COUNCIL

2017-2018 Session – 4th Regular Meeting

AGENDA

Thursday March 22, 2018

4:00pm-6:00pm

Room 728, Claude Bissell Building

1) Call to order and acceptance of the Agenda

2) Reading of acknowledgement of traditional land statement

3) Approval of the Minutes of March 1, 2018 (attached)

4) Business arising from the Minutes

5) Council Committees’ reports
   • Executive Committee
   • Standing Committees
     • Awards Committee
     • Committee on Standing
     • Programs Committee Report (attached)
     • Recruitment and Admissions
       • Master’s Recruitment and Admissions (M-RAC)
       • Doctoral Recruitment and Admissions (P-RAC) (attached)

6) Dean’s report

7) Reports from Institutes
   a) McLuhan Centre for Culture and Technology
   b) Digital Curation Institute (attached)
   c) Identity, Privacy and Security Institute (attached)
   d) Knowledge Media Design Institute (attached)
   e) Technoscience Research Unit

8) Other reports
   a) Alumni Relations
   b) Careers (attached)
   c) Communications Relations
   d) Development and Advancement Initiatives
   e) Inforum Director’s report
9) iSchool Students
   a.) MISC (attached)
   b.) MUSSA (attached)
   c.) DSA

10) FIAA report (attached)

11) Other Business

12) Question period

13) Announcements

14) Adjournment
PRESENT:
Ex-Officio Members: Prof. Wendy Duff (Dean)

Teaching Staff: Prof. Periklis Andritsos, Prof. Nadia Caidi, Prof. Colin Furness, Prof. Lynne Howarth, Prof. Patrick Keilty, Prof. Kelly Lyons, Prof. Heather MacNeil, Prof. Matt Ratto, Prof. Leslie Shade, Prof. Olivier St-Cyr, Prof. Siobhan Stevenson

Professional Librarians: Eden Rusnell, Nalini Singh, Elisa Sze

Senior Administrative Officers: Colin Anderson (Chair of Council), Ann Brocklehurst, Glenn Cumming, Anna Pralat

Directors of affiliated units: Lari Langford

Administrative Staff: Christine Chan

Doctoral Students:

MI Students: Lauren Ash, Susan Bond, Dominique Glassman, Sarah Gorman, Hugh Samson, Renee Saucier, Amber Shortell, Manda Vrkljan

MMSt: Aurora Cacioppo, Kristen McLaughlin

Alumni:


Recorder: Carol Lee

Regrets: The President of the University of Toronto, Vice-President and Provost, Chief Librarian of the University, Dean of the School of Graduate Studies, Prof. Christoph Becker, Prof. Matthew Brower, Prof. Nicole Cohen, Prof. Costis Dallas, Prof. Fiorella Foscarini, Prof. Alan Galey, Prof. Irina D. Mihalache, Prof. Michael Petit, Prof. Seamus Ross, Prof. Eric Yu

On Leave: Prof. Sara Grimes, Prof. Rhonda McEwen, Prof. Brian Cantwell Smith

Absences: Prof. Jeffrey Boase, Prof. William Bowen, Prof. Kenzie Burchell, Prof. Brett Caraway, Prof. T.L. Cowan, Prof. Alessandro Delfanti, Prof. Juris Dilevko, Prof. Alex Hanna, Prof. Dimitrios
1) **Call to order and acceptance of the Agenda, 4:11 PM**

Colin Anderson acknowledged unusual timing and room of Council today; conference calling was not an option in this room and we hope to have a call-in option available for the future. Non-voting attendees and outside committee members were recognized and welcomed to speak.

**MOTION:** Prof. Siobhan Stevenson moved to accept the agenda, Prof. Periklis Andritsos seconded. All were in favour, motion CARRIED.

2) **Reading of acknowledgement of traditional land statement**

   *We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.*

3) **Approval of the Minutes of November 30, 2017 (attached)**

   **MOTION:** Prof. Kelly Lyons moved to approve the minutes, seconded by Susan Bond. All were in favour, motion CARRIED.

4) **Business arising from the Minutes**

   Questions from p. 5 of November 30 minutes re: what questions can be added to the Student Evaluation of Teaching. Prof. Kelly Lyons reported that we can work with CTSI to develop questions. Programs committee will wait to see if program learning outcomes change and go back to the questions if necessary.

5) **Council Committees’ reports**

   - **Executive Committee** – no report

   - **Standing Committees**
     - **Awards Committee (attached)**
       No questions or discussion about the Awards Committee report.

     - **Committee on Standing (attached)**
       Prof. Kelly Lyons highlighted the activities provided in the report. There was no discussion or questions.

     - **Programs Committee Report (attached)**
       Prof. Kelly Lyons highlighted the activities provided in the report. There was no discussion or questions.

   - **Recruitment and Admissions**
     - **Master’s Recruitment and Admissions (M-RAC) (attached)**
       Prof. Nadia Caidi reported that everything is on track and expressed thanks for everyone involved with the Information Days.

     - **Doctoral Recruitment and Admissions (P-RAC) (attached)**
Colin Anderson reported the committee has been quite active; currently discussing merits of PhD applications; 10 domestic and 3 international offers have been made so far.

6) Reports from Institutes
   a) McLuhan Centre for Culture and Technology
      - Dean Wendy Duff announced the Digital Labour Conference; free events scheduled, registrations is still open, more info on the website.
   b) Digital Curation Institute – no report
   c) Identity, Privacy and Security Institute - no report
   d) Knowledge Media Design Institute
      - Prof. Kelly Lyons (interim Director) reported a number of talks have already taken place that were exciting and dynamic; Tea Time happens every Wednesday; Prof. Olivier St-Cyr is working hard on changes for KMD collaborative specialization which will coming to Programs Committee for approval
   e) Technonscience Research Unit – no report

7) Dean’s report
Dean Wendy Duff reported the Bachelor of Information (BI) was approved by both the Academic Board and Executive Committee, and is now awaiting approval from the provincial government’s Quality Council. Final approval is expected by August 2018. In the meantime the program can be advertised with the appropriate disclaimer. The BI is a second entry undergraduate program with the first intake of students set for 2019.

The Dean also provided an update on the search committees for one faculty research position and one faculty teaching position. She noted another search is underway to fill a joint position with Social Work. In the QS World University ratings, LIS programs have been included and we are 11th in the world.

Regarding the proposed move of the Inforum’s print collection, Dean Duff reported that she had met with representatives of MISC, MUSSA and the DSA as well as other interested students, faculty and staff. She said she was scheduled to attend the next FIAA meeting. Dean Duff said she had heard many strong and differing points of view. The Inforum librarians had for example, raised concerns as to how stakeholders would access the collection if it were to be moved. Dean Duff said that she was in the process of arranging a document delivery service for alumni that would also allow them to access the entire Robarts collection. She acknowledged that the creation of some 30 new study spaces might not solve the overcrowding problem at the Inforum and said other solutions were under consideration. These included the shifting of certain tables and the possibility of limiting access to iSchool students if certain UTL conditions were met. The Dean said that when the new Robarts Common opens up it will create 1200 new spaces, which should also help to relieve the space crunch.

A more extensive report on the discussion of the proposed Inforum move can be found in APPENDIX A Section 1.

MOTION: Prof. Patrick Keilty moved to table this until after Other Business; Prof. Leslie Shade seconded. A majority were in favour, motion CARRIED.

8) Other reports
   a) Careers (attached) -no questions
   b) Communications and Alumni Relations - no report
c) Development and Advancement Initiatives - no report
d) Inforum Director’s report - no further comments

9) iSchool Students
   a.) MISC (attached) - nothing additional to report
   b.) MUSSA (attached) - nothing urgent; all in report
   c.) DSA (attached) – DSA representative Junoh Kim commented that students had told him how much they value the staff at the Inforum and recognize their importance to their studies.

   - TRC Working Group member Kristin McLaughlin reported plans to include an event during the PhD research days and The Blanket Exercise in iSkills workshop for next year.

10) iSchool Alumni
    Ashleigh Graden highlighted FIAA activities: grants and awards deadline on March 31; executive meetings to be available through Google hangout; reunion at Hart House on May 31; Rachel Moats, CRO student, received Student Conference Grant; over 90 hosts for job-shadowing.

11) Other Business
    TSpace - Dominique Glassman assistant for TSpace spoke about increasing the iSchool collection and encouraging everyone to submit work.

    Return to Dean’s Report: See Appendix A Section 2

    Prof. Lynne Howarth made a point of parliamentary inquiry: what is the next step?

    ACTION: Prof. Wendy Duff to initiate a Communications Committee and continue the discussion.

    MOTION: Prof. Periklis Andritsos moved to end debate; Lari Langford seconded. All in favour, none opposed, motion CARRIED.

12) Question period
    No questions.

13) Announcements
    No announcements.

14) Adjournment
    MOTION: Susan Bond moved to adjourn the Council; Prof. Patrick Keilty seconded. All were in favour. Motion CARRIED.
APPENDIX A:

Section 1

After the Dean’s report, the chair invited questions and comments from participants concerned about the proposed Inforum changes.

Nalini Singh (Librarian, Inforum) introduced Dan D’Agostino (Librarian, UTL Collection Department) and commented later in the meeting regarding Inforum use, collection and access (noted in APPENDIX B). D’Agostino said he was speaking on behalf of 74 signatories of a letter expressing concerns that decisions were made without consultation and failed to respect the profession of librarians. Harriet Sonne de Torrens (Librarian, UTM) expressed hope for serious reconsideration and consultations with the larger community. Elisa Sze (Librarian, Inforum) read from a prepared statement regarding the retention of the collection, and process and governance (found in APPENDIX B).

Dawn Walker (PhD student) commented that she had a different understanding of the Space Revitalization working group and did not recall extensive discussions on moving the collection. A faculty member on the working group commented that the Inforum was engaged with the working group but perhaps the consultations were not handled correctly. Robyn Forman (MI student) commented on the timing of the publishing of the revitalization plan and the process that determined 35 spaces would be created with removal of print collection.

Dean Duff responded that although she was listed as the chair of the committee she had not attended many of its meeting and referenced a letter from Matt Brower one of the committee members. She said the revitalization plan was brought to the library staff’s attention. Glenn Cumming commented that the report was likely tabled at a meeting of faculty members.

Prof. Heather MacNeil expressed concern for the use of rhetoric that elevated the symbol of the collection as defining who we are, rather than all the other work that defines who we are. A faculty member suggested re-framing the discussion as a matter of equity - some areas of study require going all over campus and are not dependent on the Inforum collection. A faculty member commented that he used the collection but also appreciated going to other libraries for research material and that moving the collection may not be that detrimental. Another faculty member commented that using a larger collection (i.e. Robarts) can be useful and not as disruptive as previously thought.

A student expressed worry about removal of print collection as its books are easily available. Another student said the decision was made without discussion. Lauren Ash commented on her responsibility to students in MISC who approach her for information. She expressed concern that students weren’t hearing about important issues such as this one and an earlier security breach in a timely manner.

There were different interpretations of comments made by Dean Duff when she attended the MISC meeting February 19th. Dean Duff felt she had been misunderstood when she responded to what she believed was a call for a vote on the Inforum issue. She clarified that she was not suggesting students shouldn’t have a say but rather, that they don’t have the ultimate decision-making power. She apologized for interpreting a student’s comment at the MISC meeting to mean that they wanted a referendum on the Inforum issue. Dean Duff also said that moving the books had been a topic of discussion for years and that she had acted on several of the suggestions made to her during her most recent consultations including a proposal to keep extended course reserves.
As a result of the failure to communicate the proposed changes to the Inforum earlier in the process, Dean Duff said she would strike a Communications Committee including students, staff, faculty and alumni. Among its tasks would be drafting a communication plan to get key messages out earlier and to ensure the Faculty does much better at communicating moving forward.

Lari Langford provided hard copies of a report on Inforum activities (attached as APPENDIX C) and reported on ways that more space could be created for iSchool students in the short term. These included swapping out existing coffee tables for work tables and allowing certain tables to be booked by iSchool students only.

Section 2

Discussion and comments continued: Topics covered included the helpfulness of Inforum librarians; the importance of different departments co-existing together and building community; how not having librarians in the building would be a loss; how services and collection are different things and how Inforum support, activities, programs are fantastic; how there is a need for caution regarding “branding” and what the iSchool is about; how part of the library mandate is to save users time; how students use the resource in a different way from faculty.

One student commented that students use the collection a lot and also use the Inforum as a place to take, use and keep various resources. Another student commented that the tension being seen as people expressed their ideas and responded to others could have been avoided if consultation had taken place, and that it could instead have been a community-building moment. Comments included:

- Do 20-30 new study spaces define who we are?
- We are an interdisciplinary, academic institution. There is academic siloing of concentrations.
- Make the collection a more of a component of ourselves.
Inforum Librarians' Speech, delivered on Thursday, March 1, 2018 at Faculty Council

Kathleen Scheaffer sends her regrets. We conferred prior to this meeting, and on behalf of the Inforum librarians, there are two issues related to the Inforum collection that I [Elisa Sze] would like to comment on:

(1) Retention of the collection
(2) Process & governance

1. Retention of the collection

- Inforum staff support more study spaces being developed for students. Our position from the start, when we were made aware of the decision to move the collection on May 1st, has been that we should be able to reconcile both the need for study spaces and the need for an on-site library collection.
- The Good News is that under Kathleen’s guidance, our staff have measured the length of the Inforum collection as well as the perimeters of the 4th floor space, and we have concluded that by moving our book shelves to the perimeter, using all of the wall spaces on the 4th floor, as well as adding new, low-height shelving against the glass partitions, we have enough space to keep the whole Inforum collection--not just course reserves--with room for books being returned.
  - In other words, our collection DOES NOT have to move on May 1. The solution we are proposing here would be a win-win situation for all: we can accommodate additional student spaces, while also keeping the collection intact.
  - It aligns with suggestions we have been receiving from faculty members, who have told us that they value having our teaching collection on site.
  - It satisfies Faculty administration’s wish to add more study spots for students.
  - It also satisfies the many community members--including faculty, students, alumni, and peers across the university--that we have heard from in the last two weeks, who want to see the Inforum collection remain in the Inforum.

This leads to my second comment.

2. Process & governance

- We raise the issue of process and governance with the utmost respect for Faculty Council. Please know that what I’m about to say is being said in the spirit of encouraging greater collegiality within our community.
- The stress over the Inforum Collection is a symptom of a much broader concern
- Many of the people who have approached us have expressed frustration over what they see as broken communication and the lack of a meaningful consultation process where different stakeholders can openly and respectfully listen to and discuss each other’s views.
- We have seen a workload increase as we tried to respond to a decision that was made without us.
• These frustrations could have been avoided if the conventions of Faculty governance had been followed from the start.

• At our Faculty, precedent indicates that proposals that substantially impact the Inforum’s ability to fulfill its academic role within the Faculty must follow a process that is transparent and accountable to Faculty Council:
  
  o That process necessarily requires wide and open consultation with the diverse stakeholders that make up our community. Wide and open consultation allows for different views to be heard, which inherently leads to better decisions being made.
  
  o Good governance means providing opportunities for the in-house librarians to contribute meaningfully to a process that affects the library services and programs that support the Faculty’s mission. This means taking the time to engage librarians from the initial stages of discussion through to the strategic planning, rather than announcing after-the-fact that the decision was made and to deal with it.
  
  o Decisions should respect the voice of Council. In March 2015, Faculty Council voted to accept the report of the “New Partnerships Working Group”, which specifically recommended “Keep the Inforum collections in the Bissell building.”

• Although the Space Revitalization Working Group has been credited with recommending the dismantling and dispersal of the Inforum Collection:
  
  o The working group omitted Inforum librarians from its membership.
  
  o From the time that the working group began meeting in November 2016, it has never told Faculty Council that it was also redeveloping the Inforum space, after the Inforum had already gone through extensive renovations in Summer 2016.
  
  o According to the Space Revitalization Master Plan, all the meetings and work sessions of this working group took place before the end of May 2017, when all of the Inforum librarians were still here.
  
  o Although Nalini and I have been on research leave since July 2017, we still had a full-time librarian here who could have been consulted.
  
  o We spoke recently with one of the working group members, who stated that they had no recollection of the Inforum collection being discussed within the meetings, and that in fact, the “Master Plan” was not sent to them for review before it was finalized and distributed to faculty members.

• As the iSchool, we need to consider the message that this incident sends to our wider community, including prospective students and our peers. All of the Inforum librarians are alumni of this Faculty. Our Faculty tell students that their education is valued, and that they will find jobs when they graduate from our program, but this incident may lead some to conclude that the iSchool does not value the expertise of its own alumni who work in-house.

Before closing, we want to thank the many community members who have lent their support on the issues that we have raised.

• On the matter of the collections, we have already received over 30 messages, calling for the Inforum collection to remain within the Inforum. These include messages from
current students from each degree program, faculty members, academic peers across the university, alumni, and donors.

- On the call for due process and governance, a letter penned by librarians from the U of T Library System (UTLS) garnered 75 signatures from professional librarians across all 3 university campuses, within the first 48 hours of the letter’s circulation. Of note are 8 heads of libraries, including the head of the UTM library.
- We understand that students have signed a petition calling for the Inforum collection to remain.

In light of the community feedback, coupled with the solution we have put forward to spread out shelving throughout the Inforum 4th floor:

1. We urge that the decision regarding Space Revitalization be amended to allow the Inforum collection to remain within the Inforum, just as Council had accepted in 2015.
2. We urge that governance and due process be respected, now and in the future.

Presented by Elisa Sze, on behalf of the Inforum Librarians, Elisa Sze, Kathleen Scheaffer, and Nalini Singh

Some points raised during Faculty Council meeting by Nalini Singh, Reference Librarian

Mandate of the Inforum

There is a misperception apparent in the meeting that needs correcting. The Inforum is not a resource for LIS students only, because it is a library. The Inforum is mandated to support the teaching, learning, and research needs of the students and faculty members of the Faculty. It supports the needs of all concentrations and programs, as evidenced by the recent broad and in-depth consultations of the Collections Librarian when the collection was downsized in 2015/2016, and captured in the revised Collection Development Policy.

Use of other UTL libraries

Some in the meeting have framed library use by our students as an either/or proposition. Inforum staff have never promoted that students should rely primarily on the Inforum. We have always promoted in what we say about ourselves in reviews and other assessments that our students have the best of both worlds - a specialized academic library focused on information disciplines, AND access to the richness of the UTL system of 44 libraries. When I built the most recent Inforum website, I customized the footer to include other UTL libraries commonly used by our students. Our students are EXPECTED to use other UTL libraries.
'The Inforum was not for me'

One faculty member expressed that as an ISD student, he felt that the Inforum was not for ISD students. I was a student at the same time, shortly after the Inforum came into being in 1997. My perception was that ISD students felt that the curriculum and course offerings, were inadequate, rather than a lack in the new Inforum. The new Inforum offered new 'lab' opportunities for students to work not only with the librarians, but systems professionals as well.

Reference work and the collection

I don't rely on the physical collection only for my work. I can answer questions with digital resources. However, having a physical collection makes my reference work richer, and gives it more depth, and is very conveniently accessible for students. I interact with users by chatting, at the desk or elsewhere. I can walk over and grab a book in the area of what we are talking about. I browse all the new books, so I keep familiar with the collections, and can use this knowledge in my reference work. I can still do that without the collection, but showing a catalogue record, or writing down a Robarts call number is not the same. The student may not have the time to go and get it.

Best possible access to resources

Dispersing the collection does not provide best possible access to users. Best possible access involves timeliness, which a library as large as Robarts cannot offer in the same way that the smaller Inforum can.

Other solutions possible

The student petition is full of interesting and creating comments of how more space can be created. It doesn't have to be space OR books. We can think of ways to meet both needs.

Books are still important information containers

We would lose a lot if we lost the collection. We’re a faculty of Information, books are still important information containers. Books and libraries have not gone away as was predicted. All UTL libraries still maintain a print collection. We would be the only UTL library with no books. We, like all the rest, are a hybrid library, made up of both print and digital resources. As the Faculty of Information, books should be still part of what our library offers.
Course Support activities

- On the course support we have provided:
  - 56 graduate classes with course support
  - 4 undergraduate classes asked for and received course support
  - 1,537 items used in course support

- The Inforum’s course support services include the Reading List Services, which involves:
  - Receiving course syllabi and book lists
  - Sending requests for licences to the Copyright Office and providing copyright assessments
  - Uploading the readings to Blackboard and providing other basic Blackboard support
  - Placing books on reserve and maintaining the Inforum’s Course Reserve Collection
  - Retrieving books from other libraries
  - Scanning selections for course readings
  - Ordering new books
  - Placing instructors’ personal items on reserve
  - Searching for missing books
  - Requesting items from Downsview or from other libraries abroad

- We also provide class equipment bookings

- Our Course Support & Public Services Technician, Anna Oh, has been learning the new LME platform, Quercus, to continue to provide online reading list support and training as we phase out Blackboard

- New equipment added to the Tech Loans – many thanks to the Tech Fund:
  - 2 MacBook Pro with Retina Display (2017 model)
  - 1 iPad Pro 2
  - 1 Echo Smartpen
  - 2 AmazonBasics Mini DisplayPort adapters: 1 to HDMI and 1 to VGA
  - 2 Lightening to USB-A cables
  - 1 USB-A to 30-pin connector cables
  - 4 USB-A to micro-USB cables
  - 2 USB-C power adapters
  - 1 USB-C to USB 3.0 cable
  - Coming soon: VR equipment and more!

iSkills Workshops

- There is one more iSkills workshop left, which is going to be a mount making workshop (details TBA), organized by the Inforum, the ROM, and Tech Fund. This will be of particular interest to Museum Studies students.

- Otherwise, iSkills workshops have concluded for the semester
  - For the Fall 2017 term, we had 63 session of 35 workshops, with 753 registrations for all sessions
  - For the Winter 2018 term we had 51 sessions of 36 workshops, with 408 registrants (not including alumni registrations) for all sessions
  - Alumni had seats in 4 Fall iSkills workshops and 8 Winter iSkills workshops
Research in Progress Series

- Update to last Faculty Council, November 30th:
  - November 14 – Cultural Workers Organize: Researching Collective Responses to Precarity by Nicole Cohen
  - November 28 – Photography, Curation, Affect by Matt Brower
  - January 16 – Teaching Through Artifacts: Experiential Learning and Material Culture in the Information Classroom by Alan Galey
  - February 6 – Computational Methods for Analyzing Protest Emergence and Events by Alex Hanna
  - February 13 – Information and Contemplative Practice at the Faculty of Information by Jenna Hartel including Kathleen Scheaffer
  - February 27 – Sweating Behind the Machine: Gendered Labour in Computing Infrastructures by Patrick Keilty and Cait McKinney

- Upcoming RIP! Sessions
  - March 13 – Failing Beautifully: Collaboration in Research by Cara Krmpotich
  - March 27 – What’s NOT on the Menu? Imagining “Ethnic” Foods in Chatelaine Magazine by Irina Mihalache

Mindful Moments

- Mindful Moments secular guided Mindfulness meditation drop-in sessions, happen every Thursday from 4:30-5:30pm until April 12, 2018 in Room 520. Everyone is welcome. These sessions are facilitated by Kathleen Scheaffer.
- iRelax, our mindfulness de-stressing area with props, books, and iPods loaded with guided meditations, can be used anywhere on the 4th and 5th floors.

New Student Assistant Positions

- The iSchool Inforum has two student assistant positions open for currently enrolled first-year Faculty of Information MI and MMSt students. These positions will be of particular interest to students who wish to enrich their iSchool studies with a rewarding position in the Faculty’s library.
  - Details can be found via email sent out to the MI and MMSt student listservs
  - The applications are due Friday, March 2nd at noon: we expect the hiring to be done in time for the new students to start on Monday, March 12th

Current Student Assistants

- Jason Cheung, MI in UXD and KMIM
- Jamie Duncan, MI in Individual Path (pursuing Thesis option)
- Ben Harvey, MI
- Elyse Hill, MI in LIS and C&T
- Victoria McAuley, MI in ARM
- Akshay Mittal, MI in KMIM
- Dominique Rivera, MI in LIS
- Anita Siraki, MI in LIS and Book History
- Margaux Smith, MI in LIS and C&T
New Operation Hours & Extended Study Hours

- The Inforum has its new hours for now until the end of the semester on the website.
- **Extended Study Hours** run
  - Monday—Thursday from 10pm to 2am
  - Sunday from 6pm to 10pm
- Our regular hours run:
  - Monday—Thursday: 8:00am to 10:00pm (operations start @ 8:30am)
  - Friday: 8:00am to 5:00pm (operations start @ 8:30am)
  - Saturday: 9:30am to 5:30pm
  - Sunday: 1:00pm to 6:00pm

Digital Tattoo Submission Announcement

- iSchool Student Conference attendees may be interested in this item:
- Digital Tattoo is looking to publish student writing on our website, which is a collaborative project between UBC and U of T. iSchool students are invited to submit short entries (400-900 word) to be featured on the Digital Tattoo site on any of the following topics:
  - Internet Law
  - Surveillance
  - Data Collection
  - Privacy and Security
  - Digital Identity/Citizenship
- Digital Tattoo is looking for non-academic, accessible writing for a broad student audience. The goal of the website is to create student-generated conversations around digital issues.
- Submissions should be sent to digital.tattoo@ubc.ca with the subject line “DIGITAL TATTOO SUBMISSION” and: your name and program; a proposed title for your submission; and confirmation that your submission is original content that has not been published elsewhere

iSchool Student Conference

- The iSchool Student Conference is happening this Friday and Saturday (March 2nd & 3rd)
- Conference proceedings will be held in BL520 and BL507 starting at 11:30am on Friday, and will run until the keynote at 4:30-5:30 on Friday in the Inforum main space
  - Closing for other patrons will go ahead as scheduled for 5:00pm; the stacks will closed at 4:30 so as to not interrupt the conference itself
- Alternate study space will be available:
  - Room 116 – all day Friday & Saturday
  - Room 224/225 – before 11am, 2pm-5pm, after 7pm on Friday; all day Saturday
  - Room 417 – after 12pm on Friday; all day Saturday
  - Room 728 – until 5pm on Friday; before 1pm, after 5pm on Saturday
- The conference schedule is available at [on their website](#)

Other Announcements

- Eden Rusnell’s contract as part-time Public Services Librarian has been extended through to June 30th and has increased to 20 hours per week supported by release funds for Kathleen Scheaffer’s time serving as the Chair of the UTFA Librarians’ Committee.
- For the 2017-2018 year thus far, the Inforum staff have given tours to 150 prospective students, including tours from Info Nights, Information Days, and the Wednesday tours for prospective students.
Faculty of Information Programs Committee Report – March 22, 2018

Report provided by Associate Dean Academic Prof. Kelly Lyons, Chair of Programs Committee. Since the last Faculty Council Meeting on March 1, 2018, the Programs Committee has completed the following:

The Programs Committee approved the following and brings to Faculty Council for approval:
1. Major Modification Combined Degree Programs (CDP) Proposal - moving from concurrent registration option (CRO) to combined degree program (CDP) to better align program structure with what exists at the University in terms of academic rationale and administrative structure.

The Programs Committee approved the following and brings them to Faculty Council for information:
1. Minor Modification Special Topics Course proposal – Archival Leadership
2. Minor Modification Special Topics Course proposal – Critical Approaches to information, Media and Social Integration
3. Minor Modification of KMD Collaborative Specialization: requirements for change from Collaborative Program to Collaborative Specialization
4. Minor Modification new course proposal – Modules in Knowledge Media Design
5. Minor Modification UXD Concentration – removing KMD1001 as required course
7. Minor Modification – INF2177 – change in pre-requisite

Also attached is the current draft of the 2017/2018 Programs Committee Plan for information of Faculty Council.
University of Toronto
Major Modification Proposal:

Combined Degree Programs

This template should be used to bring forward proposals for combined degree programs for governance approval under the University of Toronto’s Quality Assurance Process. Combined degree programs normally are founded on a Memorandum of Agreement between the parties. The Office of the Vice-Provost, Academic Programs has a template which includes all relevant issues to be addressed.

Combined Degree Programs (CDPs) Proposed

<table>
<thead>
<tr>
<th>Campuses</th>
<th>Undergraduate Program Option (Specialist in..., Major in....)</th>
<th>Undergrad Degree</th>
<th>Second-Entry Undergrad Degree Program</th>
<th>Graduate Degree and Program (#1)</th>
<th>Graduate Degree and Program (#2) if applicable</th>
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<tbody>
<tr>
<td>1.</td>
<td>STG</td>
<td></td>
<td>Master of Information (MI)</td>
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<td>2.</td>
<td>STG</td>
<td></td>
<td></td>
<td>Master of Museum Studies (MMSt)</td>
<td></td>
</tr>
</tbody>
</table>

Faculty(s): Faculty of Information
Dean’s office contact in both Faculties: Barbara Brown
Department(s)/unit(s) if applicable: Masters of Museum Studies, Masters of Information
Department/unit contacts: Fiorella Foscarini
Version date of proposal: January 23, 2018

Please change as you edit this proposal.
1 Summary

Please provide a brief overview of the proposed CDP(s) listed in the cover chart, highlighting the critical points including:
the academic rationale for the CDP(s)
the impetus for its development (including student interest and demand) and how it fits with the unit’s and division’s academic plans
any important or distinctive elements.

This proposal is to create a combined degree program (CDP) between the Master of Museum Studies (MMSt) and Master of Information (MI) that will replace the Concurrent Registration Option (CRO) program in the Faculty of Information.

The CDP will allow students to begin with either the Master of Information or the Master of Museum Studies in year 1 and complete both programs in an accelerated time of 3 years (8 sessions, including 2 summer sessions). The CDP will only be available for full-time students. Applicants do not have to indicate that they are applying for the CDP. They will submit two applications in the same admission cycle and can then be considered for admission into the combined degree program. If taken separately, students in the MI complete 8.0 FCE and students in the MMSt complete 7.5 FCE (total 15.5 FCE). In the CDP, students will complete a total of 13.0 FCEs with 2.5 FCEs of electives which will be double counted toward both degree programs. Students completing the MI portion of the CDP will be in the general pathway or in a concentration; they may not be in the co-op option or the thesis option. CDP students will not be able to take the thesis option in the MMSt. The formal name of the CDP will be:

- Combined Degree Program: Master of Information / Master of Museum Studies

The combined degree program structure is more aligned with what exists at the University of Toronto to facilitate pathways between degree programs for students. Upon review, the CRO program fits the same academic rationale and administrative structure as the more commonly framed Combined Degree Program. There appears to be little to no reason for the CRO program to stand alone outside the University of Toronto’s CDP organizational structure. In fact, the guiding principles are aligned between both programs. Both include provision of an expedited pathway, and the student achieves both program learning objectives.

As the CRO is unique and is not well recognized within the University, administrative anomalies have arisen. CRO students see either MI or MMSt as ‘financially cancelled’ on ACORN because they are technically only in one of the two programs at any given time. As CDP students, ACORN would show that students are continuously ‘registered’ in each program. Additionally, the OSAP government office has often sought clarity regarding the status of a CRO student in Year Three causing unnecessary time delays in award decision. Difficulties with CRO postcode clarity has made it very difficult to have students graduate as a CRO cohort, an opportunity that is supported for CDPs. The Convocation Office has kindly agreed to manually upload student names to rectify this issue as a short term solution.
The Faculty is recommending changing the current CRO program to a Combined Degree Program (CDP) with no changes required to either the curricular or administrative framework, as both align with CDP requirements.

**Academic rationale:**
Many students are interested in pursuing careers that cut across several disciplinary boundaries and this option [CDP] allows students to merge an education in information with an education in museum studies. As mentioned above, several options lie in that intersection and furthermore, many institutions are breaking down traditional boundaries between libraries, archives, and museums. This CDP option would allow students to explore that territory and prepare for a career in these mixed institutions.

Both the Master of Information (MI) and the Master of Museum Studies (MMSt) programs are ‘high demand’ programs for students. In 2017-18, there were 690 applications for 254 positions in the MI program and 177 applications for 42 positions in the MMSt program. The CRO option was developed to support the demand for museum and cultural institution professionals with specific expertise in information management subject areas. When developed, it was perceived that students pursuing the CRO option would have interests such as “museum informatics, digital cultural heritage, cultural information policy, the intersection of cultural memory institutions (libraries, archives, and museums), digital curation, and use of social networking technologies in museums.” While students in either of the two programs could pursue such interests, the CDP allows students to gain greater expertise and strengths in the cross-section of the two programs in an accelerated fashion (3 instead of 4 years). A large contingent of students have, for example, chosen to combine the Archives & Records Management concentration in the Master of Information with the Master of Museum Studies, in consideration of the numerous synergies existing between archival and museum professionals.

**Demand:** 85 students have enrolled in this program between 2009-10 and 2017-18, growing from an intake of 1 student in 2009-10 to the largest intake of 17 students in 2017-18.

**Suitability of program as relates to the Faculty’s academic plans:** The Faculty of Information is accredited by the American Libraries Association (ALA) and is evaluated for its ability to meet five (5) ‘Standards of Excellence’. The CDP program is an excellent example of Curriculum Standard (2.0). This Standard identifies 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 and specific learning outcomes. The curriculum includes as appropriate interdisciplinary coursework and research, experiential opportunities and other similar activities – as made available in the CDP program. The curriculum as a whole is designed to emphasize a range of expertise in a variety of information sub-disciplines, to prepare leaders capable of adapting to rapid change in information practices in a variety of social and professional contexts.

It is the intention of the Faculty to allow for the natural growth of this program, with a potential cap of 20 students per annum. A number of electives are well positioned to support students in both programs, including as example, Conservation and Preservation of Recorded Information, Digital Preservation and Curation, Information Ethics, User Interface Design, and Information Architecture. The Faculty has also introduced an elective designed to appeal to
the CRO cohort called: Libraries, Archives and Museums (LAMs): Intersections and Tensions
that directly compares the traditions, theories, and perspectives of LAMs. The course content
focuses on:

• the evolution of LAMS from the early modern period to the present day
• key concepts of library science, archival studies and museum studies
• professional ethics and values across LAMs
• representation and interpretation across LAMs
• user engagement and meaning-making across LAMs
• LAMs as physical and virtual spaces
• collaboration and convergence across LAMs; and
• the repositioning of LAMs as agents of social change in general and in response to the
  recommendations of the Truth and Reconciliation Commission of Canada in particular.

Executive rationale for degree change:
The reasons to change to a Combined Degree Program appear compelling. Here is a summary
review of reasons for change outlined by stakeholder benefits.

A. Student View
1. Students would pay less tuition in a CDP than in a CRO.  In the CDP, students will
   pay full-time tuition in each of the three years, for one program only. In the CRO,
   students paid full-time tuition for one program and part-time tuition for the second
   program in their last year. The combined degree program will align with the usual
   tuition framework of CDPs because students will not be charged two sets of tuition in
   year 3 as they are now. Going forward, CDP students will pay full time tuition in each
   of the 3 years. This change will be retroactive to students who enrolled in
   September 2016 and September 2017.

2. Receiving a Combined Degree Program ROSI subject post code allows students to
   graduate with both degrees at the same time. This matter was unresolved in years
   prior to 2014-15; however, manual support has been provided by Convocation Office
   to temporarily resolve in 2015-16 and 2016-17. The Faculty has been told that this
   stop gap measure is unavailable in 2017-18 without post code program change.

3. As the CRO is unique and is not well known/recognized, administrative anomalies
   arise that may confuse students. As a CRO, students see either MI or MMSt as
   ‘financially cancelled’ on ACORN because they are technically only in one of the two
   programs at any given time. This confuses and concerns them when in fact
   everything is normal. As a combined program, ACORN would show them as
   ‘registered’ in each program.

4. The ‘balance of degree fee’ framework is clear for the CDP and less clear for the
   CRO program. There is a clear statement that students are not charged two program
   balance of degree fees, whereas there can be confusion with the CRO charges at
   degree completion.

5. The term ‘Combined Degree Program’ is better known within the University and
   receives greater visibility amidst administrators and students. There are 45 CDPs at
U Toronto that may translate to some level of ‘better known’ commoditization in describing a ‘Combined’ versus CRO within the University context. Example: SGS calendar posting.

6. **There is no disadvantage to current CRO students.** This change will be retroactive to only the September 2016 and September 2017 cohorts.

**B. Faculty View**

1. **The guiding principles are in tune between both programs.** Both include provision of an expedited pathway; student achieves both program learning objectives; pathways are clearly laid out including what occurs if/when there is a disruption to course pathway/s. Unlike over 80 combined programs at the University of Toronto, we are one of the few that manifests within one Faculty. This means that we do not need to have a Memorandum of Agreement in place between the two programs.

2. **The academic content ‘count’ is within same range for both CRO/Combined.** The academic merge for either are currently 2.5 FCE (or 75%) less than taking both programs independently - the standard range for Combined programs.

3. **The CRO program is not readily or clearly counted in SGS or Faculty enrolment.** For this reason, targets are often misaligned in reports. This leads to both wrongly skewed enrolment and retention reports. For enrolment targets, data shows students being admitted to MI but then disappearing. This makes it difficult to ‘count heads’ year over year. Similarly, the data shows students ‘leaving’ the program after year one. As budgets are projected as per intake and retention data, the shifting of numbers can have a financial impact. Though we know anecdotally what is happening, other offices and divisions see our retention rates as being low and often some ‘miss’ in enrolment.

4. **Instructors cannot differentiate CRO students in their class lists.** We have had requests from instructors to identify same as some find information on CRO/MI/MMSt useful to better understand study focus/background and to help in advising students.

5. **There is some level of ‘better known’ commoditization in describing a ‘combined’ versus CRO within the larger U Toronto context.** This may mean higher visibility in researching curricular options via the SGS calendar, as example.

## 2 Effective Date

The CDP will be retroactive so that current students in the CRO who started in September 2016 and September 2017 can be transferred to the Combined Degree Program when it is effective.

Applicants will be able to apply to the CDP upon governance approval and enter the CDP starting September 1, 2018.
3 Academic Rationale

<table>
<thead>
<tr>
<th>What are the academic reasons for the CDP(s) and how does this fit with the unit’s and division’s academic plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CDP builds on the recognition that the disciplinary boundaries between information and museum studies are an academic construct that deserves investigation. Academic discussions on the convergence/divergence of libraries, archives, and museums (LAMs) have existed for some time and have motivated the initial creation of the CRO. The iSchool faculty is committed to promoting research in areas situated across traditional disciplinary and professional boundaries. Typical areas where information and museum studies converge/diverge are: digital cultural heritage studies, research on the intersections and tensions between cultural memory institutions (LAMs), use of information concepts and methods in museum contexts (and vice versa), repositioning of LAMs as agents of social change.</td>
</tr>
<tr>
<td>The CRO has been meeting its objectives quite satisfactorily. The move from an “option” to a “program” (the CDP) will provide this transdisciplinary area with more visibility, lessen administrative complications and, support the development of new courses and research opportunities.</td>
</tr>
</tbody>
</table>

**Context:**

Provide an academic rationale for combining the two degrees: what synergies exist between the two; how will this support student learning?

CDP students will have greater opportunities to explore, and reflect on, the points of convergence and divergence between and among libraries, archives and museums (LAMs) and their affiliated professional and disciplinary cultures.

As a CDP, there will be greater visibility as a distinct student body within the Faculty. The Faculty will look to other Combined Degree Programs for ways to improve and enhance the program in teaching effectiveness and administrative supports.

Describe the consistency of the CDP(s) with the University’s mission and the unit’s and division’s academic plans and priorities. Expected benefits of the proposed CDP(s). Describe any distinctive elements.

The Faculty of Information identifies ‘Critical engagement with cultural, social, political and ethical issues in information to benefit society’, and ‘Interdisciplinarity, collaboration and methodological diversity’ as two of its five values. The CRO (to be CDP) is a primary example of a program working to transform and innovate the social space of information in museums and cultural institutions. This means students can uniquely customize their areas of information studies interest alongside the already highly distinctive Master of Museum Studies program. To this end, students in the CRO may choose one or two concentrations from (7) concentration pathways available. These are: Information Systems and Design, Knowledge Management and Information Management, User Experience Design, Archives.
and Records Management, Critical Information Policy Studies, Library and Information Science, and Culture and Technology - or the General Program Pathway as part of the MI program. Concentration/s are chosen in addition to required and elective courses in Museum Studies. Students can also choose from Collaborative Specializations in such areas as Knowledge Media Design, or Jewish Studies, for example.

The proposed CDP will allow more structured and visible synergies among faculty members who teach and conduct research across information and museum studies. Through the CDP, we will provide the job market with a new kind of professional, who may aspire to both traditional careers (e.g., in archives or museums) and new job profiles (e.g., digital heritage curator). The Faculty is able to support its graduates better vis-à-vis the job market once the CRO is changed into a better recognized CDP program. No differently from CRO students, CDP students would be ineligible to participate in the Co-op program or complete a thesis option as both would add additional time to degree completion.

Please see Appendix A which includes a full nomenclature table for the CDP(s) proposed.

4 Need and Demand

Provide a brief description of the projected interest in and demand for the proposed CDP(s), focusing on how it benefits students beyond what would result from completing the two degree programs separately.

Provide details regarding the anticipated yearly intake.

As an existing option, we can identify current demand and project interest based on enrolment in the CRO. See chart below. The CRO program has grown steadily since its inception. Total capacity in this program is seen as 20 new students per annum projected by rise in applicant base to occur by no later than 2019-20. This number will be capped at 20 students to ensure sufficient experiential learning opportunities in the Museum Studies program and effective cohort and course management.

The CRO program has grown to 17 incoming students in 2017-18. See appended chart. In this 9-year period, including the current intake year (2017-18), a total of 85 students have entered the program, of which:

- 26 have graduated from the CRO program
- 40 are currently progressing within the program
- 15 students graduated with one degree only; and
- 4 students left the program

Ten (10) of the 85 students began their studies in the MI program with the majority of students selecting ARM as their primary concentration choice. Specifically, 26 ARM; 16 LIS and the remainder hold a double MI concentration (11 include ARM) and/or concentration + collaborative specialization.

<p>| CRO Student Count 2009/10-2017/18 |
|-------------------------------|---|---|---|---|---|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Intake Session</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Total</th>
</tr>
</thead>
</table>
| March 22, 2018 (updated April 4, 2018) 23 of 64
<table>
<thead>
<tr>
<th>Total entry #</th>
<th>1</th>
<th>-</th>
<th>5</th>
<th>11</th>
<th>9</th>
<th>11</th>
<th>14</th>
<th>18</th>
<th>16</th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td># start in MI/ MMSt</td>
<td>MI: 1 MMSt: 0</td>
<td>-</td>
<td>MI: 4 MMSt: 1</td>
<td>MI: 6 MMSt: 5</td>
<td>MI: 9 MMSt: 0</td>
<td>MI: 10 MMSt: 1</td>
<td>MI: 13 MMSt: 2</td>
<td>MI: 16 MMSt: 0</td>
<td>MI: 16 MMSt: 10</td>
<td>MI: 75 MMSt: 10</td>
</tr>
<tr>
<td># lapsed or wdr</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td># Comp 1 or 2 Conct.</td>
<td>N/A</td>
<td>-</td>
<td>One conc: 1 Two conc.: 2</td>
<td>One conc: 8 Two conc.: 0 GPO: 1</td>
<td>One conc: 5 Two conc: 0</td>
<td>One conc: 7 Two conc: 1</td>
<td>One conc: 8 Two conc: 2</td>
<td>One conc: 11 Two conc: 3</td>
<td>One conc: 10 Two conc: 4 Unde: 2</td>
<td>One conc: 50 Two conc: 12 GPO: 1 Unde: 2 N/A: 1</td>
</tr>
</tbody>
</table>
5 Program Requirements

Describe the academic requirements of the CDP(s) with particular attention to how the CDP(s) will satisfy the requirements of the two original programs. (Proponents may find it helpful to use the table below in 5.1 to compare the requirements of the two original programs and the requirements of the CDP). Please be very explicit in identifying and explaining any double counting. Clarify the time to completion and describe specifically which degree program students will be registered in, and when.

Students complete both the MI and the MMSt degree in three years with the expectation to take courses in 8 consecutive terms. The first two years of the CDP are devoted to taking required courses in both programs, with a year dedicated to each program. In the third year, students complete their two degrees with a choice of electives drawn from both programs. While all elective courses in both programs are available to students, each student designs a personal program of study specific to the student’s interest and career goals and the courses that best suit this trajectory. Academic advisors are available to help with course pathway options. As there are seven potential concentration pathways within the MI program, it is important that students frame a pathway that optimizes access to electives that are offered at least once in a two year cycle.

To assist, the Faculty provides suggested course sequences for concentrations and the general program option (GPO) with Museum studies to show the balance of required and elective courses, with popular experiential learning opportunities framed within each path. The Faculty has also established the role of CDP Coordinator, a faculty member who is responsible for providing academic advice and support to CDP students.

The following requirements have remained consistent though there have been required course changes to User Experience Design and Culture & Technology (effective Fall 2016) and Library & Information Science (effective Fall 2017) concentrations. All changes to concentration requirements to date have not affected the CRO program course framework.

A total of 26 half courses (13 FCE) are required for CRO degree/s completion including:

- 4 core courses (2 FCE, not including workshops) of the required MI concentration selected (except LIS which now has 3 core courses)
- 4 required courses (2 FCE) in MMST
• 6 elective courses (3 FCE) in MI
• 6 elective courses in MMSt (3 FCE)
• An additional 6 elective courses (3 FCE) chosen from MI/MMSt/other

The resulting program mix allows for 5 FCE per program (MI/MMSt) and a further choice of 3 FCE electives by student preference.

This is an accelerated program, meaning, the Combined Degree Program is structured in such a way that students normally take fewer sessions to complete the pair of degree programs than would be the case were they to complete the two programs separately.

Though not compulsory, students are encouraged to begin Year One studies in the MI program. There are several reasons for this recommendation, namely:

1) By starting all in the same program, a CDP cohort is established to support one another through the three year program.
2) This allows for greater flexibility in course enrolment as there are significantly more MI electives from which to choose. This provides CRO students with the maximum time (three years) to take advantage of the widest selection of elective MI courses.

Of note, the experience for a student in either the CRO or the CDP is seamless. The two programs are within one Faculty. This means that the business operations are the same/shared with respect to governance committees (Committee on Standing, Programs Committee, Awards Committee, Masters Recruitment and Admissions Committee) and Faculty planning. Change/s related program/course development, recruitment, admissions, transition and orientation support programs, academic calendar, timetabling, hiring of sessional instructors/training, scholarship/funding supports, career advising and work integrated learning supports, and alumni relations are seamless between both programs.

The order of the curricular path is largely consecutive for two years with a combined pathway for the final/third year as follows: first year – first program/requirements; second year – second program/requirements; third year – combined program requirements. However, as students may choose their own pathway, there can be exceptions. In any given year, a student may select a particular elective, either inside or outside the Faculty that is particularly suited to their area of academic focus.

5.1 Comparison of Curricular Path

The Programs Taken Separately

<table>
<thead>
<tr>
<th>Term</th>
<th>FCE Course Load</th>
<th>Registration in ROSI: FT or PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>2.0</td>
<td>FT</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>2.0</td>
<td>FT</td>
</tr>
<tr>
<td>W</td>
<td>2.0</td>
<td>FT</td>
</tr>
<tr>
<td>Year</td>
<td>Term</td>
<td>Combined Degree Program Requirements</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MI</td>
</tr>
<tr>
<td>1st year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>2nd year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Combined Degree Program Requirements
An example of a course sequence for one MI concentration (ARM) and Museum Studies is provided below. The usual pathway is for students to complete MI requirements in year 1 and MMSt requirements in year 2, but students may take MMSt requirements in year 1 and MI requirements in year 2.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>MANDATORY COURSES</th>
<th>ELECTIVE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>REQUIRED: 1.5 FCE</td>
<td>NO INTERNSHIP</td>
</tr>
<tr>
<td>YEAR 1 (MI) 2017 FALL</td>
<td>▪ INF1003H: Information Systems, Services and Design</td>
<td>0.5 FCE</td>
</tr>
<tr>
<td></td>
<td>▪ INF1330H: Archives Concepts and Issues</td>
<td>0.5 FCE</td>
</tr>
<tr>
<td></td>
<td>▪ INF2175H: Managing Organizational Records I</td>
<td>1.0 FCE</td>
</tr>
<tr>
<td></td>
<td>▪ INF1005H &amp; INF1006H: Information Workshops (combined = 0.5 FCE)</td>
<td>1.0 FCE</td>
</tr>
<tr>
<td></td>
<td>REQUIRED: 0.5 FCE</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>YEAR 1 (MI) 2018 WINTER</td>
<td>▪ INF1331H: Archival Arrangement and Description</td>
<td>1.0 FCE</td>
</tr>
<tr>
<td></td>
<td>▪ OR</td>
<td>1.0 FCE</td>
</tr>
<tr>
<td></td>
<td>▪ INF2186H: Metadata, Schemas and Applications</td>
<td>1.0 FCE</td>
</tr>
<tr>
<td>YEAR 1 (MI) 2018 SUMMER</td>
<td>1.0 FCE</td>
<td>1.0 FCE</td>
</tr>
</tbody>
</table>
### YEAR 2 (MMSt) 2018 FALL

- **MSL1150H**: Collection Management
- **MLS2370H**: Museums and Cultural Heritage: Context and Critical Issues

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL1150H</td>
<td>0.5 FCE</td>
<td>0.5 FCE</td>
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<td>MLS2370H</td>
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<td>MSL2350H</td>
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<tr>
<td>INF2040H</td>
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</tr>
</tbody>
</table>

### YEAR 2 (MMSt) 2019 WINTER

- **MSL2331H**: Exhibitions, Interpretation, Communication
- **MSL1230H**: Ethics, Leadership, Management
- **INF2184H**: Appraisal for Records and Archives Acquisition

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL2331H</td>
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<td>0.5 FCE</td>
</tr>
<tr>
<td>MSL1230H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INF2184H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total: 1.5 CE**

### YEAR 2 (MMSt) 2019 SUMMER

**Total: 1.5 CE**

### YEAR 3 (MI & MMSt) 2019 FALL

- **MSL4000**: Exhibition Project (IPR)  
- Courses from both programs to complete remaining program requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL4000</td>
<td>1.5 FCE</td>
<td>1.5 FCE</td>
</tr>
<tr>
<td>MSL4000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1.5 FCE to be counted towards both degrees**

### YEAR 3 (MI & MMSt) 2020 WINTER

- **MSL4000**: Exhibition Project (1.0 FCE)  
- Courses from both programs to complete remaining program requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL4000</td>
<td>1.0 FCE</td>
<td>1.0 FCE</td>
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<td>MSL4000</td>
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</tbody>
</table>

**1.0 FCE to be counted towards both degrees**

<table>
<thead>
<tr>
<th>Total</th>
<th>Credits</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>6.5 FCE</td>
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</tbody>
</table>

**6.5 FCE to be counted towards both degrees**

### YEAR 3 (MI & MMSt) 2020 WINTER

- **MSL3000Y* (IPR)** Internship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL3000Y*</td>
<td>1.0 FCE</td>
<td>1.0 FCE</td>
</tr>
<tr>
<td>MSL3000Y*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1.0 FCE to be counted towards both degrees**

**Total 6.5 FCE**
6 Admission Process

When do students normally apply to the CDP(s) and what is the pattern of registration (i.e., conditional and full admissions to the graduate program in the case of undergrad/grad)?

Students apply to both the MI and the MMSt programs. They are reviewed for acceptance in each program. Students who receive acceptance are granted admission to the CDP Offers may be conditional, including as example, receipt of official transcript. Admission review starts in November with most offers completed by end May. Applicants who seek admission scholarship must apply for both programs by no later than January 31st.

The same individual program admission review process is used for the Combined Degree Program.

7 Admission Requirements

What are the admission requirements of the CDP(s)? Note that the admission requirements may be more strenuous through the CDP than if the programs are applied to separately. Please consider any specific courses that students must complete in the first program(s) to be eligible for the CDP(s), and any requirements unique to the combination. Are there any conditions on admissions to the second program(s) that must be met? Please ensure you complete the specific questions in the box below.

In order to be eligible for the CDP, students must be eligible for and must be accepted into both the MMSt and the MI programs under the current admission requirements for both degree programs. Students apply for each degree program separately and pay for each application fee. As there are approximately 40 admit spaces for the MMSt per annum, it is a highly selective program requiring not only top admit grades but top-rated references, a resume that shows prior relevant work experience and a personal statement that speaks to a critical issue, critical issue in museum studies.

Consequence if student does not fulfil the conditions on admissions to graduate, if applicable:
If a student misses a course, then a revised course pathway is discussed/actioned. Potentially, a student may either reduce the number of concentrations (from two to one), change concentrations, graduate with only one program degree and/or elongate time spent to fulfill CRO program requirements.

8 Calendar Copy

Please insert draft undergraduate Calendar copy as applicable. Please complete the highlighted yellow section in the SGS Calendar template below.
### Master of Information (MI)/Master of Museum Studies (MMSt)

#### Overview
The Combined Degree Program (CDP) in Master of Information (MI) and Master of Museum Studies (MMSt) is designed for students interested in museum informatics, digital cultural heritage, cultural information policy, the intersection of cultural memory institutions (libraries, archives, and museums), digital curation and use of social networking technologies in museums. It permits the completion of both degrees in 3 years rather than the 4 years it would take to acquire them independently.

For a general description of CDPs, see General Regulations section 1.5.3.

#### Degree Programs in This Combination
- Master of Information (MI)
- Master of Museum Studies (MMSt)

#### Application Process
Students who have been accepted into both participating programs, with the permission of each Program Coordinator, may register concurrently in the Master of Information (MI) and Master of Museum Studies (MMSt) programs.

Applicants must gain independent admission to both the Master of Information and Master of Museum Studies programs before they may be considered for admission to the CDP.

#### Requirements

##### Minimum Admission Requirements
Applicants must meet the admission requirements of the MI program, the MMSt program and the School of Graduate Studies.

##### Academic Path to Completion
Every CDP involves a specific combination of approved degree programs. The CDP requirements build on those of the two separate degree programs. Each CDP has a unique pattern of academic activity year by year.

Students must complete a total of 13.0 FCE (FCE = Full Course Equivalent(s))

The MI requirements differ based on the desired MI pathway: concentration or the general program.

Students in the CRO must complete a total of 13.0 full-course equivalents (FCEs) (26 half courses) as follows:

For students who choose the concentration pathway to fulfil the MI degree requirements

- 0.5 core FCEs (INF 1005/1006H) in the MI program, counted towards the MI degree
• 2.5 required FCEs identified for the chosen concentration, counted towards the MI degree (note: 2.0 FCE if LIS concentration)
• 2.0 FCEs in required courses in the MMSt program, counted towards the MMSt degree
• at least 2.0 or 2.5 FCEs in elective courses in the MI program (as specified by the concentration), to be counted towards the MI degree
• at least 3.0 FCEs in elective courses in the MMSt program, to be counted towards the MMSt degree
• an additional 3.0 or 3.5 FCEs (as specified in the concentration) in elective courses chosen from the MI program, the MMSt program, or from other programs (maximum 2.0 FCEs from other programs), to be counted towards both the MI and the MMSt degree.

For students who choose the general program pathway to fulfil the MI requirements
• 2.0 core FCEs (INF 1001H, INF 1003H, INF 1005/1006H, INF 1240H) in the MI program, counted towards the MI degree
• 3.5 FCEs in required courses in the MMSt program, counted towards the MMSt degree
• at least 3.0 FCEs in elective courses in the MI program, to be counted towards the MI degree
• at least 1.5 FCEs in elective courses in the MMSt program, to be counted towards the MMSt degree
• an additional 3.0 FCEs in elective courses chosen from the MI program, the MMSt program, or from other programs (maximum 2.0 FCEs from other programs), to be counted towards both the MI and the MMSt degree.

Path to completion - Students complete year 1 in MI (taking all of the core/required courses); year 2 in MMSt (again taking all of the core courses); and year 3 taking courses from both programs to complete the requirements.

Program Length
[for second-entry undergraduate/graduate CDPs; and professional graduate/graduate CDPs only] - 3 years

Time Limit
[for second-entry undergraduate/graduate CDPs; and professional graduate/graduate CDPs only] - 4 years

Contact
Master of Information (MI)
Faculty of Information
Web: ischool.utoronto.ca
Email: admissions.ischool@utoronto.ca

Master of Museum Studies (MMSt)
Faculty of Information
Web: ischool.utoronto.ca
Email: admissions.ischool@utoronto.ca
9 Consultation

The Faculty of Information has consulted twice with current CRO students who indicated unanimous support for this proposal. Additional discussions have been held with relevant teaching and administrative staff regarding this proposal and there has been universal support expressed for the change to the CDP. The CDP will be housed within the Faculty of Information, so there is no MOU between units and no extra-unit revenue sharing under this proposal.

10 UTQAP Process

The UTQAP pathway is summarized in the table below.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of proposal in close consultation between Dean’s offices</td>
<td></td>
</tr>
<tr>
<td>Consultation with Provost’s office</td>
<td></td>
</tr>
<tr>
<td>Submission to Provost’s office</td>
<td>Unit-level approval as appropriate</td>
</tr>
<tr>
<td>Report to AP&amp;P (by Provost’s office)</td>
<td>Faculty/divisional councils</td>
</tr>
<tr>
<td>Report to Ontario Quality Council (by Provost’s office)</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix A

This table will be completed by the VPAP office.

<table>
<thead>
<tr>
<th>New Formal Full Name</th>
<th>SGS Calendar Name</th>
<th>SGS Calendar Short Form</th>
<th>Unique Identifier—ROSI Subject Post</th>
<th>ROSI Title C</th>
<th>ROSI Title F</th>
<th>ROSI Title T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Degree Program: Master of Information / Master of Museum Studies</td>
<td>Master of Information / Master of Museum Studies</td>
<td>MI/MMSt</td>
<td>GSCOB [SGS to create upon approval]</td>
<td>Combined Degree Program: Master of Information /Master of Museum Studies</td>
<td>Combd Prog MI/MMSt</td>
<td>Combined Degree Program: Master of Information / Master of Museum Studies</td>
</tr>
</tbody>
</table>
2017/2018 Programs Committee Plan

The following table highlights the planned tasks and expected timing for each; it is not meant as an exhaustive list of agenda items for each meeting of the Programs Committee. It is expected that additional tasks will be brought forward throughout the year and added to the agendas for each meeting.

Note: some proposed major modifications may not proceed; some may actually be minor modifications but we include all possible major modifications for planning purposes.

Last Updated:
- March 13, 2018 (tasks moved to March 15 or May 17 meeting; postponed items indicated)
- February 27, 2018 (tasks moved to March 1 or March 15 meeting)
- February 12, 2018 (several items moved to Feb 25 and March 1 meeting)
- January 24, 2017 (updates based on cancellation of Jan. 11 meeting – tasks moved to future meetings; Review of Major Mod for new PhD concentration moved to Feb 15; KMD CS Minor Mod moved to March 15)
- December 8, 2017 (updates based on changes discussed at Dec. 7 Programs Committee meeting: moved CRO Major Mod later; added MMSt Learning outcomes; added minor mod for changes to bio design course)
- December 1, 2017 (possible MI special topics course to be offered in the summer – by Postdoc visitor)
- October 16, 2017 (added Major Mod for ISD concentration into the plan)

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Faculty Council</th>
<th>Planned Tasks</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2017</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thursday, 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 2017</td>
<td></td>
<td>1) Review of (and possible updates to) “Faculty of Information Programs Committee Guide for Planning and Procedures”</td>
<td></td>
</tr>
<tr>
<td>2) Review of (and possible updates to) “Faculty of Information Guidelines &amp; Procedures for the Student Evaluation of Teaching in Courses”</td>
<td></td>
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</tr>
<tr>
<td>3) Review of (and possible updates to) the 2017/2018 Programs Committee Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Review of (and possible updates to) the iSchool policy on including SLO in Syllabi</td>
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<td></td>
</tr>
</tbody>
</table>

(updated April 4, 2018) 35 of 64
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 12 October 2017</td>
<td>1) Information report only</td>
</tr>
<tr>
<td>Thursday, 19 October 2017</td>
<td>1) MMSt Curriculum Review / Learning Outcomes update</td>
</tr>
<tr>
<td></td>
<td>2) MI minor modification to change prereqs alongside the new LIS required courses</td>
</tr>
<tr>
<td></td>
<td>3) Guidelines and policy for working with institutions/companies in course work and signing of Non-Disclosure Agreements (NDAs)</td>
</tr>
<tr>
<td>Thursday, 2 November 2017</td>
<td>1) Final review / approval of BI</td>
</tr>
<tr>
<td></td>
<td>2) MMSt Curriculum Review / Learning Outcomes update</td>
</tr>
<tr>
<td></td>
<td>3) Minor mod for changes in requirements for PhD program</td>
</tr>
<tr>
<td></td>
<td>4) Review and updates to: “Faculty of Information Guidelines &amp; Procedures for the Student Evaluation of Teaching in Courses”</td>
</tr>
<tr>
<td>Thursday, 30 November 2017</td>
<td>1) Approval of BI program</td>
</tr>
<tr>
<td></td>
<td>2) Approval of: “Faculty of Information Guidelines &amp; Procedures for the Student Evaluation of Teaching in Courses”</td>
</tr>
<tr>
<td>Thursday, 7 December 2017</td>
<td>1) Review of CRO / Combined Program Discussion Paper</td>
</tr>
<tr>
<td>Thursday, 11 January 2018</td>
<td>1) MMSt Learning Outcomes change (moved to January 25)</td>
</tr>
<tr>
<td></td>
<td>2) Review of Major Mod for new PhD concentration (moved to Feb 15) ** Note: this is postponed to 2018/2019</td>
</tr>
<tr>
<td></td>
<td>3) New course proposal in Archival Leadership (moved to future meeting TBD)</td>
</tr>
<tr>
<td></td>
<td>4) Review Major Mod for ISD Concentration Changes (moved to January 25) *) Note: this is postponed to</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Thursday, 25 January 2018 | 1) Develop (review and approve minor mod) an elective (special topics) on Museums and Technology in partnership with the Ontario Science Centre for 2018-19  
2) potential iteration of Major Mod for new PhD concentration ** Note: this is postponed to 2018/2019  
3) potential iteration of Major Mod for ISD Concentration Changes ** Note: this is postponed to 2018/2019 and will be a new Concentration in Human-Centred Data Science  
4) MMSt Learning Outcomes change  
***(includes tasks from cancelled Jan 11 meeting) |
| Thursday, 15 February 2018 | 1) Possibly other Collaborative Specialization changes  
2) Potential iteration of Major Mod for CRO/Combined Program  
3) Review of Major Mod for new PhD concentration (moved to March 1) ** Note: this is postponed to 2018/2019  
4) potential special topics course: multiculturalism and social inclusion - Sherry Yu |
| Thursday, 1 March 2018  | 1) Review of Minor Mod Special Topics course Critical Approaches to Information, Media and Social Integration  
2) potential minor mod for new data sciences courses  
3) potential Special Topics Minor Mod: Archival Leadership |
<p>| Thursday, 1 March 2018  | Programs report for information of Faculty Council only. (originally scheduled for February 1) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
</table>
| Thursday, 15 March 2018 | 1) KMD Collaborative Specialization Minor Modification  
2) Change to requirements for UXD concentration  
3) Major Mod for CRO/Combined Program Change  
4) possible special topics course (MI) for the summer  
5) minor mod to bio design course  
6) Review of Special Topics Minor Mod: Archival Leadership  
7) minor mods for new data sciences courses |
| Thursday, 22 March 2018 | 1) Major Mod for CRO/Combined Program Change |
| Thursday, 17 May 2018  | 1) Review (for information) handbooks on different programs’ options (Student Services)  
2) Review of Major Mod for new PhD concentration  
** Note: this is postponed to 2018/2019 but will be reviewed here  
3) MMSt learning outcomes |
Faculty of Information

PRAC – PhD Recruitment and Admissions Committee

Report to Faculty Council

March 19, 2018

Committee Membership: Prof. Heather MacNeil (Cmte Chair), Colin Anderson, Barb Brown, Prof. T.L. Cowan, Prof. Alan Galey, Prof. Cosmin Munteanu, Prof. David Nieborg, Prof. Seamus Ross, Hervé St-Louis.

Activities

- The Committee has met once since the last Faculty Council meeting to discuss the merits of PhD applications received and to approve offers to successful applicants.

Updates

- PRAC has extended offers to two additional students, for a total of 12 domestic offers and 3 international offers.
REPORT TO COUNCIL
by Prof Christoph Becker, March 14th, 2018. christoph.becker@utoronto.ca

The DCI Vision continues to guide the development of the DCI as a basis of collaborative engagement.

The DCI Fellowship

In 2016 year the DCI secured, for 7 years, funding for a yearly “Marshall McLuhan Centenary Fellowship in Digital Sustainability at the UofT iSchool Digital Curation Institute”, in partnership with the McLuhan Centre for Culture and Technology (formerly Coach House Institute).

For the 2017-2018 year, after a competitive selection process with a short-list of three candidates, the selection committee awarded the fellowship to Dr. Maria Angela Ferrario, Lecturer in Digital Technology and Environmental Change at the School of Computing and Communications, Lancaster University, UK (see the full announcement for details).

The Fellowship is now renamed the DCI Fellowship going forward. The current call for applications is out and closes on April 6. It is appended at the end of this report. Spread the word!

Events

Events this year are organized to align with the visiting schedule of the current DCI Fellow, who will return in May for a set of further events.

In September, we hosted Prof. Cecilia Aragon for a DCI Lecture on “The Hearts and Minds of Data Science”.

Abstract: Extraordinary advances in our ability to acquire and generate data are transforming the fundamental nature of discovery across domains. Much of the research in the field of data science has focused on automated methods of analyzing data such as machine learning and new database techniques. However, the human aspects of data science, including how to maximize scientific creativity and human insight, how to address ethical concerns, and the consideration of societal impacts, are vital to the future of data science. Human-centered data science is a necessary part of the success of 21st century discovery. I will discuss promising research in this area, describe ongoing initiatives at the UW eScience Institute, and speculate upon future directions for data science.

Bio: Cecilia Aragon is a Professor in the Department of Human Centered Design & Engineering, Senior Data Science Fellow at the eScience Institute, and Director of the Human Centered Data Science Lab at the University of Washington in Seattle, US. She earned her Ph.D. in computer science from UC Berkeley in 2004. Her research focuses on human-centered data science, an emerging field at the intersection of
computer-supported cooperative work (CSCW) and the statistical and computational techniques of data science. She has published over 200 papers in the areas of HCI, CSCW, data science, visual analytics, machine learning, and astrophysics. In 2008, she received the Presidential Early Career Award for Scientists and Engineers (PECASE), the highest honor bestowed by the US government on outstanding scientists in the early stages of their careers.

Adjacent to the lecture, we hosted two events:

**A DCI research studio: Technology and civic action: practice and reflection, Sept 21.**

This event was an informal “research jam” hosted by the Marshall McLuhan Centenary Fellow in Digital Sustainability at the Digital Curation Institute Dr. Maria Angela Ferrario on the occasion of the visit by Prof. Cecilia Aragon from the University of Washington.

The focus of this informal research session was on practice and reflection about civic action and technology. We combined informal introductions and discussions with a set of short research talks by PhD students at the Faculty of Information and the Department of Computer Science. The idea was to bring together emerging researchers with faculty and colleagues at the DCI and beyond. The agenda is provided below:

<table>
<thead>
<tr>
<th>Time</th>
<th>what</th>
<th>who</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30 pm</td>
<td>Welcome</td>
<td>Christoph Becker</td>
</tr>
<tr>
<td></td>
<td>Introduction round</td>
<td>Marie Ferrario</td>
</tr>
<tr>
<td>2.00</td>
<td><strong>Investigating the 'uneven civic' within community wireless networks</strong></td>
<td>Dawn Walker</td>
</tr>
<tr>
<td></td>
<td>In the coming months, Dawn Walker will co-design with Toronto Mesh, &quot;a grassroots and decentralized group of volunteers,&quot; a phase of their community wireless network. Help me pilot questions to uncover the values motivating this form of civic action.</td>
<td></td>
</tr>
<tr>
<td>2.20</td>
<td><strong>Democracy Encoded: Values in the Design of an Online Consultation</strong></td>
<td>Curtis McCord</td>
</tr>
<tr>
<td></td>
<td>Curtis will share recent research on the ways that ideology is communicated through the design features of online public consultations and open up a discussion from there.</td>
<td></td>
</tr>
<tr>
<td>2.40</td>
<td><strong>Gathering, Verifying and Sharing of Data in an ‘Untrusted’ Environment</strong></td>
<td>Dina Sabie</td>
</tr>
<tr>
<td></td>
<td>Dina will talk about the challenges concerning data sharing in limited resources environment and her approaches to dealing with such challenges (mainly the DIY governance model).</td>
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</tr>
<tr>
<td>3.00</td>
<td><strong>Valorizing Empathy and Mutual Benefit to Support Housing within Resource Scarcity</strong></td>
<td>Samar Sabie</td>
</tr>
<tr>
<td></td>
<td>Samar will discuss her recent research with a focus on what lies ahead.</td>
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</tr>
<tr>
<td>3.20</td>
<td>Summary + wrap-up</td>
<td>Marie</td>
</tr>
</tbody>
</table>

Reactions suggested it was a fulsome success, and we will try to do more of this.
A stakeholder meeting: Data curation and data-intensive research

On the occasion of the visit by Prof. Cecilia Aragon, we held this meeting to discuss how we can learn from initiatives such as the UW DS efforts and especially the human centered data science lab and the research partnerships they have developed.

Research

Updates on publications resulting from the research at the DCI are best found at the website.

Facilities and Infrastructure

Renovations on the lab are still in progress to alleviate excessive noise travelling across walls and other issues. Purchase of computing infrastructure on the CFI project is almost completed, so the DCI will soon have access to considerable cloud computing service quotas hosted by a Compute Canada partner.

Coming up

On May 10th, the current DCI Fellow Maria Angela Ferrario will give a talk (time & place TBA).

On May 2nd, the DCI will host a book workshop (see announcement):


May 2, 2017, time & place TBA (3 hours, in the afternoon)

Justin Joque, University of Michigan (presenting)
John Cheney-Lippold, University of Michigan

**Workshop description:** Our finances, politics, media, opportunities, information, shopping and knowledge production are all mediated through statistics and related machine-learning techniques. As such these technologies and methodologies increasingly form the organizational backbone of contemporary capitalism. Everywhere massive stores of data are continually transformed into actionable information for either human or computer consumption. Stocks are traded, prisoners’ sentences are adjusted, credit is granted or denied, and scientific facts are inferred. This work that statistics does is simultaneously material–it calculates with magnetic bits and moves capital and goods around the world–and deeply metaphysical turning data about the world into concepts, predictions and inferences. Like the commodity, for Marx, statistics think and work for us.

Just as Taylorism revolutionized industrial production, the ‘inference revolution’ has revolutionized the abstraction of information from data. But, at the same time statistics was busy revolutionizing capitalism, statistics was undergoing its own revolution. Over the last few decades frequentist approaches presenting an objective measure of likelihood as a proportion of occurrences in a long run system (e.g. rolling dice) began giving way to Bayesian approaches founded on a subjective likelihood that updates as new evidence is gathered. We argue that this revolution in statistical epistemology is in fact a revolution in production that directly affects the functioning of capitalism.

The scale, complexity and abstract natures of the systems we have created are outpacing our ability to comprehend or direct them. The clearest example of this is the logic of austerity politics of the last decade. The rationale of a market largely run by algorithms trading stocks between themselves has placed
a set of unrefusable demands on the state to slash budget outlays. It is essential to critically understand how statistics and machine learning function, but not exclusively on a mathematical level, but rather as a form of epistemology and ideology, making the world decipherable. Indeed, important statistical treatise throughout the 20th century are awash in deep metaphysical claims. This book explores the philosophical development of statistics in the twentieth century and argues for its importance in understanding our current political and economic reality.

About the workshop: The workshop will provide an opportunity for participants to read an early draft of the manuscript for this book, which is slated to be published by Verso in 2019, and provide feedback. A month prior to the workshop a draft will be made available. The focus of the workshop will be on parts two and three, which most directly engage the history and philosophy of statistics and the production of scientific knowledge; but we will provide and welcome feedback on the entire manuscript. Justin will provide a brief overview and introduction to the project; the majority of the time will be devoted to a critical discussion about the book.

Justin Joque is the Associate Librarian for Data Visualization at the University of Michigan. He is a scholar of information, media theory and continental philosophy. He is the author of *Deconstruction Machines: Writing in the Age of Cyberwar*, Minneapolis: University of Minnesota Press, 2018.


Appendix: Current Call for Applications, DCI Fellowship
The Digital Curation Institute (DCI) at the Faculty of Information at the University of Toronto is an interdisciplinary research unit led by Prof. Christoph Becker. It unites leading researchers in digital curation in a broad, inclusive perspective on the field, with the aim to provide a vibrant space of investigation, exchange and discussion (http://dci.ischool.utoronto.ca).

The DCI is calling for applications for a one-year funded Fellowship in the area of ‘digital sustainability’. Applications are due by April 6, 2018 (see below).

Sustainability - the capacity to endure - has become a crucial concern of our data-intensive society. It needs to be addressed jointly across multiple disciplines and perspectives around information, computing, technology and society. A very abstract concept at first, sustainability brings central questions in our information society to the fore. It urges us to take a longer-term perspective on the entanglement of social, cultural, and technical questions in systems design and strive to simultaneously advance environmental, social, economic, individual, and technical goals. These perspectives don’t emerge from incremental technical progress.

The term “digital sustainability” aims to scope this fellowship in an intentionally broad sense that unites key concerns of interest for the DCI and offers connections to many disciplinary perspectives. The capacity of digital resources to endure is a key focus of digital curation activities. At the same time, sustainability has become a central challenge in the design of information systems and software-intensive systems in general, where it draws our attention to the capacity of communities, socio-technical systems, processes, or ecosystems to endure.

Curation activities in turn are crucial for data-intensive research, in particular historical or longitudinal inquiry. For example, they are central to the environmental sciences and equally at the heart of understanding social and economic sustainability. Well-curated, usable, understandable data are essential in exploring our place in the universe, sustaining humanity and the environment, promoting and improving public health, engaging cultural values, enabling future technologies, preserving past and future cultural heritage, and advancing prosperity - key challenges emphasized in the Strategic Research Plan of the University of Toronto.

For this Fellowship, we are seeking a curious individual who pursues creative friction and synergies across disciplinary boundaries, especially those between the humanities, social sciences, natural sciences and engineering, design, computing and technology.

The Fellowship is awarded on a yearly basis. It can be offered to an academic faculty member (at any level), adjunct instructor, industry professional, graduate student, or postdoctoral fellow. Each of the categories is given equal consideration. Only one Fellowship will be awarded each year.

What do Fellows gain from being a fellow?

- **Funding:** A stipend of $10,000 CAD.
- **Community:** The Fellow will be integrated into the intellectual life at the DCI and the Faculty of Information. As part of this, the Fellow will be given the opportunity to be significantly involved
with the organization of the funded lecture series at the DCI, which brings leading international
guest speakers to Toronto.

- **Support network:** Embedding into the social and intellectual fabric of UofT, the Faculty of
  Information, the Digital Curation Institute, and partnering institutes such as the McLuhan Centre
  for Culture and Technology provides a unique support network within a vibrant and growing
  intellectual environment

- **State-of-the-art facilities:** The Fellow will have full access to the new lab for data-intensive
  approaches to digital curation with cutting-edge collaboration, visualization and data-intensive
  computing technology. The lab is located in the newly redesigned Inforum at the iSchool.

- **A platform** for discourse, community and visibility through the involvement in the organization of
  the lecture series and the opportunity to hold lectures and workshops at the DCI and the Faculty
  of Information.

- **Recognition:** The fellowship is awarded annually through a competitive process, and announced
  and promoted publicly.

### What kind of research project should the fellow conduct?

In the spirit of the trans-disciplinary nature of sustainability, there is no restriction on the type of
research or approach followed. Applications and proposals from a broad range of backgrounds and
focus areas are welcome. However, we expect that the Fellow’s proposed research project will
demonstrate direct relevance to some of the following topical areas:

- the role of curation in data-intensive research
- systems thinking and sustainability
- digital archiving
- digital preservation
- digital curation
- the nature of digital, computational objects, and their capacity to endure
- data curation in the humanities
- concerns of sustainability in the design of sociotechnical systems
- born-digital data and objects as future cultural heritage
- the social, economic, environmental, technical and individual sustainability of digital curation
- the social, economic, environmental, technical and individual sustainability of ICT systems
- sustainability design (see [www.sustainabilitydesign.org](http://www.sustainabilitydesign.org))
- conflicts between short-term goals and long-term concerns in sociotechnical systems
- long-term thinking **within** the design of information and communication technologies
- the sustainability of social communities, institutional practices and "cultures" of curation
- critical aspects of digital curation and sustainability that go beyond standard definitions

If you are interested in the fellowship and are unsure whether your interests align with the research
conducted at the DCI, please contact christoph.becker@utoronto.ca.

**Selection process:** All applications must be sent to christoph.becker@utoronto.ca with the subject
“Application to DCI fellowship” and should contain (1) A CV, (2) A brief research proposal (2 single-
spaced pages plus references), and (3) Two reference letters, sent under separate cover by the writers.
All applications will be reviewed by the Director of the DCI and two additional faculty members at the
iSchool. **Applications are due by April 6, 2018.** Applicants will be notified in April 2018.
The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas.

**Detailed terms**

This is the third year of the 7-year Fellowship program initially called the McLuhan Centenary Fellowship at the Digital Curation Institute. The inaugural Fellowship was held by Prof. Ian Milligan, University of Waterloo (see the announcement). The second Fellowship is currently held by Dr. Maria Angela Ferrario, Lecturer in Digital Technology and Environmental Change at the School of Computing and Communications, Lancaster University, UK (see the announcement).

**Period:** The fellowship period runs from 1 July to 30 June each year. In this round, the fellowship starts in July 2018.

**Naming:** The fellowship is called,

- if it is held by a professional or an academic, "the Fellowship at the Digital Curation Institute" at the Faculty of Information at the University of Toronto,

- if it is held by a post-doctoral fellow, "the Post-Doctoral Fellowship at the Digital Curation Institute" at the Faculty of Information at the University of Toronto,

- and if it is held by a graduate student, "the Graduate Fellowship at the Digital Curation Institute" at the Faculty of Information at the University of Toronto.

**Expectations:** During the period of the Fellowship, the fellow will be expected to

- Give one lecture and/or workshop at the Digital Curation Institute,

- Acknowledge the Fellowship in research output (including presentations, publications, software, data, standards and other intellectual property) resulting from this period,

- Be present on site at the Digital Curation Institute for an agreed period during the fellowship period (a minimum of three months is expected),

- Take part in the organization of a lecture or workshop as part of the DCI lecture series,

- Contribute to the intellectual life of the DCI and the Faculty of Information, and

- Submit an activity plan at the start of the Fellowship and an activity report at the end.

Timing and arrangements will be mutually coordinated between the Fellow and the DCI Director.
Table 1 provides an overview of IPSI activities during the reporting year. Details can be found in the IPSI’s website [www.ipsi.utoronto.ca](http://www.ipsi.utoronto.ca).

### Table 1: IPSI activities and deliverables

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Type of activity</th>
<th>Status/Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Organization/Communications</td>
<td>Continued the operation and maintenance of a web page and of a list serve to promote events on Identity, Privacy and Security.</td>
</tr>
<tr>
<td></td>
<td>Ongoing communications:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>web, press, newsletters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Programs</td>
<td>Offered for the 11th year in a row the graduate level interdisciplinary course JIE1001/ECE1518 “Seminar in Identity, Privacy and Security” in Winter 2018 having a mixed student population from the two faculties. This year we had the smallest participation ever from the Faculty of Information (5% FI, 95% ECE)</td>
</tr>
<tr>
<td></td>
<td>Deliver forums, seminar series, courses and graduate level concentrations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development Activities</td>
<td>Unfortunately, the plans for the creation of an expanded collaborative specialization in Identity, Privacy and Security including, ECE, FI, CS, Math, Law and Business did not materialize due to lack of sufficient interest.</td>
</tr>
<tr>
<td></td>
<td>Build partnerships:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>local/international</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop industry membership program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>A teaching assistant was hired to help with course delivery and preparation of Lab exercises and manuals.</td>
</tr>
<tr>
<td></td>
<td>Personnel</td>
<td>A part time administrative assistant was hired to help with web updating, respond to e-mail and other simple administrative duties.</td>
</tr>
</tbody>
</table>
Public Lecture Series

IPSI is once again pleased to present its Public Lecture series where notable speakers from the identity, privacy and security fields present their work and discuss contemporary issues.

The lectures are open to the public and pre-registration is not required. Lectures are part of the JIE1001/ECE1518 Course Outline, but enrolment in the course is not necessary to attend the lectures.

Table 2. IPSI Public Lecture Series 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, February 6</td>
<td>David J. Phillips, University of Toronto</td>
<td><a href="#">Promoting Semiotic Democracy in Infrastructures of Actuarial Surveillance</a></td>
<td>2:00 pm - 3:15 pm</td>
<td>Room UC140, UofT, (University College, 15 King's College Cir)</td>
</tr>
<tr>
<td>Tuesday, February 13</td>
<td>David Lyon, Queen's University</td>
<td><a href="#">The Culture of Surveillance</a></td>
<td>2:00 pm - 3:15 pm</td>
<td>Room UC140, UofT, (University College, 15 King's College Cir)</td>
</tr>
<tr>
<td>Tuesday, March 13</td>
<td>Ali Miri, Ryerson University</td>
<td><a href="#">Finding a Needle in an Encrypted Haystack</a></td>
<td>2:00 pm - 3:15 pm</td>
<td>Room UC140, UofT, (University College, 15 King's College Cir)</td>
</tr>
<tr>
<td>Tuesday, March 20</td>
<td>Uyen Trang Nguyen, York University</td>
<td><a href="#">Online Social Networks: Malware Threats and Countermeasures in Relation to Network Topological Properties</a></td>
<td>2:00 pm - 3:15 pm</td>
<td>Room UC140, UofT, (University College, 15 King's College Cir)</td>
</tr>
<tr>
<td>Tuesday, April 3</td>
<td>Khaled El Emam, University of Ottawa</td>
<td>TBA (General area: Privacy Protective Surveillance)</td>
<td>2:00 pm - 3:15 pm</td>
<td>Room UC140, UofT, (University College, 15 King's College Cir)</td>
</tr>
</tbody>
</table>
BUDGET

IPSI Budget for 2017-2018

The tentative budget for the Academic period 2017-2018 is given in Table 3.

Table 3. IPSI expenditures for 2017-2018

<table>
<thead>
<tr>
<th>Planned activity</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff (salary + benefits)</td>
<td>$14,000.00</td>
</tr>
<tr>
<td>Part time secretarial support, part time lab technician, Directors stipend, Instructor for JIE1001</td>
<td></td>
</tr>
<tr>
<td>Equipment &amp; Software</td>
<td>$200</td>
</tr>
<tr>
<td>Equipment and software needed for courses and projects in the undergraduate courses and dual M.Eng, M.I. programs</td>
<td></td>
</tr>
<tr>
<td>Operating/Supplies</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Maintenance of equipment, office rental fees and supplies, phone, computer support, conference support.</td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td></td>
</tr>
<tr>
<td>Webcasting, website development, design &amp; printing of brochures, annual report, letterhead, consultant fees</td>
<td></td>
</tr>
<tr>
<td>Seminar Series</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Support for the common seminar course/ series (weekly seminars)</td>
<td></td>
</tr>
<tr>
<td><strong>Total (expenses)</strong></td>
<td><strong>$18,200.00</strong></td>
</tr>
</tbody>
</table>

REVENUE

<table>
<thead>
<tr>
<th>Carry-over from 2016-2017</th>
<th>$52,248.95</th>
</tr>
</thead>
</table>

**Estimated Year-End Balance on April 30, 2018**

$34,048.95

Date: March 13, 2018

For The IPSI Managing Committee

Professor Dimitrios Hatzinakos, ECE, IPSI Director
Introduction

KMDI continues to be a community of diverse and experiential learning in knowledge media design. The institute embodies an interdisciplinary approach to research and collaboration, and at its core, is built on the relationships amongst our students, staff, faculty and academic partners. Our students in the KMD Collaborative Program continue to shape our growing community, as they engage and share their human-centred approach to emerging technologies and communication.

- Website  www.kmdi.utoronto.ca
- Facebook  www.facebook.com/kmditoronto
- Twitter  www.twitter.com/kmdi

Executive Summary

This has been an eventful year for KMDI! December 2017 marked the end of Professor Mark Chignell’s term as KMDI Director. Professor Kelly Lyons stepped in as Interim Director in January 2018. With this change, the emphasis has been on continuing to build our community and maintain our base programs with an aim to set the stage for the next phase of KMDI.

At the KMDI end-of-term party on December 6th, we recognized Mark’s contributions to KMDI with a short ceremony to thank you him for all he has done for KMDI as Director. After a few speeches, Mark took the stage and entertained us with stories from his term as Director.

The end-of-term parties also provide an opportunity for us to celebrate the work of students in two well-attended poster receptions. At these receptions, we recognize excellence in the breadth of student work being carried out in the KMD courses through course-based research awards.

It has also been a busy year for the Institute Speaker Series with ten visiting speakers (including one from Israel and three from the United States) speaking on a broad range of topics that reflects the multidisciplinarity of KMDI.

As a result of the change from Collaborative Program to Collaborative Specialization at the University of Toronto, the KMD Program Committee under the leadership of KMD Program Director, Professor St-Cyr, brought forward a number of changes to the KMD Collaborative Specialization. For example, KMD1001 is dedicated as the core course for the KMD Collaborative Specialization and changes were required to all course-based masters programs participating in the KMD Collaborative Specialization. This exercise also gave us the opportunity to work with participating academic units to update the list of eligible electives that meet the KMD Collaborative Specialization requirements.
Through the efforts of Carol Lee and Laura Warman the Institute worked to enrich the KMDI student and faculty community, holding a regular “Coffee Club” (renamed “Tea Talk”) and occasional graduate student seminars.

It has been a great year for KMDI and we look forward to continued success in 2018 and 2019!

Our People

• **Mark Chignell, Former KMDI Director**

In dedicating five years to the growth of the Knowledge Media Design Institute, Professor Chignell’s directorship broadened KMDI’s reach across the University community, assisted in the alignment of the Institute’s practices and policies to those of the Faculty of Information, and provided a strong foundation to KMDI research with focus on aging and technology development surrounding mental- and cognitive-health. In December 2017, we had the opportunity to thank Mark for his contributions to KMDI and with his support, we look forward to collaborating with the next Institute Director.

• **Kelly Lyons, Interim KMDI Director**

As a long-standing member of KMDI’s Executive Committee, Professor Lyons joined the Institute as an Interim Director in January 2018. Kelly has contributed to the Institute’s trajectory of curriculum development and the expansion of KMDI’s research footprint.

Kelly’s current research interests include service science, knowledge mobilization, social media, and collaborative work. Currently, she is focusing on data-driven knowledge mobilization and on ways in which social media can support human-to-human interactions in service systems.

• **Olivier St-Cyr, KMD Collaborative Program Director**

In Fall 2016, Professor St-Cyr joined the Institute as a Professor of our core course, KMD1001, “Theory and Methods in Knowledge Media.” His knowledge and passion in user-centred design has greatly impacted students’ hands-on approach to design thinking and collaborative learning. July 1st, 2017, Olivier became the Director of KMDI’s Collaborative Program, and has worked alongside our participating degree units to restructure our current collaborative program.

Olivier’s research interests include human-computer interaction, ecological interface design, and cognitive engineering.
• Carol Lee & Laura Warman, *KMDI Administrative Coordinator*

Operating at the heart of the Institute, Carol’s efforts have enriched the KMDI community in a multitude of ways. With her temporary departure from the Institute, Laura was hired through the University’s casual agency to continue in Carol’s efforts of delivering strong administrative support and finding creative ways to engage with KMDI students.

**Speaker Series**

KMDI hosted its 6th year of the KMDI Speaker Series which provides an opportunity for our students, faculty members, and the wider University community to engage with researchers in academia and the private sector. Our guest speakers shared their knowledge and insights from a wide range of areas including the humanities, computer science, industrial engineering, and user-experience design.

**Jacob Gaboury**  
Assistant Professor, Digital Media and Visual Culture, Stony Brook University  
*Grab, Dump, Capture: Screenshot Genealogies*

Dr. Gaboury explored the history of the screenshot from its origins in computer graphics labs in the 1960s to contemporary methods for digital archiving and preservation. (This talk was generously supported by the Knowledge Media Design Institute, JHI Digital Humanities Network, Comparative Literature, Art History, Sexual Diversity Studies, Cinema Studies, and the Centre for the Study of the United States.)

**Jeff K. Caird**  
Professor, University of Calgary  
*Design Constraints of Driving: Communication and Entertainment vs Distraction and Mortality*

Professor Caird discussed the research of driver interactions with communication and entertainment systems.

**Gillian R. Hayes**  
Associate Professor, Informatics and Associate Professor, School of Education, University of California at Irvine  
*Computational Kids: Research, Intervention, and Practice for Child Development in a Digital World*

Professor Hayes described the interplay between Human Computer Interaction and child development, including the opportunities and challenges for childhood technologies.
J Bruce Morton  
Professor, Department of Psychology, University of Western Ontario, and Principal Investigator at Western’s Brain and Mind Institute  
*Engineering and Design in Developmental Cognitive Neuroscience Research*  

Professor Morton discussed some of the challenges associated with the traditional methods of studying children’s thinking, and the growing importance of software engineering and graphics design in meeting those challenges.

Jacquelyn Burkell  
Associate Professor and Assistant Dean of Research, Faculty of Information and Media Studies, University of Western Ontario  
*Unpacking Social Media Privacy: Toward a More Nuanced Understanding*  

Professor Burkell discussed qualitative approaches to unpack the notion of privacy in identifying the varying perspectives of its users and the privacy considerations that apply to different types of social media content.

Anthony Tang  
Associate Professor, Department of Computer Science, University of Calgary  
*Designing Ubiquitous Collaboration: Tools for Anytime, Anywhere Work*  

Professor Tang discussed the challenges of designing effective tools and evaluating prototype solutions for collaboration beyond the desktop.

Beth Coleman  
Associate Professor, Experimental Digital Media, University of Waterloo  
*HCl in the Age of Ubiquitous Computing*  

Professor Coleman discussed the shifting models of human-computer interaction practices and the exploration of emergent ontologies that include conditions of privacy, access, and equity in user interface and user experience.

David Shinar  
Professor Emeritus, Ben Gurion University of the Negev, Israel  
*Crash Causation: Prevalence versus Risk, Four Decades Ago versus Now*  

Professor Shinar discussed how we understand and perceive crash causation and crash risk, and the role of automated driving on various crash causes. (This talk was co-hosted by the Department of Mechanical Engineering.)
Lennart Nacke  
Director, HCI Games Group, Associate Director, Graduate Studies, Stratford Campus, and Associate Professor, Human-Computer Interaction and Game Design, University of Waterloo  
*Studies in Gameful Interaction Design and Games User Research*

Professor Nacke discussed insights, current tools, methods, and results from interaction design and user research for interactive entertainment software, systems, and services.

Joyojeet Pal  
Assistant Professor, School of Information, University of Michigan  
*Social Media and New Political Imperatives in the Global South: The Case of Narendra Modi*

Professor Pal discussed the landscape of social media use by politicians in various parts of the world, specifically examining that of Indian Prime Minister Narendra Modi.

Seminars

The KMDI Community benefitted greatly from a variety of seminar speakers, both graduate students and visiting scholars. Our graduate seminars provided students with a rich discussion and feedback on their research from students hailing from different areas of study.

- Heather Birch, 4th year PhD Candidate, OISE  
*Participatory Design research for Collaborative Music Learning: Challenges with Participant Engagement and Technology*

- Patrice L. (Tamar) Weiss, PhD, Department of Occupational Therapy, University of Haifa  
*Rehabilitation Technologies: Why are they not yet disruptive?*

This seminar was co-hosted by the Human Factors Interest Group (HFIG), Intelligent Assistive Technology and Systems Lab (IATSL) and Multisensory Integration in Virtual Environments Laboratory/Toronto Rehab’s Challenging Environment Assessment Laboratories (MIVE/CEAL).

- Professor Huagen Wan, Zhejiang University  
*Semantics-enabled 3D Selection via Freehand Gestures*
Poster Sessions

Poster sessions are an exciting showcase for KMDI teaching. As in previous years, student groups present their course-based research in an effective display of visual design. Sessions are held at the end of each semester and winning posters are recognized with an Award for Course-Based Research in Knowledge Media Design.

• Spring 2017 Poster Session

The spring bi-annual poster session was held on Tuesday, April 11th, 2017. This competition saw two prizes awarded from each class, (KMD1001 and KMD1002, as well as the KMD Capstone).

Abeera Ali, Daipayan Guha, Hendrik Ophardt, David Gafni, Mayan Murray and Carly Warren won for their research titled, **Surgeon Attitudes towards AR in NSI Procedures**. Their research presented research-based solutions to current medical technology, asking what information surgeons consider essential to display for a successful navigated spinal instrumentation (NSI) procedure.

Allen Li won for his research titled, **Data Traces of the Self on Social Media**. Li presented a review of literature on the topic of self-representation on social media.

Two posters from the KMD Capstone course received honourable mentions: **PROJECT BOURNE: Designing the CIBC App’s Travel Features** and **UX in the 6: Using Human-Centered Design to Enhance the MaRS Entrepreneur’s Toolkit**. The former was by Ming Fu, Carlos Hernandez, Pranjal Swami, Shuiyao and Hang Yin and the latter was created by Aditi Bhargava, Danielle Klein and Therese Owusu. These teams worked with real-world clients and their research reflected a year-long project.

• Fall 2017 Poster Session

The fall poster session was held on Thursday, December 6th, 2017. This competition saw two prizes awarded from each class, (KMD1001 and KMD2002).

Elena Chapman, Justina Lam, Mandy Poon, Claudia Szabuniewicz, Amelia Tan and Humaira Tasnim won for their research titled, **Bridging the Divide between Deaf and Hearing Communities**. The group contends that current communication methods between deaf and hearing communities are inadequate and alternative methods are needed that better meet the requirements of the deaf community.
Team Resolve whose group members include Leona De Souza, Michelle Johnstone, Morgan McDonnough, Emily Posthumus, Kaitlan Makund and Marian Uwadiegwu won for their research titled, Sidekick for Netflix. Team Resolve asserted that young TV viewers are increasingly using a second screen while watching the streaming service. Tapping into this user preference to multi-task opens up new ways for content producers to engage with their audiences when creating movies and television shows.

- **Spring 2018 Poster Session**

In successfully reaching our ninth year, the KMDI Spring poster session will be held on Monday, April 2nd, 2018 in the Faculty of Information’s Inforum. Students from Professor Olivier St-Cyr’s ‘Representing UX’ class (INF2192) will be joining Professor Jeffrey Boase’s ‘Applications in Knowledge Media’ class, (KMD1002).

**Tea Talk (formerly Coffee Club)**

Initiated in January 2016, the KMDI Tea Talk has been a beneficial gathering for students, staff and faculty to engage in conversation and informal discussion. The hour also serves as an opportunity for students to receive feedback on their research and welcome prospective students and the greater University community to ask questions and learn more about KMDI.

**Collaborative Program**

Our Collaborative Program continues to maintain a healthy enrollment of graduate students from many collaborating degree programs. Our current roster comprises 17 Masters and 11 Doctoral students from 7 departments:

- **Curriculum Studies & Teacher Development** – 7 Masters students, 5 Doctoral students
- **Language & Literacies Education** – 1 Masters student
- **Information / Museum Studies** – 3 Masters students, 2 Doctoral students
- **Drama, Theatre & Performance Studies** – 1 Masters student, 3 Doctoral students
- **Medical Science** – 3 Masters students
- **Mechanical & Industrial Engineering** – 1 Masters student, 1 Doctoral student
- **Biomedical Engineering** – 1 Masters student (non-standard collaborating unit)
Summary of Courses and Enrollment

- Winter 2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMD 1001H Theory and Methods in Knowledge Media</td>
<td>Dr. Olivier St-Cyr</td>
<td>25</td>
</tr>
<tr>
<td>KMD 1002H Applications in Knowledge Media (2 sections)</td>
<td>Dr. Jeffery Boase Dr. Ginger Coons</td>
<td>10 21</td>
</tr>
<tr>
<td>KMD 2001H Human-Centred Design (cross-listed as INF2169)</td>
<td>Dr. Vicky McArthur</td>
<td>1 (55)</td>
</tr>
</tbody>
</table>

- Fall 2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMD 1001H Theory and Methods in Knowledge Media</td>
<td>Dr. Olivier St-Cyr</td>
<td>70</td>
</tr>
<tr>
<td>KMD 2002H Technologies for Knowledge Media Design</td>
<td>Prof. Ilona Posner</td>
<td>29</td>
</tr>
</tbody>
</table>

- Winter 2018

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMD 1002H Applications in Knowledge Media</td>
<td>Dr. Jeffrey Boase</td>
<td>11</td>
</tr>
<tr>
<td>KMD 2001H Human-Centred Design (cross-listed as INF2169)</td>
<td>Dr. Cosmin Munteanu</td>
<td>5 (65)</td>
</tr>
</tbody>
</table>

Going Forward

Effective September 2018, in compliance with the new changes introduced to the University of Toronto, the KMD Collaborative Program will become the KMD Collaborative Specialization. As part of these changes, KMDI is currently in development of KMD2XXXE, ‘Modules in Knowledge Media Design.’ Students will be able to choose from a set of modular courses (each module is 6-weeks in length) from participating units.

KMDI plans to continue with its successful Speaker Series, seminars, and other community building activities such as the spring and end-of-year poster receptions, and the weekly Tea Talk.
**Careers Officer Report**

**Co-op**
Student placement rate is currently higher compared to this time in 2017. Students are continuing to apply for positions from past employers, postings sourced through online job boards, and through students and Faculty networks. Overall students are feeling eager to secure their placements and are actively applying through appropriate channels. International Co-op students had been invited to attend a group-advising session, re: work in Canada. Dependent upon evaluation, the workshop will be offered to all FI international students, if deemed helpful.

**Practicum: INF2173**
Careers Office will shortly call for Summer proposals from past practicum hosts. Submission deadline: April 30th.
The Appreciation/poster session event will be held on April 7th for current practicum hosts and students.

**Job Shadowing**
Student orientation sessions were held March 15th & 16th in collaboration with the Faculty of Information Alumni Association. A total of 63 students were matched with hosts across a range of industries compared to 72 students in 2017. Students begin placements the week of March 19th and may complete as many placements as they wish. Job shadowing matching will continue throughout Spring/Summer.
Updates to Council
- We will vote on a Culture & Technology Rep candidate at our next meeting.
- We will vote on a First Year Social Rep candidate at our next meeting.

Faculty Presence at MISC Meetings
Colin Furness and Fiorella Foscarini will attend the next MISC meeting on March 23, 2018 for a short discussion.

New Website
We are almost finished rolling out the new website on Wordpress. Here’s a link to the new version: http://misc.ischool.utoronto.ca

InForum Updates
We are working with the students to determine whether they would like to have the space closed off for iSchool students only.

MI Merchandise
In light of other concerns, we have decided not to offer merchandise this year.

Elections
**MISC:** The nomination form is open for upper year positions. These include President, Secretary, Treasurer, Webmaster, 2 Social Committee Chairs, Professional Development Chair, Academic Affairs Officer, 2 Tech Fund Reps, 2 Graduate Student Union Reps, MRAC Rep, Alumni Association Rep, and MISC/MUSSA Liaison.
**Instructor Award:** We opened the nominations this week and are in the process of setting up the UTOR electoral system. If we cannot manage this, we will run the award through Google Forms.

**MISC-MUSSA-FIAA Trivia Night**
This takes place tonight (Thursday March 22) and we hope to have a great turnout!
iBall
The iBall has been booked for Wednesday April 11 at the Faculty Club. We are looking forward to the event and hope to see some of you there.

MI Survey
Jamie & Amber have revisited the most recent version of the survey produced by the MISC Survey Working Group for publication. We hope to be distributing this to students sometime next year.

Document Updates
Student Bill of Rights: In light of changes UTSU is making, we will begin drafting this document with an expected completion date sometime during the 2018-2019 academic year.
Constitution: We will be making further changes to the Constitution at the AGM in light of events this year.

Upcoming
Our next meeting will be March 23 from 3-5 pm - the time needed to be moved because we would not have had quorum. The AGM will take place in the second week of April.

Submitted by Amber Shortell, President
March 19, 2018
MUSSA Update

- **Social Media Volunteers:** MUSSA has recruited Jessica Stevenson, a first year CRO student, to volunteer to help with social media by attending, documenting, and sharing updates on thesis exhibitions on behalf of MUSSA during the final months of the academic year.

- **Merchandise:** MUSSA has completed and distributed all merchandise sales for the academic year. There are a number of hand-painted MMSt tote bags still available, if anyone is interested please contact hannah.hadfield@mail.utoronto.ca.

Event Updates

1. **MISC/MUSSA Clothing Swap:** MUSSA & MISC hosted another successful clothing swap in the student lounge on February 27 and 28, 2018 from 11 am - 5 pm. The remainder of clothing was brought to Sistering (a multi-service agency for at-risk, socially isolated women in Toronto who are homeless or precariously housed).

2. **The Power Plant Tour:** On March 15, 11 students will attend a tour of the Kader Attia and Emeka Ogboh exhibitions at the Power Plant Contemporary Art Gallery.

3. **Homework Club:** MUSSA has continued “Homework Nights” every third Thursday of the month from 1-4 pm in room 417 for MMSt & CRO students to gather. The final Homework Club event will take place Thursday, March 15.

4. **First Aid Training Course:** MUSSA has organized a First Aid workshop for students at a discounted price. There are two two-day sessions. The first will take place on April 14 and 15 and the second will take place on April 21 and 22.

5. **MUSSA, MISC, FIAA Trivia Night:** This joint Trivia night for MI, MMSt and CRO students will be hosted at O’Grady’s pub on Thursday, March 22.

6. **End of Year Celebration:** MUSSA is working with the Exhibitions Class to plan this celebration. It will be hosted in the Debates Room at Hart House on April 12, 2018.

Upcoming Business

7. **Blanket Exercise:** MUSSA was hoping to organize a Blanket Exercise for MMSt & CRO students before the end of the academic year, but due to lack of funding we may have to postpone the opportunity until next year. MUSSA is scheduled to have a meeting with Kathleen Schaeffer to discuss the possibility of hosting the Blanket Exercise as an iSkills workshop in the future.
8. “New Dimensions in Testimony”: MUSSA is working with Leore Zeccharia (2nd Year MMSt student and MUSSA rep) to organize programming at the Sarah and Chaim Neuberger Holocaust Education Centre. Students will experience a virtual conversation with Holocaust survivors.

9. **Inforum Collection**: Upon learning about the relocation of the Inforum collection, MUSSA met with Dean Duff to ask questions and gain a better understanding of the situation. After this meeting, MUSSA sent out a letter to MMSt and CRO students explaining what was learned at this meeting and provided students with a method to respond respectfully to the issue. MUSSA provided students with a survey that asked students questions regarding their stance on the subject. The survey encouraged students to leave detailed responses. A summary of the survey data, along with the raw data was sent to Dean Duff on March 5, 2018. This data was also sent to Sydney Stewart Rose, a MUSSA representative in the Feasibility Study Group, who will present the information at the next meeting. After the Faculty Council meeting in early March, MUSSA wrote an additional statement to students updating them on the issue at hand. This statement also respectfully requests that in order to achieve effective communication and transparency in the future, a MUSSA representative should sit on project committees that will affect student life at the iSchool. This should be done to keep a clear line of communication between the students and faculty when major decisions are being made in the future.

Respectfully submitted by,

Aurora Cacioppo  
*President, MUSSA*  
Monday, March 12, 2018
Faculty of Information Alumni Association

Report to the Faculty Council
Submitted March 15, 2018

Current and ongoing work includes:

- **Spring Grants & Awards deadlines:**
  - **Student**
    - FIAA Student Conference/Research Grant (due Sunday, April 15, 2018)
    - FIAA Outstanding Student Contribution Award (due Sunday, April 15, 2018)
  - **Alumni**
    - Alumni Professional Development Grant (due Sunday, April 15, 2018)
    - Outstanding Alumni Award (due Sunday, April 15, 2018)

- **Upcoming Events:**
  - Joint social event with MUSSA and MISC - Thursday, March 22nd, O'Grady's Tap & Grill
  - Volunteer Appreciation - Wednesday, March 28th, 6-8pm at Bar Hop
  - Planning Spring Reunion - March 31st, Hart House
  - Assisting with Convocation - June 14th

- **PD Initiatives** - FIAA is planning to host a “webinar viewing” day to bring together students and alumni to view EI webinars in late March

- **Landmark Project** - FIAA has secured approximately $600.00 so far

- **FIAA Executive meetings** - looking at ReadyTalk as an option to include alumni beyond Toronto

**Accomplished tasks:**

- Offered our first Alumni Executive meeting via Google Hangouts March 14th to include the wider alumni community
- Met with the Dean on March 14th to discuss the BI program proposal and the proposed changes to the Inforum collection