

FOR INFORMATION AND FEEDBACK**PUBLIC****OPEN SESSION**

TO: Planning and Budget Committee

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PRESENTER: As above
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DATE: October 21, 2013 for October 28, 2013

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Faculty of Information Academic Plan, 2012-17

JURISDICTIONAL INFORMATION:

Divisional academic plans are considered by the Committee and the Academic Board for information and feedback. Prior to approval by the Provost and presentation to the Committee, it is expected that the relevant divisional Council would endorse the academic plan in principle. (*Planning & Budget Committee, Terms of Reference, Section 4.1*)

GOVERNANCE PATH:

1. **Planning and Budget Committee (October 28, 2013) – for information and feedback**
2. Academic Board (November 21, 2013) – for information and feedback

PREVIOUS ACTION TAKEN:

See below

HIGHLIGHTS:

The Academic Plan of the Faculty of Information is the product of an extended consultation process beginning with a July 2009 Town Hall, including a series of faculty retreats in the 2011-12 academic year and further consultation with faculty, staff, students and members of the community in the fall 2012. The final plan was considered by the Provost's Advisory Group and was endorsed by the Council of the Faculty at its meeting on April 12, 2013.

FINANCIAL AND/OR PLANNING IMPLICATIONS:

The resource implications of the Divisional Academic Plan are as detailed in the plan.

RECOMMENDATION:

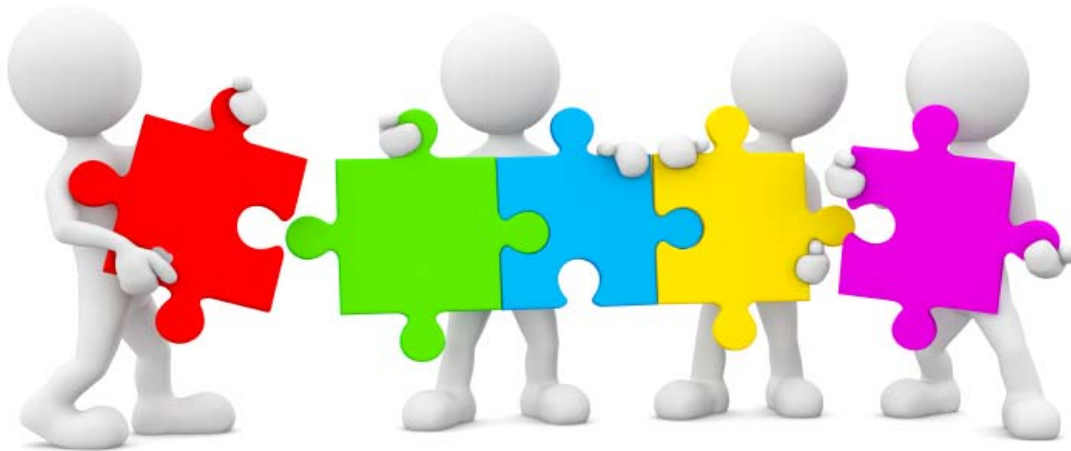
This item is *for information and feedback only*.

DOCUMENTATION PROVIDED:

- Item Cover Sheet - Faculty of Information Academic Plan, 2012-17
- Item - Faculty of Information Academic Plan, 2012-17

iSchool at University of Toronto Strategic Plan 2012-2017

Pathways to Our Future



iSchool Strategic Plan 2012-2017: Pathways to Our Future

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Foreword

The University of Toronto iSchool is committed to excellence in scholarship and education to enable information to transform positively the possibilities of individuals and society.

Information and information and communication 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. As a research-directed institution, the iSchool is uniquely qualified to take a crucial and critical role in exploring information in all its breadth, depth, and richness, and in creating and communicating new knowledge. It is equally qualified to educate information professionals in all areas of information-related inquiry – creation, organization, storage, access and retrieval, dissemination, preservation, conservation, policy – in innumerable settings and environments, while fostering a deep understanding of the information needs of society. Indeed, the object of study is not simply IT or Information, but information *in society*. The pace of change is so staggering that the Faculty's commitment to both academic research and professional education in the information disciplines is even more essential today than it was a decade ago.

The iSchool at the University of Toronto is immersed in a long period of fundamental shifts in every facet of its endeavours; it will continue to be for the foreseeable future. Change is the living paradigm for research and education. All of this has been delivered in the context of an unpredictable funding environment, a new long-term plan for the University of Toronto as a whole (*Towards 2030*), and massive changes in the nature and use of information in society.

This *iSchool Strategic Plan 2012-2017* is designed to consolidate the gains made under *Stepping Up: Information Practice in the 21st Century 2004–2010: Academic Plan for the Faculty of Information Studies*, to prepare the Faculty to respond effectively to global opportunities and local needs.

Our operating assumption is that rapid, unceasing change is endemic. The Faculty will respond by continuously adapting to new circumstances and the continuing growth in the role of information in society. In the context of ongoing rapid change, the Faculty brings prescient vision, mission, values, and goals. Our goals are flexible enough to be operative in the evolving environment. This strategic plan provides a framework that builds on our historic strengths, renews our vision, exposes our mission, champions our core values, and lifts us to aspire to these renewed goals.

The Faculty has tremendous potential to contribute to the shaping of the information society through the research that we do, what and how we teach, through the roles that our graduates come to play in their professional and even personal lives, and through how we reach out to the broader community. The iSchool remains uniquely placed to shape the information landscape and to help to create a fairer, more equitable, and more knowledgeable society. There is, however, increased competition for research and teaching places in this landscape. If we are to maintain and improve our successes we must be proactive, engaged, and visible. This strategy steers us into positions that make us more proactive, more engaged, and more visible.

Our strategy charts pathways to the future, but does not define an end state. Instead it recognizes that we will continually be in the state of becoming excellent and remaining socially, economically, politically, and culturally relevant to society.

Dr Seamus Ross
Dean and Professor
iSchool at University of Toronto

Our Vision, Mission, Values and Social Role

Vision

The UofT iSchool will be the leading centre of excellence in research and education in Information

Mission

The iSchool at the University of Toronto is a research-led Faculty, educating the next generation of academic and professional leaders in information, who join us in transforming society through collaboration, innovation, and knowledge creation. Our community engages in critical information research that supports the evolution of a global knowledge society of benefit to all of humanity.

Values

The UofT iSchool, whose work is dedicated to knowledge creation and diffusion, is guided by its core values of:

- ◇ Excellence in research and education
- ◇ Critical engagement with cultural, social, political, and ethical issues in information to benefit society
- ◇ Inclusivity, social justice, and ethical practice
- ◇ Transparency, accountability, and public responsibility
- ◇ Creativity, innovation, and entrepreneurship
- ◇ Interdisciplinarity, collaboration, and methodological diversity

The iSchool's Social Role

The iSchool at the University of Toronto is dedicated to excellence, public responsibility, and creativity in scholarship and educational development that transforms the possibilities of society and of individuals.

About the iSchool: From 1911 to 2013

The beginnings of Canadian informational professional education for libraries and information research can be traced to Toronto in 1911. Recognizing the key role that information played in society and the need for upgraded education, early leaders started the courses and training to address the vast expansion of libraries of all kinds in Canada. The University of Toronto played a key role in the development of library and information professionals in the 20th Century – establishing a Diploma in Librarianship in 1928 and issuing the first Ontario Department of Education Librarian's Certificates eventually resulting in the first Bachelor of Library Science (BLS) degree in 1936 and in 1951 awarding Canada's first Master's Degree in Librarianship. These firsts were followed by Canada's first Doctor of Philosophy in Library Science in 1974.

Established as a full faculty in 1972, the Faculty has continued to build on its successes and influence to become firmly established as the pre-eminent library and information school in North America by 1984. As it evolved, professional innovation, education, and research became hallmarks of the Faculty with initiatives such as the McLuhan Program in Culture and Technology, the Toronto Centre for the Book, the Book History and Print Culture program, the Knowledge Media Design Institute, and culminating in the Faculty joining the caucus of iSchools in 2006.

The Faculty has become adept at meeting the needs of a wide variety of information professionals, researchers and employers. This has been accomplished in recent decades through innovative partnerships and new degree programs. The Faculty now offers professional education in librarianship, archives and records management, critical information studies, culture and technology, information and systems technology, knowledge media design, and museum studies. We have established innovative partnerships with University of Toronto programs, including Addiction Studies, Aging, Palliative and Supportive Care Across the Life Course, Book History and Print Culture, Environmental Studies, Knowledge Media Design, Sexual Diversity Studies, Women and Gender Studies, and Women's Health. Through partnerships the Faculty has combined programs at the Master's level (e.g. Faculty of Law) and a joint undergraduate degree with the University of Toronto Mississauga in Interactive Digital Media (IDM) (from Fall 2012). Our iSchool Institute (Professional Learning Centre) offers hundreds of courses to support continuing education in the information field and our integrated approach to education such as our ARMA records management certification and Public Library Leadership Fellows Program certificate.

Founded in 1969 as the first museology post-graduate degree program in Canada, the Master of Museum Studies (MMSt) program joined the iSchool in 2006. The MMSt benefits from an international internship program and active participation by the diverse museum community of Greater Toronto. Research in museums lies at the core of the information field.

Now, over a century after information education started in Toronto, we find ourselves at a transformation point. Libraries and archives continue to thrive and evolve, but worldwide disruptive influences centered on technology and a new imagination of information are forcing change. New approaches to information at rest and new ways of putting information into motion have increased demand for our graduates for both the private and public sector. It has created opportunities for new kinds of research and fueled the demand that the knowledge generated within academic spheres be transferred beyond the academy so that knowledge mobilization can be of vital use for diverse sectors and institutions in order to shape information policies and practices. Use and development of Information centres, such as library and archives continues to grow in such areas as the use of materials, virtual access, the use of libraries as spaces, programs, research, information literacy instruction, readers' advisory outreach, and liaison work. Cultural curation of information and artifacts to stimulate learning and understanding is also flourishing. The needs of organizations for information managers for intranets, records management, systems, archives, curation, and digital publishing also create demands for our graduates in the new economy. The digital revolution has not hurt the traditional information professions; it has enlivened them with opportunities for evolution and rejuvenation.

Our Programs and Institutes

Known as Canada's top information school, the iSchool at Toronto is ranked among the world's leading information and knowledge management schools. Global, diverse, and pioneering, the iSchool offers programs year-round in such degree disciplines as Master's of Information, Master's of Museum Studies, MI/JD Joint Degree, Graduate Diploma of Advanced Studies and PhD in these areas of concentration:

- ◇ Archives and Records Management
- ◇ Critical Information Studies
- ◇ Culture and Technology
- ◇ Information Systems and Design
- ◇ Knowledge Management and Information Management
- ◇ Knowledge Media Design
- ◇ Library and Information Science
- ◇ Museum Studies

The iSchool is also home to these pioneering institutes:

Coach House Institute

Located in the historic McLuhan Coach House, this institute engages scholars to examine the impact of digital technologies on culture, society, and the world. The Coach House Institute, established in 2009, is home to the University of Toronto's McLuhan Program in Culture and Technology.

Digital Curation Institute

Launched in 2010 with the international conference 'Curation Matters', the Digital Curation Institute catalyzes research by scholars, students, and practitioners to investigate the principles, theories, technologies, and tools related to the creation, management, use, interpretation, curation, and preservation of digital materials.

iSchool Institute

As the continuing education and public outreach arm of the Faculty of Information, the iSchool Institute offers certificate programs, online distance learning courses, professional development workshops, and open public lecture series. The iSchool Institute is the largest professional learning centre for information professionals based in North America. Its collaborations have resulted in such programs as the Public Library Leadership Institute.

Knowledge Media Design Institute (KMDI)

KMDI studies the human-centred development of new digital media and the interaction between new technology, media, and social spaces. Research partners include other universities, the private sector, non-profit organizations, and governments. KMDI is a pluridisciplinary network of scholars focused on addressing questions within the meta-domain of media used for organizing, accessing, and interacting with knowledge. KMDI hosts the Inclusive Design Institute. Among its research clusters is Semaphore, dedicated to inclusive design in the area of mobile and pervasive computing.

The Identity, Privacy and Security Initiative (IPSI)

IPSI was established jointly by the Faculty of Applied Science and Engineering and the Faculty of Information to carry out pioneering interdisciplinary research in developing new approaches to security that maintain the privacy, freedom, and safety of individuals and the broader community.

The iSchool: Poised for Impact on a Knowledge-based Economy

Changes in Society, Academia and Employment Patterns in the Information World

Changes in society

As we move through the 21st Century, we will see an increased emphasis on public policy with respect to information, rights, and usage. Just as public policies on finance, education, social needs and science rose to the top in the last century, public policy concerns about information will come to the forefront around usage rights, curation, the economy, globalization, governance, knowledge creation and ownership, cultural industries and museums in this century. Creating graduates who can deliver intellectual and professional leadership in these areas is essential to national progress as a society and as a successful economy.

Changes in technology

Persistent massive technological advances are without question among the key drivers of the global change. The iSchool will influence the course of these transformations. Such innovations deserve academic study and new professionals must be prepared to be flexible and adapt. Our areas of focus include human-computer interaction, social media, systems modeling, data analytics, service science, collaboration, 3D making, technical information, privacy rights, digital curation and preservation, cultural engagement, health informatics, the role of information in healthcare outcomes, web design and interactivity, digitization and presentation of textual and cultural objects, metadata and visualization, and information forensics and discovery.

Changes in academic and professional education

The teaching and research opportunities created by campus-based classroom and laboratory learning, e-learning, distance education, and the emerging challenge of MOOCs (massively open online courses), as well as hybridizations of these technology and interpersonal methods will expand greatly over the term of this plan. These will create research opportunities to explore and study the best practices in these environments as well as the opportunity to integrate library service, information, database, laboratory, digital cultural environments and expertise into the new modalities. The operational opportunities, as the iSchool and university more aggressively experiment with and adopt e-learning and hybrid models, are worthy of study and expanded experimentation as a response to technological and competitive threats. Some of these threats are exposed in the discussions about the “academic bubble” and the emerging threats to the current business model of universities. In the face of this perfect educational storm, this plan aggressively proposes the creation at the iSchool of new modes of experiential, experimental, and empirical educational models to adopt.

Changes in the marketplace

LIS Professionals: Numerous recent studies on the LIS job market and employment demonstrate that there is increased demand for leadership and management skills and that recent LIS graduates are likely to assume leadership positions faster than the earlier cohorts of graduates. The following factors will help to drive and strengthen demand in the near future: issues with the management and preservation of electronic resources; the growing need for community involvement; the requirement of equitable access to information as an attribute of civic participation; the necessity of information, computer, and media literacy; and the complexities of publishing and scholarly communication, to name just a few. All these sectors will benefit from the expertise and contribution of LIS professionals.

Archives and Records Management Professionals: Again, the exponential explosion of both print and digital content has created challenges and opportunities for research and employment for all sectors. The market for both RMA education and continuing education is strong. The challenges are driven by and solved by technology and research into the opportunities for better management of records, archives, and cultural heritage. The demand for experimental solutions to addressing workplace collaboration in the context of records and information is strong.

Cultural and Museums Professionals: The need for building engaging experiences to curate and understand our cultural heritage and history continues to grow with the development of new museums both physical and virtual.

The emerging challenge of adapting new technology for the storage and display of non-textual information using 3D scanning, 3D display and printing, and allowing interaction with historical objects without damage to the original represents a key opportunity. These opportunities exist on both a Canadian and global scale.

Information Systems Professionals: The opportunity to develop information systems professionals that have an integrated view of user behaviour, public policy, human computer interaction, and information architecture and metadata is both complex and needed by the marketplace. Combining knowledge of technology and content with an understanding of human and institutional behaviours is a winning combination.

The challenges facing the information field in terms of policy, legal frameworks, use, development, discovery and education is daunting and exciting. Again, our graduates are positioned to play key roles.

iSchool's Priorities for 2012-2017

Our strategic plan rests on five pillars. Each contributes to the development of the faculty and our students, and to ensuring that we participate in transforming attitudes, practices, and opportunities for information in society.

Innovate

Lead in innovative scholarship to transform society and scholarship.

Inspire

Enhance our international renown for life-long, enquiry-centred education.

Shape

Shape the social space of information and support sustainable growth.

Lead

Nurture leaders who contribute to enabling society to realize the positive social benefits that information makes possible.

Enrich

Enrich our environment and culture for study, research, and work.

iSchool's Goals

Priority	Goals
Lead in innovative scholarship to transform society and scholarship.	<ol style="list-style-type: none"> 1. Nurturing collaborative research and scholarship that embraces pluralistic approaches. 2. Promoting long term, sustainable growth in external funding for iSchool research. 3. Developing and participating in local, national, and international research partnerships. 4. Achieving greater visibility for iSchool research and scholarship.
Enhance our international renown for life-long, enquiry-centred education.	<ol style="list-style-type: none"> 1. Engaging our students in experiential, experimental, and empirical learning. 2. Delivering programs with flexible, innovative formats. 3. Making an iSchool education more accessible. 4. Producing graduates who have knowledge and values appropriate to their future exercise of cultural, economic, and/or social leadership.
Shape the social space of information and sustainable growth.	<ol style="list-style-type: none"> 1. Being a catalyst, conduit, and advocate, linking leading research in information and innovations in professional and institutional practice, and in the shaping of public policy. 2. Raising public awareness of information and advocating for information issues. 3. Enabling the life-long intellectual growth of our graduates, supporting them as they participate in shaping the information society.
Nurture leaders who contribute to enabling society to realize the positive social benefits information makes possible.	<ol style="list-style-type: none"> 1. Educating graduates capable of leading innovation in the information economy and society. 2. Promoting awareness and recognition of the sectors in which the iSchool's graduates work and how their actions support prosperity development. 3. Fostering, where appropriate, the take-up of research (e.g. new information methods and processes) that generate wealth and social good.
Enrich our environment and culture for study, research, and work.	<ol style="list-style-type: none"> 1. Creating new kinds of learning and research environments within the iSchool. 2. Engaging broader communities in our conversations. 3. Aligning our organisational structure with our goals. 4. Improving our advancement approaches. 5. Refining our marketing, outreach, and recruitment initiatives. 6. Supporting our faculty and building our future.

Priority 1: INNOVATE

Lead in innovative scholarship to transform society and scholarship.

The members of the iSchool faculty have a long tradition of conducting rigorous, interdisciplinary, and innovative research that contributes to society and helps shape the field and scholarly discourse of information. The quality of scholarship within the Faculty underpins the quality of all other Faculty activities, including curriculum offerings and the ability to recruit outstanding students and faculty. The iSchool has benefited from a significant faculty recruitment effort over the past decade, resulting in the largest and most intellectually diverse complement in the Faculty's eighty-five year history. Because of its size, the Faculty is better positioned to articulate research, which respects the scholarly autonomy of individual faculty members, reflects our research cohesion, leverages our scholarly critical mass, and reflects our intellectual multi-vocality. Our abilities as an iSchool to realize these objectives benefit from our supportive, collegial, and pluridisciplinary research culture.

The external and internal research environment is evolving and our continued ability to achieve research excellence depends upon our increased investment in engendering a conducive and collaborative research environment underpinned by a robust infrastructure. Outstanding research requires a culture of scholarly inquiry and collaboration. Our goal is to provide a context for this kind of scholarship through promoting community and delivering infrastructure and support that cultivates creativity and fosters achievement both individually and collectively. In its pursuit of this goal, the Faculty puts great emphasis on its role as mentor for doctoral students, post-doctoral fellows, and junior faculty. This involves our fostering collaboration, interaction, and grant getting. We will continue to work to nurture our research culture in ways that enhance the research capabilities and capacity of our faculty.

Goal 1:

Nurturing collaborative research and scholarship that embraces pluralistic approaches.

Strategies and Actions

- A. Develop and provide support for diverse modalities of research, including: laboratories, studios and workshops.
- B. Encourage research collaborations among iSchool faculty and students.
- C. Catalogue our current research portfolio to enable us to identify synergies we may have missed and new funding opportunities.

Goal 2:

Promoting long term, sustainable growth in external funding for iSchool research.

Strategies and Actions

- A. Implement a support mechanism for internal peer review of grant applications.
- B. Provide individualized research support for new faculty members.
- C. Recognize and support research conducted by all members of the iSchool.
- D. Encourage and reward faculty members for the support of doctoral and masters thesis students.
- E. Recognize that time is as scarce as money for research support.

Goal 3:

Developing and participating in local, national, and international research partnerships.

Strategies and Actions

- A. Foster research collaborations within the faculty, the University, nationally and internationally.
- B. Increase the recruitment of outstanding doctoral students and postdoctoral researchers, both nationally and internationally.

Goal 4:

Achieving greater visibility for iSchool research and scholarship across the University, and externally.

Strategies and Actions

- A. Use traditional and online media to make more widely known ongoing faculty research questions, results, and outputs.
- B. Nominate faculty (teaching, research, service) and staff (service excellence) for awards.
- C. Nominate master's and doctoral students for research awards.
- D. Include Master's thesis students in iSchool research days

Priority 2: Inspire

Enhance our international renown for life-long, enquiry-centred education.

We are actively engaged in developing life-long learners capable of creating new knowledge and using it effectively. Our continued leadership requires ongoing reflection on the nature and structure of the teaching and learning methods we use, our programs, and our courses. The Faculty has challenged itself to lead and adapt to the changing environment in the information professions and the world. In 2008/09, the Faculty implemented a revised curriculum for the MMSt program. A new doctoral curriculum was rolled out during the 2011/12 academic year. During the 2009/10 and 2010/11 academic years the Faculty worked with the Institute of Communication, Culture and Information Technology at the University of Toronto at Mississauga campus to develop and launch a shared undergraduate program. In 2012/13 the Faculty introduced a thorough reorganization and additional concentrations of the MI program. Looking forward we aim to improve the learning environment within the Faculty.

Goal 1:

Engaging our students in experiential, experimental, and empirical learning.

Strategies and Actions

- A. Foster an environment that supports interdisciplinary, inclusive and multiple modes of learning.
- B. Develop mechanisms to ensure delivery of a curriculum that is flexible, innovative, responsive to change, challenging, and critical.
- C. Engage students in research in innovative environments and spaces.
- D. Establish a co-op program.
- E. Enhance our practica and internship initiatives.
- F. Develop practitioner-in-residence initiatives.

Goal 2:

Creating and delivering programs with flexible, innovative formats.

Strategies and Actions

- A. Establish combined undergraduate/graduate programs.
- B. Enhance and expand our online educational offerings.
- C. Embed practice more deeply into MI and MMSt experience.
- D. Extend our master's offerings (e.g., communications).
- E. Continue to refine, focus, and expand our PhD program.
- F. Manage time to completion (PhDs) while maintaining excellent quality.
- G. Develop Annual Town Halls for students and faculty to discuss current and future approaches to educational programs in the iSchool.

Goal 3:

Making an iSchool education more accessible.

Strategies and Actions

- A. Increase the number and value of scholarships, bursaries, and fellowships available to undergraduate and graduate students.
- B. Support faculty to create more research assistantships for students in their research initiatives.
- C. Make our degree programs more flexible and accommodating of the different learning styles of our students.
- D. Establish defined advanced diploma programs in emerging professional and scholarly domains.
- E. Seek new ways to enable international graduate students to have the opportunity of an iSchool education.

Goal 4:

Producing graduates who have knowledge and values appropriate to their future exercise of cultural, economic, and/or social leadership.

Strategies and Actions

- A. Instill a vision of the scholar/practitioner in our students to ensure that they will return to study with us throughout their career.
- B. Establish mechanisms to better coordinate all Faculty-hosted scholarly and professional events, engage the community, and communicate how those events relate to the curriculum.
- C. Leverage a hub for community partnerships that informs continuous and innovative program development, employment experiences, research linkages, and networking opportunities.
- D. Improve the engagement of our students with their community before they complete their studies and after.

Priority 3: Shape

Shape the social space of information and sustainable growth.

The age of information has significantly altered the way society functions, and the depth, shape, and intensity of those alterations is accelerating. The iSchool is ideally placed to study the phenomena associated with such change. We are also well placed to shape it, not only through the education of our students, but also through our Faculty's involvement in the community more broadly.

Goal 1:

Being a catalyst, conduit, and advocate, linking leading research in information and innovations in professional and institutional practice, and in the shaping of public policy.

Strategies and Actions

- A. Deepen our understanding of and participation in Toronto's (and Canada's) information spaces.
- B. Develop partnerships where our expertise and that of the partner creates social value.
- C. Embed public engagement in our teaching, research, and service.
- D. Contribute to the creation of sound progressive digital media policy.

Goal 2:

Raising public awareness of information and advocating for information issues.

Strategies and Actions

- A. Enact our civic responsibility as information scholars, teachers, professionals and users of information.
- B. Promote Faculty research in a variety of ways including award nominations, web and social media presence, and by means of innovative knowledge dissemination for diverse audiences.
- C. Recognize and encourage the role of the public intellectual.
- D. Build information spaces that broker discussions across the university/public boundary.
- E. Refine our approach to generate opportunities for diverse and creative media engagement.
- F. Increase the understanding of the role of public and private institutions through course assignment design.
- G. Increase our service commitments with public institutions.

Goal 3:

Enabling the life-long intellectual growth of our graduates, supporting them as they participate in shaping the information society.

Strategies and Actions

- A. Increase the number of internships as a way of supporting our current students and engaging graduates in scholar-practitioner ideals.
- B. Engage more of our graduates in iSchool Institute courses.
- C. Investigate a coaching program for iSchool graduates.

Priority 4: Lead

Nurture leaders who contribute to enabling society to realize the positive social benefits that information makes possible.

For much of its history, the Faculty's programs have been geared to educating students to be able to work within the context of existing information and cultural heritage organizations, such as libraries, archives, and museums. The Faculty will continue to ensure that graduates destined for these careers are capable of working as leaders within those contexts. Our focus must continue to expand by encouraging those who will enter the 'Information Economy' more broadly; we will thereby nurture information professionals capable of realizing successfully the entrepreneurial possibilities of the information society. Our graduates will contribute by their leadership to making the positive social benefits of the information society a reality.

Goal 1:

Promoting awareness and recognition of the sectors in which the iSchool's graduates work and how their actions support prosperity development.

Strategies and Actions

- A. Engage with the Faculty of Information Alumni Association to promote our new concentrations.
- B. Conduct our annual survey of recent graduates and alumni, and disseminate the results.
- C. Create a repository/ database of the sectors in which alumni work.
- D. Establish awards to recognize and honour contributions by members of the iSchool community to sustainable and flourishing information practices.
- E. Identify and expand promotion venues for accomplishments of iSchool students and alumni.

Goal 2:

Educating graduates capable of leading innovation in the information economy and society.

Strategies and Actions

- A. Develop space for critical dialogues with faculty and staff about values, agendas, and social needs.
- B. Educate members of the iSchool community to innovate and to steward information in context.
- C. Create professional opportunities for our doctoral students.

Goal 3:

Fostering, where appropriate, the take-up of research (e.g. new information methods and processes) that generates wealth, social good, and improved public policy.

Strategies and Actions

- A. Create event, consultancy, partnership, and service initiatives to enable iSchool outreach through such vehicles as our Inforum, iSchool Institute, and other Faculty centres and institutes.
- B. Engage the public in dialogue about our research.
- C. Create conduits that enable us effectively to engage in knowledge transfer.

Priority 5: Enrich

Enrich our environment and culture for study, research, and work:

The Faculty holds as an attainable goal that all members of the Faculty's community – students at all levels, staff, faculty, lecturers, *emeriti/emeritae* – must be engaged in the Faculty's mission in a meaningful way and be allowed the opportunity for intellectual and career growth. Achieving this goal depends upon our nurturing a shared sense of community and objectives, our securing adequate and appropriate space to accommodate us, and our successfully attracting resources to develop new kinds of research and teaching spaces.

Goal 1:

Creating new kinds of learning and research environments within the iSchool.

Strategies and Actions

- A. Improve the physical space for collaboration and engagement.
- B. Build or renovate classrooms to make them better spaces for promoting creativity and innovation.
- C. Add information laboratory and exploration spaces.
- D. Increase integration of our Inforum into Faculty planning and initiatives.
- E. Assess the current space and services against future needs of our students, staff, librarians, and faculty.

Goal 2:

Engaging broader communities in our future planning and our conversation spaces.

Strategies and Actions

- A. Establish an external iSchool Advisory Board.
- B. Develop a participatory ethos/ a culture of attending to community needs.
- C. Improve dialogue, presentation, symposia, and demonstration spaces.

Goal 3:

Aligning our communication approaches and organisational structure with our goals.

Strategies and Actions

- A. Continue to invest in an academic leader with responsibility for our research support and direction.
- B. Align our recruitment and career placement initiatives.
- C. Enhance continual improvement processes around Committee and Service assignment arrangements.

Goal 4:

Improving our Advancement approaches.

Strategies and Actions

- A. Support the continued development of our Advancement Program.
- B. Focus on refining and achieving our Advancement targets.
- C. Engage all faculty, librarians, staff, and students in the Advancement process.
- D. Create opportunities for alumni to support the Advancement process.

Goal 5:

Refining our marketing, outreach, and recruitment initiatives.

Strategies and Actions

- A. Continue to refine our marketing strategy for our multi-year recruitment campaign.
- B. Develop an iSchool ambassadors program.
- C. Engage more of alumni in the life of the iSchool as they are one of our greatest assets.
- D. Enhance our external communication approaches.
- E. Improve our internal communication.

Goal 6:

Supporting our faculty and building our future.

Strategies and Actions

- A. Focus resources on supporting our faculty in delivering their research and teaching missions.
- B. Attract resources to increase the faculty complement from 24 to 40 over the next seven years.
- C. Monitor the effectiveness of our mentoring program to ensure that it is supporting faculty effectively.
- D. Ensure that faculty workload is fairly distributed and remains in line with our Faculty workload policy.

Measuring our Achievements

The Faculty tracks various readily-available benchmarks, to assess, separately from its plans, whether or not it is achieving leadership in research, teaching, service, and social value. There are many ways we could measure our progress, but we plan to focus on the following measurement benchmark categories:

- ALISE benchmark reporting
- National and international peer comparisons
- GPSS Graduate and Professional Student Survey data
- UTFSES Faculty and Staff Experience Survey
- ALA Accreditation and progress on recommendations
- Enrolment by tier
- Professional Graduate employment success
- Awards, grants, chairs, publications, and fellowships gained
- Staff and Faculty numbers, ratios, demographics, and successes
- Research output and impact analysis
- Effective governance and transparency measures
- COU space, support, and research and instructional technology progress
- Community outreach and engagement rubrics
- Funding and fundraising metrics
- Student evaluation metrics

Consultation and Discussion

Since 2008 the iSchool has engaged with its communities in pondering and shaping its future. It has received the input and recommendations of four external review teams, including a decanal external review team, two visits from appraisers appointed by the Ontario Council of Graduate Studies, and the Committee on Accreditation of the American Library Association. The outcomes of those reviews have resulted in reinvigorated and improved Masters of Museum Studies and PhD programs, the re-accreditation for seven years of the Master of Information program, and a renewed emphasis on the iSchool as a research intensive and scholarly focused Faculty at the University of Toronto.

In addition, there have been many meetings with faculty and students, opportunities for input from alumni and our external partners, and a number of town hall meetings. The results of those consultations reside in this *Strategic Plan 2012-2017*, a roadmap to our communal future. We thank all those who have contributed to our deliberations and we make available upon request copies of the review documents mentioned above.

<i>Date</i>	<i>Examples of Consultations</i>
July 2009	“Town Hall” established basic direction of plan
November-December 2011	Four in-depth meetings with faculty members to set Faculty priorities and directions to help inform and be informed by the plan
February to April 2012	Consultations including MMSt Town Hall 2 Feb 2012 and MI Town Hall 7 March 2012
27 April 2012	Day-long retreat (faculty)
17 May 2012	Day-long retreat (all faculty and staff)
Spring/Summer 2012	Extensive revisions based on feedback from retreats; refinement of success criteria for each goal within the plan
Fall 2012	Creation of collaborative workspace for additional revisions and commentary
December 2012	Faculty members agree in principle to structure and content
January-March 2013	External Consultations and Final Revisions



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