COUNCIL

2014-2015 Session

AGENDA

Friday, February 06, 2015

9:30 – 11:30 am
Room 538, Claude Bissell Building

1) Call to order and acceptance of the Agenda

2) Approval of the Minutes of November 28, 2014

3) Business arising from the Minutes

4) Dean’s report

5) Council Committees’ reports
   a) Executive Committee (No report)
   b) Standing Committees
      i) Awards (No report)
      ii) Committee on Standing (No report)
      iii) Information Services
      iv) Programs (No report)
      v) Recruitment and Admissions
         (a) Master’s (No report)
         (b) Doctoral
         (c) Information day (No report)

6) Reports from Institutes
   a) Coach House Institute (No report)
   b) Digital Curation Institute (No report)
   c) Identity, Privacy and Security Institute (No report)
   d) Knowledge Media Design Institute

8) Other reports
   a) Careers
   b) Communications and Alumni Relations
   c) Development and Advancement Initiatives
9) iSchool Students
   i) MISC
   ii) MUSSA
   iii) PhD

10) iSchool Alumni

11) Other Business

12) Question period

13) Announcements

14) Adjournment
PRESENT:
Members (ex officio): Seamus Ross

Teaching Staff: Christoph Becker, Matthew Brower, Nadia Caidi, Mark Chignell, Wendy Duff (in the Chair), Lynne Howarth, Patrick Kelty, Irina D. Mihalache, Wendy Newman, David Phillips, Leslie Shade, Nalini Singh, Siobhan Stevenson

Professional Librarians: Elisa Sze

Senior Administrative Officers: Adriana Rossini, Robin Kester

Associated Instructor or Sessional Lecturer:

Administrative Staff: Joanna King, Zoe Jaremus

Students:

Doctoral: Sarah Lubelski

Masters (MI): Stephanie Abba, Hilary Barlow, Maya Cruz, Carolyn Dineen, Diana Kulpa, Peymon Montazer, Calvin Tennakoon, Katrina Cohen-Palacios

Masters (MMSt): Sanja Ljaskeciv

Alumni/Alumnae:

External Members:

Assessors:

Observers: Kathleen O’Brien

Recorder: Anna Eskin
REGRETS:

The President of the University of Toronto, Vice-President and Provost, Chief Librarian of the University, Dean of the School of Graduate Studies, Jaime Banks, Brett Caraway, Chun Wei Choo, Nicole Cohen, Costis Dallas, Juris Dilevko, Allen Galey, Sara Grimes, Jenna Hartel, Dimitrios Hatzinakos, Cara Krmpotich, Kelly Lyons, Heather MacNeil, Rhoda McEwen, Matt Ratto, Aviv Shachak, Susan Maltby, Christopher Hogendoorn.

MINUTES

1) Call to order and acceptance of the Agenda

The meeting was called to order at 9:37 a.m., with quorum established. The Chair, Wendy Duff, welcomed all members to the second meeting of the Faculty of Information Council for 2014-15.

2) Approval of the Minutes from October 17, 2014

A motion to accept the minutes of the meeting was made and CARRIED.

3) Business Arising from the Minutes

None.

4) MISC- IPS Survey.

5) The students provided an overview of the findings of their survey about the IPS specialization. They reported that:
   a) Wording on the website is confusing and not clear
   b) No computer background is required to enter the program, yet some classes say it would be hard to do well in the course without this background.
   c) Confusion amongst various sources of information regarding this
   d) Suggestion: say the program is under review OR remove the relating information off the website until it’s resolved.

Response:
Prof. Caidi- IPS is an initiative between the iSchool and Engineering and is meant for students who have technical expertise and technical background. We need better tracking of who is taking the program.
Prof. Phillips noted that changes have been made and are still being made to the specialization. There is an awareness of the issues and many steps have been taken to make changes.

Dean's concerns were raised about this since the specialization does require a strong technical background, and Professors Caidi and Phillips are working on finding a way to ensuring the specialization works. We will work with Engineering on making those changes to assure the program will be more regulated.

6) Dean's report:

The Dean reported on the following issues:
- Update on Working Groups
  - 3 out of the 4 working groups launched began working
  - Concentrations/Curriculum working group- Report will be circulated to Faculty, Students and Staff; for everyone to comment.
  - Partnerships with UTL- the group has worked hard, agreed to circulate a draft report to have a broader discussion within the faculty.
  - Undergraduate group- at the moment completing research on other programs
  - Working Group on Governance to start soon.
- TALint- Launching event was a great success, thank you everyone for designing the program and launching it.
- Shanghai Delegation- Collaboration with the Library. 18 Archivists from the Shanghai Municipal Archives, the archive holds municipal archives and foundational early archives of the Communist Party including records of the Long March. They will be visiting Ottawa, Montreal and Toronto for the purpose of visiting different archives
- Staffing- some changes are occurring in the Dean’s office- a secretary and an office manager will be hired.
- Advancement and the Boundless Campaign- funding for many activities and services rely on philanthropic activities. Reaching out to Alumni. Advancement developed 10 proposals last year and will most likely get 12 proposals out this year.

7) Council Committees' reports

a) Report on Strategic Day Away
   i) Explanation of purpose of this day, recommendations that were carried out, creation of 4 working groups.

b) Report on Working Groups
   i) For working groups were created as a result of the external review and strategic day away.
      (1) Partnerships with UTL
(2) Undergraduate Working Group
(3) Concentrations and Required Courses Working Group
(4) Governance and Organizational Structure Working Group

c) Response and next steps
   i) Discussion generated by the explanation of the working groups and the mandate of each group.

8) Council Committees’ reports

a) Standing Committees
   i) Awards
      (1) Applications have gone down for awards, even though many students do qualify to apply for them. Perhaps awards should be advertised better. MISC to possibly help?
   ii) Recruitment and Admissions
       (a) Master’s
           (i) Adrian Berg, the recruitment officers, has been to 15 Ontario Universities, attended sessions and conferences.
       (b) Doctoral
           (i) December 10th virtual session to talk to prospective students

9) Reports from Institutes

a) Coach House Institute
   i) Review of the institute will occur in the spring of 2015.

b) Digital Curation Institute
   i) Margaret Hedstrom- great event and seminar
   ii) Recruitment of PhD students

c) Identity, Privacy and Security Institute
   i) Seeking ways to move it to a collaborative program from an institute and specialization.

d) Knowledge Media Design Institute
   i) December 1st, 2014: KMDI Poster Session and Holiday Party
      5:30 – 8:30pm, Hart House Music Room
      http://kmdi.utoronto.ca/event/kmdi-poster-session-and-holiday-party/
   ii) December 10th, KMDI & TORCHI Joint lecture with Ethan Plaut
       Designed to Disconnect: Technologies of Non-Use and Communication Avoidance
       7:00pm – Bissell Building room 205
       http://kmdi.utoronto.ca/event/kmdi-torchi-lecture-with-ethan-plaut-designed-to-disconnect/

10) Other reports

a) Communications and Alumni Relations
   i) Discussion of report

b) Development and Advancement Initiatives
i) Consider making a contribution— at about 40K now, have 10K to go.
ii) February—party to celebrate the donors
iii) 
c) iSchool Students
   i) MISC
      (1) Discussion of report
      (2) Party December 12—Bedford Academy
   ii) MUSSA
      (1) Discussion of report
   iii) PhD
      (1) Party—4pm, December 10
      (2) Forum Friday—meeting happening today (November 28, 2014)
d) iSchool Alumni
   i) November 28—deadline for grant application.
   ii) Dec 11—Holiday Social

11) Other Business

12) Question period

a) Elsa Sze—It was reported to Council that the Faculty of Information is hosting a visit from a delegation of Shanghai archivists, and that the visitors are actually archivists from the Chinese Communist Party Archives. I was wondering whether more information could be provided regarding what their visit to the Faculty of Information would entail. The Chinese Communist Party has a long and complicated relationship with democratic values that the Faculty of Information holds dear—values such as freedom of speech, freedom of the press, freedom of expression, freedom of assembly, freedom of political participation, and intellectual freedom. With its history of suppressing dissent, and with the Umbrella Revolution in Hong Kong currently still under way, can more information please be provided regarding the nature and purpose of the CCP Archivists’ visit to our Faculty?

Dean’s response—We were approached by the University Library (Jack Leong) and asked if we could help from an education point of view. Our decision to help relates to our belief in academic freedom, freedom of speech and our sense that we need to build a positive relationship with groups who want to learn. We have helped identify Canadian archives that have ideas about openness, democracy, public access for the delegation to visit. Faculty are providing some of the training and discuss public access to archives. Our decision to have them here is not an endorsement to the political structures in China. It’s about dialogue and open communication. I would believe it would be a mistake for us to impose a set of value on others, we need to understand them and we need to create an environment where they can understand us. This is all about dialogue and it’s not an endorsement of any particular regime or its suppression of freedom of expression.
Elisa Sze- May the minutes to reflect that we are not endorsing the treatment of citizens in China.

Dean - Dangerous thing to do since then we then will be saying the archivists are endorsing those policies, and we don't know what policies these archivists as individuals endorse. We know the archivists are employed by the Chinese government but we do not know anything about their personal perspectives and personal points of views.

13) Announcements

14) Adjournment

The meeting was adjourned at 11:32 a.m.
ISC Report to Faculty Council
February 2, 2015

The ISC would like to thank out-going Chair Prof Rhonda McEwan for her service to the Committee. The ISC would also like to welcome the new MISC representative Junoh Kim. At our Jan 30th meeting, Prof Cara Krmpotich took over as Chair of ISC.

At the Jan 30th meeting, Prof Krmpotich requested that all proposals being created by, or submitted to, the ISC contain the following information:
- who the author(s) of the proposal is/are
- whether the proposal is new or builds on existing documents (and if the latter, to indicate which prior documents it builds upon)
- who is responsible for approving, enacting, or over-seeing the proposed idea.

The Committee is pursuing an archiving policy for web-content to support the efforts of the Hackathon and the long-term viability of the website. Existing policies are being gathered by Lari Langford.

The Committee made the following recommendation to the Dean:
In accordance with our By-laws Article 2, Sec. 4.b.1 and 4.b.2, the ISC recommends to the Dean that sufficient and on-going resources be allocated to sustain the information technology services that contribute to the Faculty of Information’s ability to achieve its academic mission.

The Committee is eager to receive the report of the Working Group on the UTL/Inforum Partnership.

Respectfully submitted by Cara Krmpotich, Chair ISC
The deadline for doctoral admissions this year was Friday, January 30, 2015 (full and complete applications). Following are cursory statistics on the applicant pool this year, to be updated in more detail for a future Faculty Council.

**2015-16 Applications:** 56  
--International: □19  
--Domestic: 37 (includes 3 flex)

Student services is now working on ensuring that all necessary documentation has been submitted by applicants so that we can review full and complete dossiers. A note will go out in the very near future to all faculty members inviting them to review the applications.

Recruitment activities in the late fall and early winter semesters included a virtual information session and numerous email/in-person enquiries.

Submitted by: Leslie Regan Shade, Chair. With thanks to committee members Costis Dallas and Christoph Becker.
Report to Council – February 6, 2015

KMDI Proposed changes to the KMD Collaborative Program Governance

In a continued effort to ensure that the KMD Collaborative Program (KMD CP) is meeting the high educational standards of the University of Toronto and Faculty of Information we are proposing the following changes to the KMD CP structure and courses.

1) Minor Modification – Program Change Requirement
Mandatory attendance of the KMDI Speaker Series;
KMD 2100Y Master’s Seminar
KMD 2200Y Doctoral Seminar

- This proposed change will make it mandatory for KMD CP students to attend the KMDI Speaker Series Lectures. Students in the Masters program will need to attend two lectures prior to completion of their degree, and students at the doctoral level will be required to attend 4 lectures prior to completion.

- There will be no added FCE’s, students will simply be required to sign an attendance sheet and the course code will appear as a line in their transcript

- Student’s unable to attend the correct number of talks will be required to submit a response paper (no more than 500 words) to one of the previously recorded talks available on the KMDI website

- This minor modification was presented to the KMD Collaborative Program committee on September 23, 2014 and approved by all members.

- This change will take affect for all students entering the program beginning September 2015 and onwards

2) Minor Modification – Name Change
Proposal to change KMD1001H: Fundamental Concepts to KMD1001H: Theories and Methods in Knowledge Media Design

- This course hasn’t been modified or updated since its inception over 10 years ago. The course is being updated now due to course changes that have been made over the years in various programs at UofT. These changes have led to significant overlaps with material that was originally unique to KMD 1001. In addition to dealing with the issue of overlaps, the increased emphasis on research methods for design strengthens the preparation that students have for participating in the field of knowledge media design.
• This minor modification was presented to the KMD Collaborative Program committee on September 23, 2014 and approved by all members.

• This change will take effect September 2015

3) Minor Modification – Name Change
Name change proposal to change KMD 1002H Contexts and Practices to Applications in Knowledge Media

• The new name better reflects the content of the course
University of Toronto
Minor Modification –
Change to an Existing Graduate Program

This template should be used to bring forward all proposals for minor modifications to program or admissions requirements for existing graduate programs under the University of Toronto’s Quality Assurance Process.

Program being modified: Collaborative Program in Knowledge Media Design

Graduate Unit: Supporting Unit: Knowledge Media Design Institute
Faculty / Academic Division: Faculty of Information
Dean’s Office Contact: Carol Ng
Version Date: January 15, 2015

1 Summary

- Check box for type(s) of change
- Summarize what the change is including details about any changes to FCEs

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<th>Changing Admission Requirements</th>
<th>Renaming Field, Concentration or Emphasis</th>
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<td>Changing Program Length or Requirements</td>
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<td>Changing Timing of Program Requirements</td>
<td>Creating a new Emphasis</td>
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<td>Adding/Removing Option (i.e. part-time, flex-time)</td>
<td>Changes to programs affecting a MOA</td>
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Summary:
The Collaborative Program proposed to add mandatory attendance at a departmental seminar. Masters level students would be required to attend a total of 2 seminars over the course of the program, and doctoral level students would be required to attend a total of 4 seminars over the course of the program.

This program requirement would be tracked as a CR/NCR course:

KMD 2100Y Master’s Seminar
KMD 2200Y Doctoral Seminar
2 Effective Date of Change

September 2015

3 Academic Rationale

- *What are the academic reasons for the change?*

To provide collaborative students with increased breadth and depth of knowledge in the discipline. To expose students to current research in knowledge design in both academia and industry.

4 Impact on Students

- *Outline the expected impact on continuing and incoming students, if any, and how they will be accommodated*

Students who are unable to attend the appropriate amount of talks stipulated for their degree level will be asked to view a recording from the series and submit a brief response paper (no more than 500 words) as proof of viewing.

5 Consultation

- *Describe any consultation undertaken with the students, faculty, Dean and Chair/Director, and address any major issues discussed*

This proposed change was presented to the KMD Collaborative Program Committee at the annual meeting September 23, 2015. All members voted to approve this change in requirements.

6 Resources

- *Describe any resource implications of the change(s) including but not limited to faculty complement, space, libraries, and enrolment/admissions*

KMDI will book an auditorium space in the Bissell Building room 205 monthly for these lectures. Individuals from Industry and Faculty members from institutions in North America doing knowledge media designed related work/research will be invited to speak.

7 Governance Approval
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<th>Unit Sign-Off</th>
<th>Collaborative Program Committee Meeting, DDMMYYYY</th>
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<td>Faculty/Division Council Approval (or delegated body) if applicable</td>
<td>Faculty Council Meeting, DDMMYYYY</td>
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Appendix A: Calendar Entry

Please use track-changes to indicate where changes have been made.

Knowledge Media Design

Lead Faculty
Information

Participating Degree Programs
Architecture—MArch
Computer Science—MSc, PhD
Curriculum Studies and Teacher Development—MA, MEd, PhD
Drama, Theatre and Performance Studies—MA, PhD
Information—MI
Information Studies—PhD
Landscape Architecture—MLA
Language and Literacies Education—MA, MEd, PhD
Mechanical and Industrial Engineering—MSc, MEng, PhD
Medical Science—MSc, PhD
Museum Studies—MMSt
Religion—MA, PhD
Urban Design—MUD

Overview
The Collaborative Program in Knowledge Media Design (KMD) was launched in 2002 as the teaching arm of the Knowledge Media Design Institute (KMDI). The collaborative program provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of knowledge media. In keeping with KMDI’s human-centred approach, students explore the design and use of new media in the context of real-world practices of individuals and communities. Access to an intensely collaborative and cross-disciplinary faculty encourages students to take a broader view of technological and social change and to be constructively critical of technological utopian and dystopian visions alike. The goal is for students to take into account heritage and history, to understand the realities of today, and to design for tomorrow.

Students have access to a community of scholars and the network of relationships that the institute coordinates. They gain first-hand experience of a living network of innovation, an environment in which the resources are people and knowledge, and the social capital and value that are generated through collaboration.

The collaborative program is open to master’s and PhD students in the collaborating graduate programs listed above. Upon successful completion of the degree requirements of the participating home department and the collaborative program, students receive the notation “Completed Collaborative Program in Knowledge Media Design” on their transcript and parchment.

Contact and Address
Web: www.kmdi.utoronto.ca
Email: program@kmdi.utoronto.ca
Telephone: (416) 978-5634

Collaborative Program in Knowledge Media Design
Knowledge Media Design Institute
University of Toronto
Robarts Library, Rooms 1153 and 1155
130 St. George Street
Toronto, Ontario M5S 1A5
Canada

Mailing address:
Faculty of Information
Knowledge Media Design Institute
University of Toronto
140 St. George Street
Toronto, ON M5S 3G6
Canada

Programs

Master’s Level

Admission Requirements
• Students wishing to apply to the collaborative program must be enrolled, or anticipate being enrolled, in a collaborating degree program. Or they may apply directly to KMDI. The application includes: a completed application for admission form, a statement of research interest, a resumé, two letters of reference, and academic transcripts. Consult the KMDI website for application guidelines. Admission will be subject to the approval of the graduate department concerned and the Program Committee of the collaborative program.

• Alternatively, students can apply to the collaborative program through an expression of interest as part of the application to their home unit.

Program Requirements
• Students must meet all the requirements of their home department.

• Master’s students must successfully complete KMD 1001H and 0.5 full-course equivalent (FCE) from the KMD 2001 to 2004 series or a list of recognized affiliate courses. They also

2014-2015 School of Graduate Studies Calendar
www.sgs.utoronto.ca/calendar
must submit a portfolio that includes completed student research in knowledge media design. The program committee of the collaborative program will review all portfolios for their quality and contribution to the field.

- Master's students are required to attend a minimum of two seminars KMD 5000Y.
- Master's students are encouraged, but not obligated, to complete a thesis/research project component in their home department, the topic of which should be relevant to the field of knowledge media design. Students' KMD portfolio will be a component of their thesis/research project.
- Collaborative program courses may count towards the home department degree requirements or may be in addition to the degree requirements, depending on the participating department's individual program regulations.

Doctoral Level
Admission Requirements

- Students wishing to apply to the collaborative program must be enrolled, or anticipate being enrolled, in a collaborating degree program. Or they may apply directly to KMDI. The application includes: a completed application for admission form, a statement of research interest, a résumé, two letters of reference, and academic transcripts. Consult the KMDI website for application guidelines. Admission will be subject to the approval of the graduate department concerned and the Program Committee of the collaborative program.
- Alternatively, students can apply to the collaborative program through an expression of interest as part of the application to their home unit.

Program Requirements

- Doctoral students are required to take KMD 1001H and KMD 1002H if not already taken in the master's program, and 0.5 full-course equivalent (FCE) from the KMD 2001 to 2004 series or a list of recognized affiliate courses. They also must submit a portfolio that includes completed student research in knowledge media design. The Program Committee of the collaborative program will review all portfolios for their quality and contribution to the field.
- Doctoral students are required to attend at least four seminars KMD 6000Y.
- The dissertation topic must be in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units. Students' KMD portfolio will most often be connected with their dissertation proposal.
- The home graduate unit and the student's supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

Course List
For courses offered in a particular year, check the collaborative program website.

Knowledge Media Design
Required

KMD 1001H Core Seminar in Knowledge Media Design I—Fundamental Concepts
KMD 1002H Pro-seminar in Knowledge Media Design II—Contexts and Practices (required for PhD students only; elective for master's students)
KMD 5000Y Master Seminar Series Attendance
KMD 6000Y Doctoral Seminar Series Attendance

Electives

KMD 2001H Human-Centred Design
KMD 2002H Technologies for Knowledge Media
KMD 2003H Knowledge Media and Learning (exclusion: CTL 1926H)
KMD 2004H Knowledge Media, Culture and Society
KMD 4000H Knowledge Media Design: Special Topics (prerequisite: KMD 1001H)

Participating Department Electives
Existing courses from the participating departments that satisfy KMD requirements are listed below. These courses may not be offered every year. Courses that are mandatory for a student's degree from the home department cannot normally be counted. Some of the elective courses may require a significant amount of background knowledge and experience. Enrolment in such courses may require the permission of the Instructor.

ARC 1033H Architecture, Media and Communications
C&T 1006H Media, Mind and Society I
CSC 2501H Computational Linguistics
CSC 2504H Computer Graphics
CSC 2511H Natural Language Computing
CSC 2514H Human-Computer Interaction
CTL 1602H Introduction to Computers in Education
CTL 1603H Introduction to Knowledge Building
### Program Committee

- **Wensley, Anthony** - MA, MA, MBA, PhD *(Interim Director)*

- **Architecture, Landscape, and Design**
  - **Danahy, John** - BLA, MRP

- **Computer Science**
  - **Easterbrook, Steve** - BSc, PhD

- **Curriculum, Teaching and Learning**
  - **Brett, M Clare** - BA, MA, PhD

- **Drama, Theatre and Performance Studies**
  - **Budde, Antje** - PhD

- **Mechanical and Industrial Engineering**
  - **Chignell, Mark** - BSc, PhD

- **Medical Science**
  - **Mount, Howard** - BSc, PhD

- **Museum Studies; Information**
  - **Smith, Brian Cantwell** - BS, MS, PhD

- **Religion**
  - **Harris, Jennifer** - BA, MA, PhD

- **Sociology**
  - **Wellman, Barry** - BA, MA, PhD, PhD

- **Visual Studies; Art**
  - **Steele, Lisa** - BA

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<td>CTL 1609H</td>
<td>Educational Applications of Computer Mediated Communication</td>
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<td>CTL 1926H</td>
<td>Knowledge Media and Learning (exclusion: KMD 2005H)</td>
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<td>FAH 1478H</td>
<td>Art and Animation</td>
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<td>INF 1230H</td>
<td>Management of Information Organizations</td>
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<td>INF 1341H</td>
<td>Systems Analysis and Process Innovation</td>
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<td>INF 1342H</td>
<td>Systems Required for Architectural Design</td>
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<td>INF 1343H</td>
<td>Data Modelling and Database Design</td>
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<td>INF 2149H</td>
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<td>INF 2183H</td>
<td>Knowledge Management and Systems</td>
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<td>INF 2241H</td>
<td>Critical Making: Information Studies, Social Values and Physical Computing</td>
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<td>VIS 1020H</td>
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University of Toronto
Minor Modification Proposal –
New Graduate Courses, or
Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename an existing course; renumber an existing course; etc. A complete list of all course changes is available on the Vice-Provost, Academic Programs website.
If you have questions while you are filling out this document, please contact your Dean’s Office.

Graduate Department /Unit/Centre/Institute: Collaborative Program in Knowledge Media Design, Supporting unit Knowledge Media Design Institute
For courses offered by collaborative programs list supporting unit.

Faculty / Academic Division: Faculty of Information

Dean's Office contact:

Part 1: ROSI Please complete this section. The data will be used to complete the ROSI record.

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<td>Course Prerequisites, if yes please list:</td>
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<td>Course Credit Exclusions, if yes please list:</td>
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Or Changes to an Existing Course (require unit level approval only) – fill out applicable fields

| Current Course Designator and Number (required): | KMD 1001H Fundamental Concepts |
| Deactivated Course designator, number and weight: |
| Splitting or Amalgamating Courses: |
| New Designator and Number: |
| New/Renamed Full Course Title for Transcript: | KMD 1001H Theory and Methods in Knowledge Media Design |
| New/Renamed Abbreviated Title: | KMD 1001H Theory and Methods |
| New FCE Weight: |
| Change to Grading Scale (Letter Grades or CR/NCR): | Letter Grade |
| Change to Course Type: | Seminar/Lecture |
Effective Date
September 2015

Part 2: Other Changes to Existing Courses
Optional Field – This section may be used to describe other types of changes to existing courses your Faculty/Division tracks. These changes are not posted to the GCT.

N/A

Part 3: New Course Documentation
For Faculty / Divisional approval of new courses, please append the approved course documentation, or complete the template below.

Course Description

Knowledge media are systems incorporating computer and communications technology that enhance human thinking, creativity, communication, collaboration, and learning. This course explores the research methods that are used in innovative and human-centred design. It demonstrates the use of those research methods in knowledge media design, in areas such as communication, collaboration, and learning. The course will provide a foundation for other KMD courses and includes topics in requirements analysis, user research, and human-centred design. The course will also discuss issues relation to knowledge media design including social implications of knowledge media; examples and applications of knowledge media; and examples of design thinking.

Academic Rationale

This course hasn’t been modified or updated since its inception over 10 years ago. The course is being updated now due to course changes that have been made over the years in various programmes at UoFI. These changes have led to significant overlaps with material that was originally unique to KMD 1001. In addition to dealing with the issue of overlaps, the increased emphasis on research methods for design strengthens the preparation that students have for participating in the field of knowledge media design.

Learning Outcomes (if applicable)

KMD1001 has seven key learning objectives:
- Enable students to iteratively develop and improve their definitions and understandings of “knowledge media” and “design”, and explore linkages to their studies and practice.
- Explore design thinking; design as a problem solving strategy and way of thinking
- Introduce students to research methodologies related to design, including ethnography, interviews, surveys, focus groups, and user centered design.
- Engage the students with the research work of KMD faculty
- Explore different means to communicate the design process, including academic publication, posters, reports and client presentations
- Enable students to hear about Knowledge Media design practices as carried out by practitioners in industry
- Provide a core shared experience for KMD CP students

**Similarity/Overlap with other Courses & Consultation**

Consultation took place in September 2014 with the KMD Collaborative Programme committee encompassing faculty from a range of departments and faculties including OISE and the i-School. Overlaps with other research methods on campus with the previous version of KMD 1001 were noted and a strategy was developed for focusing the research methods section of the course on Design in general, and knowledge media design in particular, thereby differentiating that component from other courses on campus that focus on research methods.

**Resource Requirements (if required)**

N/A

**Governance Approval**

<table>
<thead>
<tr>
<th>Unit Sign-Off (Committee name and meeting date)</th>
<th>Program Committee, Faculty of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Division Council (or delegated body) approval, if applicable (Name and Date)</td>
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</tr>
</tbody>
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Developed by the Office of the Vice-Provost, Academic Programs
University of Toronto
Minor Modification Proposal –
New Graduate Courses, or
Changes to Existing Graduate Courses

This template should be used to: create a new graduate course; reactivate a closed/deactivated course; rename
an existing course; renumber an existing course; etc. A complete list of all course changes is available on the
Vice-Provost, Academic Programs website.
If you have questions while you are filling out this document, please contact your Dean’s Office.

Graduate Department /Unit/Centre/Institute:
Collaborative Program in Knowledge Media Design, Supporting unit Knowledge Media
Design Institute
For courses offered by collaborative programs list supporting unit.

Faculty / Academic Division:
Faculty of Information

Dean’s Office contact:

Part 1: ROSI Please complete this section. The data will be used to complete the ROSI record.

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<thead>
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<td>Abbreviated Title:</td>
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<td>Available via Student Web Service:</td>
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<td>Course Type:</td>
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<tr>
<td>Online Course:</td>
</tr>
<tr>
<td>Required Course:</td>
</tr>
<tr>
<td>Grading Scale:</td>
</tr>
<tr>
<td>Course Prerequisites, if yes please list:</td>
</tr>
<tr>
<td>Course Credit Exclusions, if yes please list:</td>
</tr>
</tbody>
</table>

Or Changes to an Existing Course (require unit level approval only) – fill out applicable fields

<table>
<thead>
<tr>
<th>Current Course Designator and Number (required):</th>
</tr>
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<tbody>
<tr>
<td>KMD 1002H Contexts and Practices</td>
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<tr>
<td>Deactivated Course designator, number and weight:</td>
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<tr>
<td>Splitting or Amalgamating Courses:</td>
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<td>New Designator and Number:</td>
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</tr>
<tr>
<td>KMD 1002H Applications in Knowledge Media</td>
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<td>New/Renamed Abbreviated Title:</td>
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<td>KMD 1002H Applications in KM</td>
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<td>New FCE Weight:</td>
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<tr>
<td>CR/ NCR</td>
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<tr>
<td>Change to Course Type:</td>
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</tbody>
</table>

Developed by the Office of the Vice-Provost, Academic Programs
Effective Date
September 2015

Part 2: Other Changes to Existing Courses
Optional Field – This section may be used to describe other types of changes to existing courses your Faculty/Division tracks. These changes are not posted to the GCT.

N/A

Part 3: New Course Documentation
For Faculty / Divisional approval of new courses, please append the approved course documentation, or complete the template below.

Course Description

N/A

Academic Rationale

N/A

Learning Outcomes (if applicable)

N/A

Similarity/Overlap with other Courses & Consultation

N/A

Resource Requirements (if required)

N/A

Governance Approval

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<tr>
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<td>N/A</td>
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Developed by the Office of the Vice-Provost, Academic Programs
Careers Report to Faculty Council

Function: Career Services
Report Date: January 28, 2015
FC Meeting Date: February 6, 2015
Report By: Isidora Petrovic, Careers Officer

Practicum (INF2173H and INF2158H) and Internship (MSL3000Y) courses

✓ Assisted practicum host supervisors and students with organizing placements and submitting practicum projects for the INF2173H Information Professional Practicum course (Winter 2015 term); 97 projects (108 placements) were posted for 50 students enrolled in this course.

✓ Assisted with MMSt Internship course (MSL3000Y) by communicating with host supervisors and students with questions regarding the new portal, insurance, and similar.

✓ Designed and delivered 2 tailored career workshops for MMSt Internship students on how to write resumes and cover letters and job interviewing skills; First workshop was held on Jan. 27, while second workshop will be held on Feb. 12.

*One project can be done by one or more students; therefore the number of placements is always higher than the number of projects.*

Career Services

✓ Designed and delivered 7 career development workshops on topics such as MI career options, MMSt career options, resume writing, etc. as part of the iSkills workshop series; All workshops were well attended and held during January 2015.

✓ Assisted with student recruitment by presenting at the recruitment information sessions, for both MI and MMSt programs, held at the iSchool on Saturday, January 17, 2015 and Saturday, January 24, 2015.

✓ Wrote 2014 Alumni Survey Report, based on 3rd annual iSchool Alumni Survey results; survey was conducted in June-July 2014 with the graduating class of November 2012 and June 2013; Report focuses on the results regarding the employment outcomes and was posted on the iSchool website.

✓ Organized and delivered 2 presentations to iSchool faculty members on 2014 alumni survey results focusing on employment, learning outcomes and program satisfaction data.

✓ Assisted MISC PD committee with Employer Showcase event held on January 9, 2015.

✓ Designed and delivered a workshop on LinkedIn during a class taught by Mike McCaffrey and as part of the pilot mentorship program for MI students.
✓ Assisted with TALint program by organizing a focus group/meeting with all TALint students in order to collect feedback on the program and their progress

✓ Sent 100 holiday cards, with a letter signed by the Dean, to employers and professionals who regularly offer practicum placements and attend events at the iSchool, in December 2014

**Co-op Committee**

✓ Revised the “University of Toronto Major Modification Proposal – Type A: Significant Modifications to Existing Graduate and Undergraduate Programs” (form) in collaboration with Prof. Wendy Duff, based on January 2015 feedback from SGS and Simcoe Hall regarding the new MI Concentration with Co-op Option (CCO)

✓ Completed “University of Toronto Minor Modifications – New Course or Change to Existing Course Governance Form C” in collaboration with Prof. Wendy Duff; This form is a proposal for a new course which is related to the proposed CCO

✓ Answered questions regarding the potential MI CCO during the student recruitment information sessions and when requested

**Ongoing Activities**

✓ Provide career advice to students, alumni, and prospective students individually in one-hour meetings on career topics such as career options, resume, cover letter, CV, interviewing techniques, professional networking, job search, and similar

✓ Receive, verify, and post new work opportunities on the iSchool’s job site

✓ Assist a variety of employers with job postings, co-ops/internships, interviews, and general inquiries
COMMUNICATIONS

Publicity/Media/Event Management

- Interviewed more students, librarians, and updated TALint story. Successfully pitched to UofT News, which ran the story plus a photo taken at Dentistry Library. Also ran in Bulletin, the campus newspaper, as well as our website.
- Wrote stories and did social media on IBM Watson Challenge featuring two iSchoolers. Editor of UofT News sat ran my story and appeared in Bulletin, campus newsletter.
- Wrote story on Dr. Keren Dali and Prof. Lynne Howarth receiving ALISE award and arranged for the news to be sent out on ALISE listserv. Posted news story online. Pulled together content and arranged for design of advertisement, which appeared in conference brochure.
- Wrote story on deceased alumnus, Erik Spicer, and successfully pitched story, which was published in U of T Magazine.
- Successfully pitched updated UNESCO story, and sent selection of photos to editor, and it ran in Bulletin and UofT news site. Uploaded and shared IP Sharp Lecture photos with reps from UNESCO. The international UNESCO website ran their own story, with notes from my story, and my photo.
- Sent media request from Ottawa Citizen and CBC to professors for consideration.
- Did further research, found links, and missing information, to add to Faculty Research select publications. Working on design.
- Emailed a professor again to meet about her research. Waiting for time/date.
- Met with professor to discuss publicizing his Institute. Will wait until summer.
- Posted on Facebook about Prof. Shade about her gender and unpaid internships research project.
- Sent out publicity for Sandy Pearlman talk to several music related websites and groups.
- Finished PhD website revamp plan and met with student reps. Working on pulling together information pending website review.
- Posted Museum Mixer photos to Facebook, as well as Curating Science event, and Museum Studies trip to Ottawa.
- Edited/rewrote/wrote several stories for Faculty website (doctoral thesis shortlisted; alumni employment survey; etc.)
- Attended How to Be Good at Twitter seminar (Dec. 2).
- Attended Your Brand Story presentation (December 16).
- Continue working with Student Services editing/rewriting re alumni recruitment profiles (Jake Paleczny; Justin Sherer).
- Helped organize, and clean up for end-of-term iTea, as well as ran Fair Trade iTea.
- Pitched alumna Margaret Lam to UofT News for entrepreneurship site.
- Reviewed new content pages of website and provided suggestions.
- Took photos of Diane Dechief hooding and posted on social media.
- Attended monthly comm’s meeting.
➢ Took photos of Shanghai delegation and sent for distribution
➢ Designed and attending new website meetings for hackathon
➢ Work on publicity for faculty events, including design work, online event creation, external promotion, and outreach
➢ Sent out weekly event e-blasts each Tuesday
➢ Post regularly on Facebook, tweet on Twitter
➢ Created/posted events, plasma screens, atrium plasma screens, hero boxes, and posters

DEVELOPMENT
Stewardship/Alumni Relations/Event Management
➢ Helped organize and run OLA Super Conference Alumni Reception
➢ Sent out email to November’s graduating students to advise them of what FIAA offers, and what programs they can participate in
➢ Made and sent holiday cards to alumni executives on FIAA; coded on DIS
➢ Coded various events on DIS for tracking alumni engagement
➢ Updated donor appreciation page and conference grant page of alumni website
➢ Emailed and followed up with a major donor for an invitation to meet the Chancellor
➢ Sent donation thank you letters to individual award donors for the fall, and coded on DIS
➢ Sent in Ask an Alum email addresses to invite those involved with alumni-student mentor, for an appreciation event in February
➢ Wrote and sent a letter to family of deceased donor to try and find new contact
➢ Worked with SDO to formulate stewardship plan for all donors
➢ Began Bertha Bassam publicity for lecture
Advancement Report to Faculty Council
Date: February 6, 2015
Prepared by: Robin Kester, Senior Development Officer

iSchool Strategic Plan 2012-2017
Priority 5: Enrich
Enrich our environment and culture for study, research and work:
Goal 4: Improving our Advancement approaches.
Strategies and Actions
a. Support the continued development of our Advancement Program.
b. Focus on refining and achieving our Advancement targets.
c. Engage all faculty, librarians, staff and students in the Advancement process.
d. Create opportunities for alumni to support the Advancement process.

Advancement Highlights:

PPEF — Faculty of Information PhD Enhancement Fund $100,000
• To be awarded to a graduate student (international or domestic) enrolled in a full-time PhD program in the Faculty of Information
• Academic Excellence will be considered
• To be first awarded by awards committee in 2016-2017

Major Gift Projects:
• Centre for Global Museology $11M
• Records Management - Africa Partnership Program $5M
• Internship Program $1.5M

Annual Fund:
• Spring campaign in development
• Fiscal year-end April 30, 2015

Gift Planning:
• Alumni engagement visit to Ottawa January 15-16 2015. 30 Gift Planning prospects live in the region and alumni events were also held in conjunction with Museum Studies Students

Community Engagement:
• Held a productive association meeting with ISACA on December 1, 2014
• University of Toronto in your Neighbourhood (UTN) – looking for faculty speakers for fall 2015
• Bertha Bassam Lecture March 11, 2015 6:15 p.m. at Innis College featuring R. David Lankes
Bertha Bassam Lecture featuring R. David Lankes

Radical Librarians

For too long librarians have seen their role as being unbiased agents standing ready to serve. Librarians must be agents of transformative social engagement—actively working to better their communities. From the riots in Ferguson, to the Arab Spring we see the value of librarians throwing off the mask of objective curator and adopting the role of change agent. This lecture examines the value of librarians dedicated to improving communities, not simply informing them.

Wednesday, March 11, 2015

Doors open at 6:00 p.m. Lecture starts at 6:15 p.m.

Cocktail reception to follow 7:30 - 9:00 p.m.

Lecture and reception are complimentary however registration is required.

Registration: https://berthabassam.eventbrite.ca

R. David Lankes is a professor and Dean's Scholar for the New Librarianship at Syracuse University's School of Information Studies and director of the Information Institute of Syracuse. Author of several books including The Atlas of New Librarianship which won the 2012 ABC-CLIO/Greenwood Award for the Best Book in Library Literature and new book coming out in 2015 The Radical's Guide to New Librarianship. Lankes is a passionate advocate for librarians and their essential role in today's society.

The Bertha Bassam Lecture in Librarianship was established by the Faculty of Information's Alumni Association to honour Dr. Bertha Bassam, Director of the Library School from 1951 to 1964. The lectures, which are open to the profession and members of the public, are delivered every three to four years by an outstanding individual, whose topic and experience are relevant to librarians and librarianship.
Report to Faculty Council
6 February, 2015

Presented by Hilary Barlow, MISC President

Inforum Proposal
After the town hall sessions concluded, MISC councillors discussed the potential renovation of the Inforum at our 21 January meeting. Councillors voted on a set of points to be included in a proposal document, which was subsequently drafted sent to members of the UTL/Inforum working group on 23 January. MISC proposed that the Inforum continue to employ its own librarians, remodel the current collaboration space instead of creating brand new features, and that already existing lab space be revamped throughout the Faculty.

Employer Showcase
On 9 January MISC hosted its 9th annual Employer Showcase in the Inforum. Fifteen employers set up booths at the Showcase and met with over 87 iSchool students. A huge thank-you to everyone who attended and to our Professional Development Committee for executing the event so successfully!

Mental Health Meet-up
MISC’s annual mental health event will be on 12 February, at 4 pm in the 7th floor student lounge. While it not be an iTea this year, there will be presentations about on-campus mental health resources and day-to-day coping mechanisms, followed by a discussion. MISC hired two massage therapists from the company that runs Massage Mondays at Hart House. iSchool community members can stop by for a massage on a drop-in basis from 4-6 pm. There will also be food.
Museum Studies Student Association (MUSSA)
Report to Faculty Council February 6, 2015
Submitted by Nicole Ritchie (President)

In addition to ongoing committee representation, MUSSA would like to report on the following updates:

1. End-of-Term Party
We organized a Fin-de-Semester Soiree on December 9th with MMSt Faculty at Victory Café — it was a grand success with 30+ attendees.

2. Annual Class Trip
Almost 50 students and 5 faculty members went on the annual class trip to Ottawa on January 14-17, 2015. Attached is a report about the class trip by our Social Chair and lead student organizer for the trip, Alex Somerville. For further information about the activities of the class trip, please see this first person account by a MMSt student: http://www.ischool.utoronto.ca/content/museum-studies-student-road-trip-nations-capital

3. Student Survey
We are currently working on the MUSSA Annual Student Survey for 2014/15 that gauges the MMSt and CRO experience at the iSchool. We hope to send it out to the student body by March.

Website: http://mussa-ischool.weebly.com
Facebook: http://fb.me/mussa.ischool
Twitter: @MUSSAToronto
MMSt Ottawa Study Trip 2015
Debrief

Introduction
This debrief describes and evaluates the success of the MMSt Ottawa Study Trip in 2015. The information is based on anecdotal evidence collected by Alex Somerville, MUSSA Social Chair, and the results of a feedback survey conducted by MUSSA.

Background
The MMSt Ottawa Study Trip took place from January 14, when students and faculty left Toronto for Ottawa, to January 17, when students and faculty returned to Toronto from Ottawa. The study trip was organized in part by Dr. Cara Krmopotich and Alex Somerville. The study trip included two consecutive days of educational sessions, one day each at the National Gallery of Canada and the Canadian Museum of History. Educational sessions were planned by MMSt alumnas at each museum, Megan Richardson (NGC) and Claire Champ (CMH). The trip included an alumni networking evening planned by Robin Kester, the Faculty of Information’s Senior Development Officer.
Planning began in September, and included booking a group of hotel rooms for trip participants at the Residence Inn in Ottawa, scheduling transport during the trip with Denny’s Bus Lines, registering student participants, and communicating with other organizers. There were 45 student participants.

Anecdotal Feedback
Anecdotal evidence supports a claim that the trip was a positive experience for students, and informative. Students commented positively on the quality of educational sessions, especially at the National Gallery of Canada, and on the guest experience at the Residence Inn.

Survey Results
(results can be seen upon request)
After the trip, a survey was conducted by MUSSA to solicit formalized feedback from students who participated and who did not participate in the trip in order to improve such study trips in the future. 10 students who did not participate responded, and 32 of the 45 students who did participate responded to the survey.

Trip Non-participants
The survey results indicate that, among students who chose not to participate in the trip, one of the reasons for not participating was a lack of interest in Ottawa as a destination. Ottawa, as a domestic destination, may lack glamorous appeal, especially when compared to the 2014 trip to Washington. Every non-participant who indicated they had spent a lot of time in Ottawa also indicated that they did not find Ottawa to be an interesting destination. This finding should also be

Website: http://mussa-ischool.weebly.com
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Twitter: @MUSSAToronto
considered in relief of the fact that there were also students who chose to
participate in the trip who had spent a lot of time in Ottawa.
One encouraging result among the responses of non-participants is the low
reporting of prohibitive costs as a factor in deciding not to participate. Students are
much more likely to find that they cannot afford the time than the money.

Trip Participants
The first two questions participants were asked to answer were about their
anticipation of certain aspects of the trip and those aspects that made the trip seem
worthwhile.
Among students who did participate in the trip, there was a high reporting of an
anticipation of visiting Ottawa. Other widely reported expectations include visiting
the national museums and getting to know classmates. Getting to know faculty was
the least frequently indicated aspect of the trip that participants were looking
forward to.
Spending time with friends, getting to know classmates, and attending educational
sessions were more frequently indicated as aspects of the trip that made it
worthwhile than as aspects that students had been looking forward to. This can be
interpreted to support a claim that these aspects of the trip exceeded participant’s
expectations.
Participants indicated that they would have made some changes to the trip. Over
half of participant respondents indicated that they would have left Toronto earlier
in the day to avoid traffic, and indicated that they would have asked for more
‘behind the scenes’ experiences at the NGC and CMH. Among write in responses,
there is theme of having more discretionary time, and some dissatisfaction with the
pub night event.
Student were asked to identify the educational sessions they thought were ‘the
best’; most of the sessions earned this designation from between 25% and 40% of
respondents. The outlier was the session on designing the Artissimo unit at the
NGC, considered to be among the best by 29/35 (69%) students.
Among indications of what would have made the trip even better, there were
recurring comments that more (free) time and more ‘behind the scenes’
opportunities would have made the trip even better.

Conclusions and Recommendations
These data support a conclusion that many participants felt the Ottawa study trip
exceeded their expectations and offered a quality learning opportunity. The data
also support a recommendation that planning more time and options for
structuring that time (or not), are options for making the trip an even more positive
experience.

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Doctoral Student Association Report to Faculty Council February 6, 2015


The third "Forum Friday" of the academic year took place on January 23, followed by off-campus socializing. The topic was Reading Lists and Qualifying Exams. Candidates discussed their experiences in building their reading lists and going through the qualifying exam process with first and second year students.

Prior to our Forum Friday event, a DSA by-election was held in order to fill the positions of Treasurer and Graduate Student Union Representative. An updated list of DSA representatives is attached at the bottom of the report.

On January 30, a DSA representative participated in the preliminary meeting on the iSchool Hackathon, regarding Profiles and Concentrations/Labs/Institutes. The ability to edit student profiles on the website was discussed, as well as the issue of updating the concentrations and working groups. We appreciate the invitation to participate in this meeting, and the opportunity to discuss issues that are specific to the PhD community.

Updated List of DSA representatives, 2014-2015

President: Chris Young
Vice-President: Sarah Lubelski
Treasurer: Harrison Smith
Secretary: Christie Oh
Social Committee representatives: Ben Walsh, Chris Young, Elysia Guzik, Rebecca Noone
Space Allocation Committee representatives: Ben Walsh, Gabby Resch
Technology Fund Committee representatives: Jack Jamieson, Karen McEwen, Matt Wells, Vik Pant
Web representatives: Brian Griffin, Matt Wells
CUPE representative: Rebecca Noone
Graduate Student Union (GSU) representative: Elysia Guzik, Sarah Lubelski (backup)
Faculty Council representative: Sarah Lubelski
Academic Appeals Committee representative: Jenna Jacobson
Admissions Committee representative: Gabby Resch
Committee on Standing representative: Karen McEwen
Information Services Committee representative: Emily Maemura
Life and Times Committee representative: Sarah Lubelski
Programs Committee representative: Chaya Litvak

February 6, 2015
FIAA UPDATE – February 6, 2015

A brief update of key events and initiatives:

1. Grants and Awards Committee
   - Committee members selected two MI students for the conference/research grants
   - The recipients are: Robin Nelson and Matthew Fesnak
   - They will each receive $500 to help cover the costs of their research or conference activities.
   - The next deadline for conference/research grant applications is March 27, 2015
   - Link with more information: http://www.ischool.utoronto.ca/fiaa-student-conferenceresearch-grants
   - Applications for the Outstanding Alumni and Student Contribution Awards will be open soon!

2. Bertha Bassam Lecture
   - The BBL is coming up! David Lankes is our speaker
   - March 11, 2015 at the Innis Town Hall, Doors open at 6:00 p.m. Lecture begins at 6:15 p.m.
     Reception to follow 7:30 - 9:00 p.m. We look forward to seeing you!
   - Lankes is a professor and Dean’s Scholar for the New Librarianship at Syracuse University’s School of Information Studies and director of the Information Institute of Syracuse.
   - Registration: https://berthabassam.eventbrite.ca

3. Inforum Renewal
   - Dean Ross generously attended the last FIAA Executive meeting and answered questions about the proposed plans for the renewal of the Inforum.
   - The FIAA Executive submitted comments and concerns on behalf of the alumni community.