University of Toronto Faculty of Information Program Presentation

2008	309	272	133	43	176	142.9	57.0%	64.7%
2009	409	321	205	46	251	220.3	61.4%	71.2%

4.4.2 MI Intake and Total Enrolment

Table 4b provides a profile since 2000 of the rapid enrolment growth that has occurred. One of the major features of the data is the proportion of part-time students in the MI program has dropped from approximately half the number of full-time students to approximately a third, which has brought a different balance to the enrolment in the MI program. In 2003, there were 15 full-time continuing faculty positions supporting 244.8 FTE students; with nine additional faculty members, enrolment growth to 388.7 has been possible.

Year	Incoming Enrolment	Incoming Enrolment	Incoming Enrolment	Incoming Enrolment	Tot Enrolment	Tot Enrolment	Tot Enrolment	Tot Enrolment
	FT	PT	Heads	FTE	FT	PT	Heads	FTE
2000	63	27	90	71.1	117	102	219	147.6
2001	61	25	86	68.5	131	79	210	154.7
2002	78	41	119	90.3	137	105	242	168.5
2003	113	58	171	130.4	207	126	333	244.8
2004	74	30	104	83	198	121	319	234.3
2005	109	38	148	120.4	193	133	326	232.9
2006	127	30	157	136	241	114	355	275.2
2007	146	41	187	158.3	280	117	397	315.1
2008	133	43	176	142.9	281	129	410	319.7
2009	205	46	251	220.3	346	128	474	388.7

Projected enrolment is currently under discussion with the University’s central administration. The Province of Ontario has recently announced a cap on the number of professional master’s students. In the context of the current strategic planning process (see Standard 1: Mission, Goals, Vision), the University of Toronto’s central administration has allocated additional professional master’s funding for an additional 40 eligible FTEs (i.e., Canadian or landed immigrant status) in the MI and MMSt. Programs.

4.5 Student Council

IV.5 The school provides an environment that fosters student participation in the definition and determination of the total learning experience. Students are provided with opportunities to form student organizations and to participate in the formulation, modification, and implementation of policies affecting academic and student affairs.

IV.6 The school applies the results of evaluation of student achievement to program development. Procedures are established for systematic evaluation of the degree to which a 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.

All students in the MI Program are members of and represented formally by the [Master of Information Student Council](#) (MISC). MISC's purposes are multifold: to enhance the professional development of its members; to advocate on behalf of students in the program; to offer support to students in the program through the provision of useful resources and advice; to offer resources to assist students with the transition from the program to a professional career; and to provide social events for students within the Faculty. The [Constitution](#) of the Council mandates four standing committees: academic affairs, professional development, social and merchandise. In addition, the Council elects representatives to the Faculty's Alumni Association, the Graduate Students' Union of the University (three members), the Student Tech Fund, the Admissions Committee, the Information Services Committee, the Programs Committee, and to the Faculty's 'Life and Times' Committee. The Council oversees the use of the 'Tech Fund', a fund for student-oriented technology in the Faculty collected by the University and managed by students. The Tech Fund is approved biennially by student referendum, and is collected on behalf of the MI and PhD students. The Office of the Vice-Provost, Students, matches student-paid levies.

Students evaluate courses for their content and teaching quality at the end of every through an instruction evaluation tool. The results of the evaluation are intended to be twofold: to assist instructors in improving teaching quality, and to provide information to the Dean as part of faculty members' annual evaluation process.

4.5.1 Professional Development

Perhaps the most important element of MISC's mandate is the provision of [Professional Development](#) advice to students, which is done in conjunction with the Faculty's staff members, especially in the Student Services unit. The Professional Development Committee liaises with relevant professional associations, including and especially the American Library Association, the Canadian Library Association and its division of Canadian Association of Special Libraries and Information Services, the Association of Records Managers and Administrators, the Association of Canadian Archivists, the Art Libraries Society of North America, and Librarians without Borders.

The Professional Development Committee offers workshops and talks throughout the year on career opportunities, résumé building, and summer jobs searching, in addition to organizing a JobFair, which brings together students with representatives of numerous professional organizations and employers.

4.6 Financial Assistance

Table 4c describes, by year (2008/9 not yet available), the financial assistance given to Master's-level students by source. The total number of students funded has remained relatively constant, but the proportion of students funded has steadily decreased with the Faculty's enrolment growth. Because the MI program is one of the 'entry-level' programs to the Faculty, Teaching Assistantships are extremely rare. In addition, because the Faculty supports a PhD program with a five-year funding guarantee, more funding in larger individual amounts is typically reserved for PhD students.

Identifying additional financial support for students remains a priority for the Faculty.

Master’s students are, however, eligible for consideration for University of Toronto fellowships and external scholarships, usually from either the Provincial or Federal Governments. The most common of these for Master’s students is the Ontario Graduate Scholarship (OGS).

The staff within the Student Services office are able to counsel students in finances and in the sources of funding available to them. They assist students in identifying and applying for awards and bursaries offered both through the Faculty and through the School of Graduate Studies.

Table 4c: Financial Support for MI Students by Year and Type

Financial Support for MI Students								
							Students Funded	
Year	External Scholarship (#)	University Scholarship (#)	TAs (#)	RAs (#)	Other (#)	Total	# (%)	Av \$
2001-02	15000 (1)	29163 (19)	376 (1)	160038 (28)	49107 (19)	253684	68 (30.8%)	3730
2002-03	25000 (2)	67050 (23)		102046 (19)	52153 (24)	246249	68 (27.2%)	3621
2003-04	20000 (2)	44055 (15)	646 (1)	138193 (18)	51586 (21)	254480	57 (16.9%)	4465
2004-05	10000 (1)	126277 (44)		117859 (14)	67522 (20)	321658	79 (24.23%)	4072
2005-06	87535 (7)	21165 (11)		119590 (13)	75517 (14)	303807	45 (13.39%)	6751
2006-07	60000 (5)	141539 (38)		139093 (11)	76291 (14)	416923	68 (18.1%)	6131
2007-08	67501 (8)	97597 (31)		100014 (11)	74387 (19)	339499	69 (17.0%)	4920
2008-09	66000 (9)	265580 (77)		31824 (13)	74785 (10)	438189	112 (27.3%)	3912
2009-10 (to date)	121000 (10)	226804(59)		14639 (8)	47249 (16)	409692	93 (19.6%)	4405

STANDARD 5: ADMINISTRATION AND FINANCIAL SUPPORT

5.1 Administration

V.1 The school is an integral yet distinctive academic unit within the institution. 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 school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

V.6 Compensation for a program's executive officer, 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.

The University of Toronto as a whole is created and administered according to the [University of Toronto Act, 1971](#), which defines the University as a corporation known formally as and governed by [the Governing Council of the University of Toronto](#). The Faculty of Information is an autonomous graduate professional and research Faculty within the University of Toronto. It has its own budget, hires its own faculty and staff as University of Toronto employees, admits its own students, and, within bounds circumscribed by the *University of Toronto Act*, policies enacted by the Governing Council, by the senior administration, and by the School of Graduate Studies, sets its own policies and defines its own programs. As part of the School of Graduate Studies, policies regarding students are consistent with SGS policies. The Dean and other faculty serve as academic administrative officers:

- The Associate Dean oversees all academic programs and serves on the Graduate Education Council of the School of Graduate Studies;
- The Graduate Coordinator works with the Associate Dean to ensure programs are being managed according to Faculty requirements and SGS policies;
- A faculty member serves as chair of each of the Faculty's programs' (MI, MMSt., and PhD) committees, and oversees admission and program issues;
- The Director of Information Resources is the head of the Inforum (the Faculty's library) and is also responsible, broadly speaking, for implementation of information technology resources throughout the Faculty, reporting through the governance structure of the Information Resources Committee of Faculty Council

In addition, staff members provide essential support to the Faculty's operations: two Assistant Deans (Academic Programs and Administration) are responsible for overseeing the Faculty's student services operations, its human resource activities, financial management, and other aspects of the Faculty's operations.

V.2 The school's faculty, staff, and students have the same opportunity for representation on the institution's advisory or policy-making bodies as do those of comparable units throughout the institution. The school's 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.

The Faculty, as duly constituted within the University of Toronto, has Faculty Council, the chief academic governance body of the Faculty. It has several Committees, including Admissions, Awards, Programs (which, in turn has a subcommittee for each program), Academic Appeals, Information Services, and an Executive Committee responsible for acting in lieu of Council when Council is not scheduled or unable to meet. These committees provide for the appropriate representation of all constituencies within the Faculty, including faculty, staff, librarians, students from all programs, representatives of the University from outside the Faculty, alumni, and representatives of the professions.

In addition, the Dean regularly calls together meetings of the faculty to discuss and make decisions on matters relating to programs, standards, plans and emergent issues. Lastly, *ad hoc* committees and task forces exist to perform work on specialized, temporary tasks as necessary.

Outside the Faculty, the University as a whole has numerous opportunity for students, staff and faculty to serve on numerous governance bodies. In recent years, members of the Faculty of Information have sat on the Academic Board, the Committee on Academic Policy and Programs, the Committee for Honorary Degrees, and the University's Academic Appeals Committee, as well as numerous administrative committees, task forces, search committees.

Faculty and Librarians are members of the University of Toronto Faculty Association (UTFA), which negotiates salary and benefits on behalf of its members. Sessional Lecturers are members of the Canadian Union of Public Employees (CUPE), while most staff are members of the United Steelworkers Union. Graduate students are members of the Graduate Students' Union.

5.2 Staff

5.2.1 Chief Administrative Office

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer 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 school's executive officer nurtures an intellectual environment that enhances the pursuit of the school's 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.

The Chief Administrative Officer at the Faculty has the rank and title of Dean, in common with heads of other Faculties. Deans are appointed according to [policies](#) mandated by the Governing Council. Deans receive an administrative stipend in addition to a faculty member's salary commensurate with academic rank and

achievement. As noted above, the Dean is *ex officio* a member of University governing and administrative bodies (*viz.* the Academic Board, the Principals and Deans Group, and, more informally, the Single-Departmental Faculty Deans group (in the case of the Faculty of Information)). Within the Faculty the Dean is the chief assessor to the Faculty Council and Executive Committee, and sits *ex officio* on all its committees. The Dean also sits as chair of the Appointments Committee and of the Promotions and Tenure Committee.

The appointment of the Dean results from a formal and rigorous search process run 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 conducts some form of self-study and external review. Both the 2003 and 2008 documents are available on-site.

The Dean oversees a staff consisting of an administrative assistant and an assistant to the Dean's Office, in addition to receiving direct reports from an Assistant Dean (Administration), an Assistant Dean (Academic and Program), a Communications Officer, the head of the Professional Learning Centre, and a Manager of Strategic Planning.

5.2.2 Inforum and Administrative Staff

5.2.2.1 Inforum

V.5 The parent institution provides continuing financial support sufficient to develop and maintain 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 school's program of teaching, research, and service.

The 'Inforum' is at its base the Faculty's library, but it also forms an important nexus of the Faculty's intellectual community, integrating as it does print and other resources in service of the Faculty's constituencies, acts as a resource centre for information technologies and classroom support, offers students some work study opportunities, provides short courses in information technology use to students, manages the Faculty's web presence, supports instructors and students in the use of the University's learning management system and performs numerous other tasks on behalf of members of the Faculty community.

The Director of the Inforum is a tenured Librarian, who is also responsible for other Information Services to the Faculty under the title of "Director, Information Services". This title was conferred in 2008 after a determination that the Inforum's services and IT services more generally were insufficiently coordinated. See Standard 6: Facilities, below, for a full description of the Inforum and IT facilities.

5.2.2.2 Administrative Staff

V.4 The school's administrative and other staff are adequate to support the executive

officer and faculty in the performance of their responsibilities. The staff contributes to the fulfillment of the school's mission and program goals and objectives. Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

Supporting the academic enterprise throughout the Faculty, the administrative staff contribute substantially to the Faculty's mission by virtue of their support to the Dean, faculty, students and all the programs offered by the Faculty. All staff are hired according to Human Resources policies of the University, and most are members of the United Steelworkers Union. The Inforum, as the major service unit in the Faculty annually conducts user surveys as a means of gathering information on the quality of its staff and services.

A staff list and organizational chart follows:

**Faculty of Information Administrative Staff
January 2010**

	NAME	TITLE	FTE	NOTES
Dean's Office	Drummond, Andrew	Manager, Strategic Planning	1.00	
	Lovric, Bisa	Dean's Secretary	1.00	
	Vourinaris, Areti	Assistant to the Dean's Office	1.00	
			1.00	
Communications	O'Brien, Kathleen	Communications & Development Officer	1.00	
			1.00	
Inforum	Moro, Nadia	Cataloguing Library Technician	1.00	
	Thirunavukarasu, Meera	Serials & Acquisitions Library Technician	1.00	
	Oh, Anna	Circulation & Public Svc Libr. Technician	1.00	
Information Technology	Search underway	Senior IT Administrator	1.00	
	Search underway	Systems Administrator	1.00	
	Lemmens, Tony	Systems Technician	1.00	
	Dvornyak, Alex	Sr. Developer	1.00	
			1.00	
Operations	Brown, Susan	Assistant Dean, Administration	1.00	
	Shyjak, Katherine	Business Officer	1.00	
	Gonzalez, Alfredo	Financial Assistant	1.00	
	Menzies, Glen	Facilities Coordinator	1.00	
			1.00	
Student Services	Dunn, Judy	Assistant Dean Academic & Programs	.80	phased retirem't
	Rossini, Adriana	Registrar & Practicum Coordinator	1.00	
	Solomon, Tracy	Admissions Officer	.50	job share
	Chan, Christine	Fac. Receptionist & Student Serv. Assist.	1.00	
	Ng, Carol	Student Services Assistant	1.00	
	Jantek, Laura	Recruitment & Admissions Officer	.80	job share
			1.00	
Continuing Education	Stewart, Bruce	Director of Professional Learning Centre	1.00	
	Piorkowski, Eva	PLC Coordinator	1.00	
	Chen, Marcia	PLC Administrator	1.00	
	Pasternak, Cheryl	PLC Marketing Assistant	.40	

QuickTime™ and a
BMP decompressor
are needed to see this picture.

5.3 Finance

V.7 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.

V.8 The school's systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

The Faculty's finances are largely determined by the University of Toronto's new budget model. The University of Toronto adopted a new approach to budgetary allocations starting in 2007-08. The new approach and the reasons for its adoption were recommended by a Provostial Task Force that was struck in April, 2004, and presented its final report in February, 2006. The report of the Task Force, the Provost's response and related material are available on the Provost's web page, at <http://www.provost.utoronto.ca/English>.

The final report of the Task Force states:

"The budget allocation process is a primary tool for the implementation of the university's academic plans and academic priorities."

This has been the fundamental guiding principle underlying the development of the new budget model. To best support the university's academic priorities, the new model has three basic objectives:

- to provide a high degree of transparency, enabling all levels of university administration and governance to have a clear understanding of university revenues and expenses;
- to introduce broadly-based incentives to strengthen the financial health of the university by increasing revenues and reducing expenses;
- and to encourage a higher level of engagement of all senior levels of administration in **budget** planning for academic divisions and in recommending priorities, and budgetary allocations for shared services.

The new model introduced a simple methodology for attributing revenues and the costs of shared services to all divisions. A major portion of the expense budget allocated to an academic division is its *Net Revenue*, which is equal to its share of the University's gross revenue less its share of expenses and its contribution to student aid and to a university-wide fund called the University Fund. A division's net revenue reflects its programs, student enrolments, fund raising activities, research, etc. Hence, divisions benefit as these activities bring more revenue. Divisions also benefit when, in cooperation with

central service units, they are able to make more efficient use of the shared resources. The remainder of the divisional budget is an allocation from the University Fund. This is an entirely non-formulaic allocation, intended to provide funding in accordance with the university's academic planning. It ensures that the total budget of a division is determined by the university's own priorities rather than by those of an external body. It also enables the university to recognize differences in the cost of delivery of various programs or to support particular activities that it considers to have high academic priority. Program delivery costs may not be fully recognized in the government's funding formula or in tuition fee level. The Faculty of Information is a net recipient of the University Fund allocations (as detailed in budget charts, below), which is an essential element of maintaining a balanced budget. This net benefit under the budget model resulted from the administration's commitment not to penalize units as a result of the change of model.

The process of attributing revenues and costs to divisions has been designed to minimize administrative overhead. For example, no transaction accounting is used to attribute the cost of a particular service. Instead, revenues and costs are attributed using simple, readily available and verifiable parameters that provide a reasonable basis for the distribution of revenue or a suitable measure of the extent to which a division uses a particular resource or service. These measures are referred to as revenue drivers and cost drivers, respectively. They include such parameters as number of students, number of faculty, usable space area occupied, etc.

A detailed description of the budget allocation methodology under the new budget model and the revenue and cost drivers used in the attribution process can be found on the Provost's web page mentioned above.

An essential component of the new budget model, and possibly one of its most valuable innovations, is the development of a new process for budgetary reviews for both academic and service divisions. Two review processes have been established, the first for shared services and the associated university-wide costs, and the second for the academic divisions.

Budgetary plans for the academic divisions are reviewed by a Provostial advisory committee. Each division submits a multi-year budget plan based on the University's Long-Range Budget Guidelines and its own academic plans. Revenue projections are based on the division's enrolment plans, new program offerings, etc. Expense projections take into account, cost increases, changes in faculty and staff complement, student financial support, and so on. The academic reviews inform approvals of academic appointments and allocations from the University Fund and academic reserve funds. The reviews also identify capital priorities and support the development of advancement priorities.

The review process, whether for academic or administrative divisions, amounts to a higher level of engagement by all members of the senior administration in the budget process. As a result, budgetary allocations are informed not only by the overall budget situation of the University but also by the circumstances of individual divisions. Cost containment measures, which are often necessary because of the constraints on revenue, are applied by each division based on its own circumstances.

In the Faculty of Information, revenues are driven largely by enrolment; enrolment of students provides the Faculty with tuition revenue as well as a per-student amount allocated from a set formula. Revenue from all sources – tuition, government grants, etc. – is consolidated into a single amount, and then is taxed to pay for central services, the Library, central computing support, etc. Space and other bin costs are paid out of revenues as well.

The following two charts detail the revenue and expense budgets of the Faculty:

Faculty of Information Budget – From the Centre

Projected REVENUE Budgets as of May 1	2008-09	2009-10
Provincial Grant Revenue (on eligible BIUs)	5,072,450	5,114,223
Tuition Revenue	3,684,442	3,971,897
Investment Income	207,191	105,526
Other Income	54,690	65,180
SUBTOTAL - Revenue for UF Contribution	\$9,018,773	\$9,256,826
Provincial Scholarship Grants	68,288	94,474
Endowment Revenue	330,559	-
Canada Research Chairs	200,000	200,000
Overhead on Research	244,909	219,194
TOTAL ATTRIBUTED REVENUE	\$9,862,529	\$9,770,494
Total University-Wide Costs ("Bin costs")	\$3,001,642	\$3,146,832
University Fund Contribution (10% of 1st subtot)	901,877	925,683
Student Aid Set-Aside	650,654	579,208
NET REVENUE	\$5,308,355	\$5,118,771
Adjustments to reflect sources of funds:		
Endowed Chairs (to Divisional Income)	(467)	-
CRC Revenue (to Restricted Funds)	(200,000)	(200,000)
Fed Indirect Costs (25% to Restricted Funds)	(36,566)	(26,277)
Research Overhead Reserve	(22,374)	(80,730)
ADJUSTED NET REVENUE	\$5,048,949	\$4,811,764
Prior Year University Fund Allocation	2,319,805	2,445,012
2007-08 University Fund Allocation	23,748	3,308
2007-08 Allocations from Central Funds	105,650	(14,355)
Cost of central funds distributed	(44,191)	-
2008-09 University Fund Allocation	40,000	-
Total University Fund Allocation	\$2,445,012	\$2,433,965
TOTAL BUDGET (excluding in-year allocations from central funds)	\$7,493,961	\$7,245,729

Faculty of Information Budget - Divisional

EXPENDITURES: Actual and Projected	2008-09	2009-10
Salary Recoveries	(121,490)	(142,000)
Application Fees	(33,120)	(20,000)
Operating Recoveries	(158,279)	(392,854)
Recoveries Subtotal	(312,889)	(554,854)
Appointed Academic Salaries, inc. librarians	3,499,445	3,715,050
Appointed Administrative Staff Salaries	1,101,539	1,131,310
Casual Academic wages	392,743	301,416
Casual Administrative wages	135,695	168,686
Teaching Assistance	188,173	180,616
Appointed Benefits	1,050,838	1,090,431
Casual Benefits	110,320	63,471
Salaries and Wages Subtotal	6,478,753	6,650,980
Advertising and memberships	31,701	26,429
Communications (telephone, postage etc)	70,309	54,241
Equipment purchase/rental	82,750	57,317
Electronic Library Resources - See note 1	12,994	8,503
Furniture	62,964	15,569
Facilities repairs/renovations	117,916	58,653
Hospitality	41,853	41,807
Legal Fees	14,467	3,500
Miscellaneous	9,527	4,900
Moving	211,358	35,000
Personal Expense (UTFA) provision	25,200	32,000
Photocopying	32,878	35,000
Printing	30,309	15,018
Research support (new fac & external)	40,000	55,136
Space (additional)	74,531	111,798
Student Aid	622,000	656,711
Supplies	55,599	21,000
Technical Services/consulting	109,422	9,400
Travel	79,424	36,202
Operations Subtotal	1,725,202	1,278,184
Grand Total	7,891,066	7,374,310

Note 1: our library acquisitions budget at UTL

150,952

160,942

STANDARD 6: PHYSICAL RESOURCES AND FACILITIES

6.1 Buildings

VI.1 A program has access to physical resources and facilities that are sufficient to the accomplishment of its objectives.

VI.2 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 school's program, regardless of the forms or locations of delivery.

VI.3 Instructional and research facilities and services for meeting the needs of students and faculty include access to library and multimedia resources and services, computer and other information technologies, accommodations for independent study, and media production facilities.

VI.5 The school's systematic planning and evaluation process includes review of the adequacy of access to physical resources and facilities for the delivery of a program. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

The Faculty currently occupies about 4450 square metres of space in parts of five buildings. In response to our recent growth as mandated by the Academic Plan, the University allocated an additional 45 offices in two buildings outside of our traditional home, the Claude T. Bissell building. Floor plans are available in the appendices. Faculty members, both regular and adjunct, doctoral students, researchers, IT services staff, and Inforum services are now divided primarily between the Bissell building and 45 Willcocks St. This split in operations, while not ideal, arose because the growth of the Faculty outpaced its ability to fund a new building or the expansion of the existing Bissell Building, but the University has struck a project planning committee to examine options.

The Adaptive Technology Resource Centre (ATRC) and the Iter project (a research and support website for scholars studying the Renaissance and Reformation time periods), both self-funded units within the Faculty, occupy about 350 sq. m. of the Robarts Library building next door to Bissell, and together employ 30 staff. The historic McLuhan Coach House at 39A Queen's Park Crescent is a two-storey structure of only 109 sq. m., which we occasionally use for classes or special events. Adjacent to this, in Mary Hall, former Dean Smith has established the Coach House Institute, the research project related to his Canada Research Chair. There are 14 offices or workrooms available here for senior fellows, post-doctoral fellows, visitors and other researchers.

At the two main locations, 21 professors and 9 senior staff have private offices with a window and a private phone line ranging in size from 9 to 17 sq. m. Four new professors took up their appointments in July 2008. Approximately 15 other administrative staff work in cubicles, reception desks, or open office areas, all with private phone lines. Three to four other offices are allocated on a time-shared basis to adjunct instructors (about 15 per semester), retired professors, and visiting scholars.

Everyone has full computer connectivity. The Dean has a large private office on the main floor of Bissell. Because of the split into two locations at least one room in each of the main buildings is allocated to employees “in-transit”, that is, used by someone whose office is elsewhere but who needs to work here between meetings, or after class.

Doctoral students have common rooms at both sites and all are allocated a private desk, either in small carrels (10) or in offices shared among two or three, depending on the size, or in research space assigned to a professor for whom they are working.

MIS students have a small student council office, a well-equipped lounge with large windows (130 sq. m.), and the opportunity to rent a personal storage locker on the 1st floor, as well as the workspaces in the Inforum and Computer Facilities sections.

Research space is allotted to professors annually based on the size of their research grants for that year and the number of research assistants who need to be accommodated. At present 10 rooms, approximately 130 sq. m in total are allocated to research in some form (not including the Usability Lab or the Coach House Institute).

There are four conference rooms throughout Faculty space, accommodating between 8 and 20 persons for meetings. The Faculty Lounge on the 7th floor (90 sq. m.), with its outstanding view of the campus is used for larger meetings, like Faculty Council, workshops, conferences, fund-raising receptions, and regular classes. The elevator lobby spaces of the Bissell building on the 2nd, 4th, 5th, and 6th floors have been furnished so as to encourage wireless use of laptops and other informal discussions, which has greatly improved the general ambiance of the building.

As the Faculty continues to expand, the need for additional and better-consolidated space will remain a priority. As noted above, the University’s central administration has struck a Project Planning Committee, which by policy consists of faculty, staff and students; and the Office of the Provost (which, *inter alia*, holds responsibility for space allocation) is routinely briefed on space issues within the Faculty.

Ongoing space management and allocation falls within the mandate of the Assistant Dean (Administration), who seeks advice from faculty, students and staff when allocation decisions are required. Ultimately, the Dean determines space allocation decisions within the Faculty.

Physical access to Faculty space is governed by University of Toronto policies and procedures. In particular, the [Statement on Equity, Diversity and Excellence](#) commits the University 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.

6.2 Information Services (including Inforum (Library), Information Technology, and Web Services)

VI.4 The staff and the services provided for a program by libraries, media centers, and information technology facilities, as well as all other support facilities, are sufficient for

the level of use required and specialized to the degree needed. These facilities are appropriately staffed, convenient, accessible to the disabled, and available when needed, regardless of forms or locations of delivery of the school's program.

Strong support for the masters and doctoral degree programs in information studies is provided both by the Information Services unit of the Faculty of Information and by the University of Toronto Libraries system. Information Services, comprising the Inforum, Information Technology, and Web Services, is firmly focused on the useful aggregation of people, services, content and information technology and thus provides the iSchool with many of the tools and resources for research, teaching and practical laboratory learning for students preparing to be leaders in the information professions of the 21st century. The Inforum, reflecting changes in the digital transformation of scholarship and society, is an integrated information facility that brings users, information resources, services, technology, and expert staff together in one physical location and in many virtual spaces. It is funded by the Faculty of Information. The strength of the collections of the University of Toronto Libraries as a whole and the support they provide for research in information studies are an essential complement to the Faculty's own resources.

6.2.1 Inforum (Library) Collections and Services

The Inforum, in addition to being a physical entity in the Bissell Building, is an intellectual concept that embodies the ethos and strategic vision of the Faculty of Information. It anticipates, engages in, and responds to, the research, teaching and learning needs of the faculty and students at the iSchool. It is a social and intellectual hub within the Faculty, embracing and advancing knowledge creation and dissemination. It is a locale for intense information-related practices and provides a laboratory space for experimentation in ever-changing professional education and practice. While its historical roots are in library and information science, with additional strengths in archives and records management, it is now seeing growth in areas such as digital resources management, information systems and design, knowledge management and information management, critical information studies, museum studies, and the ethical, societal and political aspects of information and artefact curation practices. It provides services and resources to occupants of the Bissell Building, the iSouth and iEast buildings, as well as remote users.

Through the provision of a robust IT infrastructure, adaptable web services and expansive Inforum support, the Information Services unit strives to provide seamless access, resources and services in a face-to-face and digitally-mediated academic environment.

6.2.1.1 Inforum Print Resources

The Inforum, located centrally and physically in the Faculty of Information's Bissell Building, houses the Faculty's library collection. With over 127,000 print volumes, this collection is generally recognized as one of the strongest information studies collections in North America. The focus of the collection has evolved over the history of the Faculty to accommodate its changing needs. Library and information science (LIS) and archival studies (AS) have always been our discipline responsibilities for the UT library

community as a whole. The Inforum remains responsible for collecting to support all aspects of the theory, methodology and practice in the core areas of masters and doctoral studies in the iSchool: library and information science; archives and records management; critical information studies; information systems and design; and knowledge management and information management. We continue to collect major English language monographs and serials in these areas, including trade and association monographs, relevant technical reports, documents and standards.

Research level support of information systems has traditionally belonged to the Gerstein Science Information Centre and the Engineering and Computer Science Library. In the spirit of greater campus-wide cooperation, the iSchool relies on these libraries to a greater extent and collects at a study level to support our Masters courses in information systems.

The Inforum's participation in the Shared Acquisitions component of the University's Sirsi library computer system has facilitated cooperation in the acquisition of print and electronic resources within the University of Toronto Libraries. This participation ensures that at least one copy of needed titles is available at U of T.

The use of *Racer*, a cooperative interlibrary loan and document delivery system, means that we continue to be a source of materials in information studies provincially, nationally, and internationally.

6.2.1.2 Inforum Electronic Resources

The Inforum has long been a leader in the area of electronic resources. In 1999 we cooperatively funded the move of locally held electronic resources to the university-wide electronic resource collection in order to make them available to our off-site users. Currently, the Inforum contributes over \$21,000 per annum to the provision of shared, campus-wide, e-resources to support the teaching and research programs of the Faculty and others at the University. The University library system has a very strong electronic collection (Table 6a). A majority of the journals in our areas are now available full-text as part of this collection.

Table 6a: Overview of UTL e-Holdings

As of January 20, 2010:	Licensed	Unlicensed	Total
Journal Collections	35	4	39
e-Books	547,815	134,444	682,259
e-Indexes	944	124	1,068
e-Journals	57,710	5,211	62,921
e-Media	11	10	21
e-Newspapers	4,176	66	4,242
PDA/ Handheld	4	8	12
e-Reference	1,527	174	1,701

To further facilitate access to, and integration of, electronic resources with print resources, the Inforum has been at the forefront of cataloguing electronic resources and has developed in-house expertise in this area. In the past year we have also made strides in making available detailed serial holdings information in the public online catalogue.

6.2.1.3 Inforum Services

As collections become more digital and accessed remotely, users need support to locate and evaluate needed resources. Therefore, services are of paramount importance. As stated in the first recommendation of the *Report of the Task Group on the Info Lab* (1997), "... the primary focus of the Inforum is the provision of appropriate high quality services to users, and ... a strong service orientation inform[s] the work of the Lab". A full package of services has been developed to support access to the strong physical and electronic collections in the Inforum and to use effectively the technology required to access these collections.

The Inforum is integrated into the teaching mission of the Faculty through close contact with individual faculty members through class participation and information literacy workshops. Our teaching lab is the centre for an expansive Inforum Instructional Series. Over 20 workshops on topics ranging from advanced research skills (including bibliographic citation, effective use of electronic resources, web work, and information presentation) to personal and professional development (including time-management, resume writing, and journal editing) are offered at the beginning of both terms. These workshops provide a solid grounding in the use of the resources and technologies needed by students to successfully complete their programs of study. Additionally, many in-class workshops have been developed to support existing FI courses and to impart specific skill sets. New workshops are being developed to address specific emerging needs, including workshops on information design, three-dimensional space and exhibits modeling, and creative image design and publishing. During the 2008-2009 academic year the Inforum offered 170 graduate sessions, with 2,236 participants.

The Inforum continues to develop its laboratory aspects by providing opportunities for students to work in the Inforum. We currently employ twelve graduate students, with backgrounds or an interest in information systems, libraries, archives, and museums. These students provide information resources and services to faculty and peers.

Other services include: course management systems support; course documentation repository; current contents service; new acquisitions notification; rush cataloguing; circulation and other loan services; short term loan collections; digitization; printing and photocopying; equipment and room bookings; and web 2.0 technologies such as blogs, wikis, and rss feeds.

Future directions for the Inforum include: better integration of physical spaces and intellectual resources; making the Inforum a fully functioning model inclusive space; and becoming a primary laboratory for experimental information practices.

6.2.1.4 Inforum Collection Strengths and Support

The Inforum collects in print and digital formats at the research or study level in all primary collection areas, with emphasis on English language materials. For practical purposes, the collection is self-sufficient in library and information science and in archival science at the research level, and in information systems and design it is sufficient at the study level for master's students' needs.

The Inforum is the North American clearinghouse for subject analysis materials: classification schemes, subject heading lists, thesauri and taxonomies, and has a collection of about 3,300 titles. This special collection, the Subject Analysis Systems Collection (SAS Collection), provides a valuable resource for research in subject analysis, taxonomy and classification, and is an excellent working collection. Other special collections include the archives of the Institute of Professional Librarians of Ontario, the Canadian Association for Graduate Education in Library, Archival and Information Studies, the Canadian Council of Information Schools, and the Librarians Association of the University of Toronto.

Support for academic programs is not limited to the resources of the University of Toronto's own libraries. Toronto is the major Canadian centre for the book trade and publishing. It is unique in the richness and diversity of its library systems and resources; there are over 500 libraries of all types within Toronto. Other major academic libraries include those at York University and Ryerson University. Public library resources are provided by the Toronto Public Library. With 99 branches, it is the largest public library system in Canada. Its extensive collections include two research/reference libraries and several specialized collections including the Osborne and Lillian H. Smith collections of children's books and the Canadiana collection. Over 300 special libraries in business, institutions and governments provide additional resources for students. Toronto is also an important centre for archival collections, including such major repositories as the Archives of Ontario, the City of Toronto Archives, York University Archives and the University of Toronto Archives.

6.2.1.5 Financial Support for Library Acquisitions

The current annual University level of funding for the Inforum collections is just over \$160,000. As a demonstration of the Faculty's commitment to maintaining the Inforum's collections, additional funds of \$11,000 - \$45,000 per annum have supplemented this budget, primarily used to purchase electronic resources and retrospective resources.

Table 6b identifies the funding partnership between the Faculty of Information and UTL for the current fiscal year. We are also making investments in acquiring retrospective holdings in electronic format.

Table 6b: Inforum/UTL Materials Budget, 2009/10

Source of funds	Budget	%
Inforum's UTL account	160,942	93%
FI e-resources	11,444	7%
Total materials budget	172,386.24	100%

Categories of spending	Budget	%
Monographs Budget	49,000.00	28%
Serials Budget	92,500.00	54%
Shipping and Taxes	8,500.00	5%
Electronic Resources	22,386.00	13%
Total	172,386.00	100%

Table 6c identifies the total library acquisitions budget per annum, 2003/04 – 2009/10 with amounts contributed by UTL and by the iSchool.

Table 6c: Financial support for Library Acquisitions, 2003/04 – 2009/10

Year	\$ Amount	Notes
2003/04	\$143,173	\$123,173 from UTL \$20,000 from FI
2004/05	\$148,285	\$128,285 from UTL \$20,000 from FI
2005/06	\$153,609	\$133,609 from UTL \$20,000 from FI
2006/07	\$184,153	\$139,153 from UTL \$45,000 from FI (exceptionally high to support new Museums Studies program retrospective buying)
2007/08	\$174,928	\$144,928 from UTL \$30,000 from FI
2008/09	\$180,942	\$160,942 from UTL \$20,000 from FI
2009/10	\$172,386	\$160,942 from UTL \$11,444 from FI

Table 6d provides a record of acquisitions for the last 7 years, along with a description of changes in the collections since the last accreditation review in 2002/03.

Table 6d: Acquisitions, 2003/04 – 2009/10

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Volumes held at start	120,413	121,276*	121,665	122,810	124,077	125,640	127,425
Volumes acquired	958	596	1,276	1,594	2,432	2,011	
Volumes withdrawn	255	217	121	327	869	948	
Volumes at end	121,116	121,655	122,810	124,077	125,640	127,425	
Serials	783	778	794	794	662	379	

* 2004/05 volumes held at start figures is different from volumes at end 2003/04 figure (discrepancy +160 volumes)

6.2.2 Inforum Staff

The Inforum staff is currently comprised of 4 full-time, permanent information professionals with ALA accredited degrees; 3 full-time, permanent library technicians, and eleven part-time, temporary student assistants. (The full-time, permanent iSchool Senior IT Administrator, Senior Developer, Systems Administrator, Systems Technician and 1 student systems technician work out of the Inforum and provide for the integration of resources, services and people that is the ethos of the iSchool Information Services unit.)

6.2.3 Inforum Facilities and Equipment

The Inforum occupies the 4th and 5th floors of the Faculty's Bissell building. Study space is available for over 150 people. In addition to the kinds of study areas described in section 6.1 above and IT support in section 6.3 below, there is also equipment for viewing microfiche and microfilms. Two networked computers allow public and alumni access to the university libraries' online catalogue and many networked electronic resources. Three staff workstations in the public area allow staff to provide immediate assistance to users. Each staff member also has a personal networked computer. Three photocopiers, with double-sided and scanning capabilities, a black and white printer, a colour laser printer and two high quality flatbed scanners are available for users. There is also an open reconfigurable space used for large events such as Job Fair and prospective student Information Nights.

6.2.4 Accessibility

During the fall and winter terms, the Inforum is open 87.5 hours per week. Most of the Inforum is accessible to wheel chair patrons; special arrangements have been and can be made to accommodate patrons with other disabilities that our students may have. The 5th floor stack area is mostly inaccessible to many disabled patrons because of the narrow distance between the stack ranges and the height of the shelves. Assistance is provided to retrieve items as needed.

6.2.5 Adequacy of Inforum Services and Resources for the Program

Taking into consideration the resources of FI and of the University of Toronto Library system, there is extensive library support for the existing program in masters and doctoral studies including library and information science; archives and records management; critical information studies; information systems and design; and knowledge management and information management. The Inforum has received excellent financial support from the Faculty for staffing, resources, and facilities. The University policy of inflation protection of acquisitions budgets has assisted in maintaining and, to some degree, expanding our collection support for iSchool programs.

6.3 Information Technology, Web, Laboratory, Electronic Classroom and Audio-visual

Facilities

While certain information technology (IT) aspects of the iSchool are highlighted below, it is important to recognise that IT is at the service of the Faculty and never an end unto itself, and, combined with the Inforum and the iSchool web presence, is integrated within the Information Services unit, bringing together people, resources and services to meet the research, teaching and learning goals of the Faculty communities. Information Services is a model of the diffusion of information technologies within society and the underpinning of current and future information practices.

6.3.1 Information Technology and Web Resources

The iSchool aims to be an excellent example of the effective and innovative application of contemporary information technologies. Computers in the Faculty of Information are connected via a Local Area Network; the workstations in the Faculty are connected to our central file server where all user data are typically stored and backed up. All lab, electronic classroom, staff and faculty computers have access to a wide range of applications including word processing, bibliography preparation, graphics/presentation, design, e-mail, database and spreadsheet programs, statistical and data analysis tools, Internet (including various Web browsers, e-mail, web and graphics design and authoring), and others. The iSchool internal network is connected by gateway to the campus Fiber Optic Network. IT services are provided in multiple physical locations, including the Bissell Building, iSouth and iEast.

Faculty Website: With many embedded social computing tools, the Faculty website allows users to engage actively in the life of the Faculty through online communication and is a source of information for current and prospective students. It hosts various web services including a course evaluation module, course documentation repository, a faculty, staff and students directory, as well as an abundance of content for students, faculty and others interested in the work of the Faculty. It is powered by the Drupal content management system.

Aside from the Faculty website, our servers host an array of faculty internet and intranet services, consisting of both static web sites and database-driven web applications such as online resource booking and ePresence webcasting, in addition to web-based discussion and groupware support functions.

Other hardware and software: A Windows Server hosts the Faculty Internet and Intranet services, which consist both of static documents and database-driven resources, an online resource booking system as well as web-based discussion and groupware support functions. In addition, all faculty students and staff have an opportunity to create their own personal website. A Windows 2000 Server hosts our Professional Learning Centre site (formerly Continuing Education). PLC uses its website extensively, including offering successful web-based courses and real-time course registration system.

Media Production: Software and hardware are available in the iSchool to assist instructors and students wishing to prepare multimedia presentations, including presentation authoring software, optical scanner workstations, digital cameras,

camcorders, DVD drives, CD-Writers, sound cards, etc. The Information Commons in the adjacent Robarts Library provides additional opportunities for faculty use of multimedia facilities for courseware. In addition, the Inforum hosts a plotter/printer for poster creation.

All members of the iSchool community have access to two optical scanners with OCR capabilities. There are four laptops and four portable digital projectors that can be booked for teaching purposes within the faculty or for short-term offsite use by faculty members. The Inforum also provides daily loans of ten Windows laptops and ten Mac laptops, purchased by students for students. Other bookable equipment for the use of students and faculty members includes e-book readers, digital voice recorders, digital still and video cameras, and a range of cables, chargers and extension cords.

Most faculty offices are equipped with a Pentium computer running Windows XP. A few offices have Macs. All computers in the Faculty have access to one or more of the laser and colour printers on the network. All staff are provided with a Pentium computer on their desk, with access to printers, scanners, etc.

6.3.2 iSchool Lab Spaces

The Faculty is dedicated to creating opportunities for students and faculty to engage in information practices in the course of study, teaching and research. While the Inforum itself is a laboratory for active learning and teaching, additional laboratory spaces have been created. Some are either within the Inforum or are maintained by Information Services staff. Other lab spaces are described elsewhere in this Program Presentation.

6.3.2.1 The Usability and Interaction Lab

Created in 2005 as part of the TAPoR project (Text Analysis Portal for Research) funded by a large Canada Foundation for Innovation grant. A small inner room can be used in isolation or as a viewing chamber of the larger room via a one-way window. The usability and interaction facility has the ability to record screen video, user video (facial view) with sound, and the document being studied with bullet cameras. Video and audio can then be viewed in picture-in-picture format, flagged and annotated from multiple remote viewers, edited, analyzed, archived, or sent to remote locations using the video-conferencing system.

The larger room supports multi-site video-conferencing via high-speed IP connection, and seats 15 – 30 people with flexible tables. There are two projectors with multiple inputs, wireless microphones, and two large screens.

Post production functions are provided by two high performance Precision workstations equipped to provide video and audio capturing from up to two of the ceiling mounted cameras in the main room, and combine the two video streams in PIP format using time stamping technique. The four remotely controlled PTZ (Pan-Tilt-Zoom) ceiling-mounted cameras allow different views of room activities. There are also professional video and audio editing tools, DVD authoring, hi speed wireless, 10 laptops, a printer, and mass file storage capacity.

6.3.2.2 Student Multimedia Lab

A student-led and student-paid initiative to create a space for multimedia production and experimentation, the lab contains: a powerful dual monitor Mac Pro for multimedia processing; Final Cut Studio 2 and Aperture 2 software; an iMAC presentation workstation; a large format flat-bed scanner (12" x 17"); a ceiling mounted projector, screen and sound system; and DVD/VHS PlayerController for switching projector input to various sources.

6.3.2.2 The Brian Cantwell Smith Ideas Exchange

Established in 2009, this is a collaborative workspace, with wireless access to University broadband, with a SmartBoard and access to power supplies and network connections; it contains some modular furniture for user re-configuration based on immediate need and use; has 20 seats, a coffee bar and small kitchen.

6.3.2.3 The Museum Studies Studio Space

Lab and teaching space for Museum Studies students, with access to all students in the iSchool programs when appropriate. It is a collaborative workspace for designing, constructing and hosting exhibitions.

6.3.3 Electronic Classrooms

There are a total of four electronic classrooms available for student use, containing a total of 76 Pentium-level workstations. Most of these electronic classrooms are used exclusively by students; others are used for teaching, but also available to students at other times. In addition, there are 25 computers in the open area of the Inforum exclusively for student use. All the PhD carrels in the Bissell Building are wired into the network so PhD students can use their own desktop or laptop equipment to access Faculty and Internet resources. There are five group study rooms equipped with Pentium workstations. Students book these rooms to do group assignments. The secure student study and lounge space on the 7th floor has a wireless network to support individual and group work, as well as a SmartBoard exclusively for student use and purchased with student contributed funds.

6.3.3.1 Electronic Classroom 417

Available during Inforum open hours (approx 90 hours per week). When the room is not being used for teaching purposes, it is designated as quiet study space for iSchool students. It has 19 Windows XP workstations, including an instructor's workstation, with a ceiling mounted projector.

6.3.3.2 Electronic Classrooms 225 & 224

Sometimes used for teaching. When the room is not being used for teaching purposes, it is designated as quiet study space for iSchool students. 29 Windows XP workstations; 24-hour access using TCard; laser printer available for student printing.

6.3.3.3 Electronic Classroom 116

A teaching classroom. When the room is not being used for teaching purposes, it is designated as quiet study space for iSchool students; 21 Windows XP workstations; 24-hour access using TCard; laser printer available for student printing.

6.3.4 IT and Web Staff

The IT and Web staff consists of one Senior IT Administrator (position currently vacant), a Senior Developer, a Systems Administrator, a Systems Technician, one part-time systems technician, currently a Master of Information student, and one part-time Web Content Coordinator, with an ALA accredited MIST degree. Staff are located within the Inforum and fully available to iSchool students and faculty members.

6.3.5 User Training

Hands-on tutorials on the IT resources, the network, software and the Internet are offered by Information Services staff to students, staff and faculty in the electronic classrooms. All IT staff participate in the Inforum Instructional Series. Local documentation for many of the commonly used software packages is provided on the Web; manuals for software and CD-ROM training software package for Microsoft Office 2003 products are available on short-term loan from the Inforum. Those users at a distance but online may avail themselves of either our librarian or IT virtual help-desks.

6.3.6 Accessibility

The iSchool community has remote access to many resources/documents via the Internet. Public documents, such as the Calendar, are available on the Faculty website. Course descriptions and timetables are also available via this medium. The Faculty maintains an online job posting service where employers may post employment opportunities for students and alumni.

Services available to the iSchool community exclusively include; room and equipment booking, information sharing via the website and registration for in-house workshops. BSCW (Basic Support for Cooperative Work) provides a vehicle for collaborative projects. Password protection and version control make BSCW a useful vehicle for cooperative work, whether for course work or research projects.. Web services available through the University of Toronto website includes online registration for courses via the ROSI (Repository of Student Information) service, course management software such as BlackBoard; and e-mail and calendaring software through MS Exchange.

iSchool students are encouraged to improve their web development skills through access to web space accounts and hands-on training. Research projects are also allotted web space as requested.

With respect to physical access, iSchool students have year-round 24-hour access to most of the electronic classrooms. Many workstations are ergonomic in style with adjustable keyboard trays and chairs. Two ergonomic or natural keyboards are available for student use. The *Dragon Naturally Speaking* voice recognition software is installed on one workstation.

6.3.7 Adequacy of Information Technology Resources to Support Program

The Inforum and Information Technology Survey has been conducted annually for most of the past 7 years. The surveys provide useful feedback on the students' level of satisfaction with information resources and services, and help identify areas that need improvement. Over the years, the results of the surveys indicate a high level of satisfaction with the resources and services of the Inforum and IT resources. Moreover, student participation in the survey and the satisfaction scores of important dimensions of performance have also been improving.

6.4 Accessibility

The Faculty's facilities are compliant with the *Ontarians with Disabilities Act*, and, as of 2010, has moved (under the direction of the Vice-President, Human Resources and Equity) to a state of compliance with the *Accessibility for Ontarians with Disabilities Act*, which requires institutions to be not only physically accessible, but to put in place a customer service standard on the reasoning that the University's commitment to providing an equitable and inclusive environment must proceed beyond merely the provision of physical space, but must strive for and achieve the goal of full participation of all members of its community to identify, remove and reduce barriers to learning, teaching and working. All staff members and faculty have received basic instruction in meeting the Provincially mandated customer service standard, and a system is in place for all new employees (even casual or temporary ones) to meet the standard.