COUNCIL

2014-2015 Session

AGENDA

Friday, March 20, 2015

9:30 - 11:30 am
Room 538, 140 St. George Street
Claude Bissell Building

1) Call to order and acceptance of the Agenda
2) Approval of the Minutes of February 6, 2015 (attached)
3) Business arising from the Minutes
4) Dean’s report
5) Council Committees’ reports
   a) Executive Committee (no report)
   b) Standing Committees
      i) Programs
         The Programs Committee is submitting the following three proposals to Faculty Council for approval at its March 20th 2015 meeting:
            1) New course proposal: “Digital Discourse”. Governance Form C and sample syllabi attached. (attached)
            2) Major modification: Master of Information - Co-op option (attached)
            3) Major modification: Master of Information - Thesis option (attached)
      ii) Awards (attached)
      iii) Recruitment and Admissions
            (a) Master’s (attached)
            (b) Doctoral (attached)
      iv) Committee on Standing (attached)
      v) Information Services
         1) ISC approved copy of Collection Development Policy (attached)
         The ISC is submitting the following endorsement for approval:
         2) ISC endorsement of the Working Group on UTL Partnership Report (attached)
6) Reports from Institutes
   a) Coach House Institute (Will report at the next meeting)
   b) Digital Curation Institute (Will report at the next meeting)
   c) Identity, Privacy and Security Institute (Will report at the next meeting)
   d) Knowledge Media Design Institute (Will report at the next meeting)

8) Other reports
   a) Careers (attached)
   b) Communications and Alumni Relations (attached)
   c) Development and Advancement Initiatives (attached)

9) iSchool Students
   i) MISC (attached)
   ii) MUSSA (attached)
   iii) PhD (no report)

10) iSchool Alumni (attached)

11) Other Business

12) Question period

13) Announcements

14) Adjournment
FACULTY COUNCIL
3rd Regular Meeting, 2014-2015 Session
Friday, February 6, 2014
9:40am – 10:45am

PRESENT:
Members (ex officio): Seamus Ross

Teaching Staff: Wendy Duff (Council Chair), Christoph Becker, Matthew Brower, Lynne Howarth, Patrick Kelty, Cara Krmpotich, Mike McCaffrey, Irina D. Mihalache, David Phillips, Leslie Shade, Brian Smith, Siobhan Stevenson, Anthony Wensley

Professional Librarians: Lari Langford, Kathleen Scheaffer, Nalini K. Singh, Elisa Sze

Senior Administrative Officers: Glenn Cumming, Robin Kester, Anna Pralat, Adriana Rossini

Associated Instructor or Sessional Lecturer:

Administrative Staff: Kathy Shyjak

Students:

Doctoral: Sarah Lubelski

Masters (MI): Stephanie Abba, Hilary Barlow, Maya Cruz, Carolyn Dineen, Peymon Montazeri, Katrina Cohen-Palacios, Amanda Chernawski, Julia King

Masters (MMSt):

Alumni/Alumnae:

External Members:

Assessors:

Observers: Anna Pralat, Isidora Petrovic, Joanna King

Recorder: Mary-Marta Briones-Bird

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. Mark Chignell, Mr. Adrian Berg.

MINUTES

1) Call to order and acceptance of the Agenda

The meeting was called to order at 9:40am, with quorum established. The Chair, Wendy Duff, welcomed all members to the third meeting of the Faculty of Information Council for 2014-15.

2) Approval of the Minutes from November 28, 2014

Chair Wendy Duff asked if there were any changes to the Minutes. Ms. Nalini Singh’s clarified that Professional Librarians are not Teaching Staff, the minutes were also corrected to include Ms. Angela Henshaw, Ms. Kathleen Schaeffer and Prof. Brian Smith as having been present.

MOTION: A motion to accept the minutes with amendments was made by Ms. Leah Moncada and seconded by Prof. Siobhan Stevenson and the motion was CARRIED.

3) Business Arising from the Minutes

No business arising from the minutes.

4) Dean’s report:

The Dean reported on the following issues:

i) The Dean congratulated the student delegation who went to New York for the Watson Challenge Award announcement celebration.

ii) The Dean announced the student conference being held on March 6th and 7th and encouraged faculty, students to please attend. The conference is titled ‘Share, Connect, Discover’.

iii) The Dean announced the Bertha Bassum lecture on March 11th that Prof. David Lankes would be the speaker and to please attend.

iv) The Dean thanks the students working with Dr. Matthew Brower on increasing the art in the building. The students have founded a Museum Studies exhibition program called ‘Sketch’, they hope to have this up towards the end of April.

v) The Dean introduced Anna Pralat, Executive Assistant to the Dean and Office Manager and Mary-Marte Briones-Bird, Administrative Coordinator in the Dean’s office.

vi) Chair Wendy Duff also announced on behalf of the ACA Student Chapter a lecture on Feb. 25th, 2015 by Dr. Guy Berthiaume titled ‘Everything you wanted to know but were afraid to ask about Library and Archives Canada’. Please do attend.

5) Council Committees’ reports

a) Executive Committee

No report.

b) Standing Committees

i) Awards

Prof. Brian Smith – thanked Ms. Adriana Rossini on her hard work on the Awards Committee.
ii) Committee on Standing
   Prof. Lynne Howarth – reported that the committee had met on Jan. 7th and Jan. 26th, 2015 and thanked the members of the committee for their work.

iii) Information Services
   Prof. Cara Krmopotich – Thanked Prof. Rhonda McEwen for her work on the committee and also welcomed new MISC representative Junoh Kim. Prof. Cara Krmopotich reported that the ISC was excited about the Hackathon and that Ms. Lari Langford was working on researching archival policies.

   Prof. Cara Krmopotich noted that the Information Services Committee had developed a recommendation to the Dean spurred by the Hackathon. Chair Wendy Duff inquired if it related to the UTL Partnership Working Group report. Dean Seamus Ross noted that the Working Group was reviewing all email submissions and materials of the townhalls and the facilitators report.

iv) Programs
   Prof. David Phillips – We are currently writing the proposals for two major program modifications, the Co-op option in the Masters of Information and the Thesis option in the Masters of Information. We are planning to bring these two program proposals to the next Faculty Council meeting for approval.

v) Recruitment and Admissions
   (a) Master’s
      Prof. Siobhan Stevenson – thanked Mr. Adrian Berg for a job well done and in producing the report and engaging in numerous recruitment activities including the three Information Days and the fourth Information Day at the end of the month. As well, it was reported that there was a 9% increase in Museum Studies applicants and an 11% decrease in Masters of Information applications for this year. Prof. Stevenson also thanks Ms. Adriana Rossini for keeping the committee on target with dates and timelines.

   (b) Doctoral
      Prof. Leslie Shade – The Doctoral Admissions Committee will be meeting in the next week, there will be more to report at that time.

6) Reports from Institutes
   a) Coach House Institute
      Prof. Brian Smith – Reported that the Coach House Institute and McLuhan program will be reviewed in the spring, they will be producing a report and that Dean Seamus Ross is in the process of inviting the external reviewers.

   b) Digital Curation Institute
      Prof. Christoph Becker - reported that the team at the DCI has begun research activities studying the design and application of maturity models to support organizational assessment in digital preservation in the funded project BenchmarkDP (www.benchmark-dp.org) in collaboration with several institutions in Europe including Vienna University of Technology and the Austrian State Archives.

   c) Identity, Privacy and Security Institute
      Prof. David Phillips – Reported they were moving to establish a collaborative program.

   d) Knowledge Media Design Institute
      Prof. Anthony Wensley (for Prof. Mark Chignell) – Brought a motion to approve the three minor modifications in the KMDI (two were name changes and one was a requirement for the program with respect to speakers series). These minor modifications had been approved in the KMDI programs Committee.
MOTION: Prof. Anthony Wensley moved the motion, Ms. Kathleen Scheaffer seconded the motion, all were in favour and the motion was CARRIED.

Dean Seamus Ross – clarified that the approvals process would appropriately be the ICCIT Programs Committee to the Faculty Programs Committee and then for approval at Council Prof. Anthony Wensley was in agreement.

Prof. Anthony Wensley also reported that he had been re-appointed as director of the Institute of Communication, Culture, Information and Technology (ICCIT) to 2020-2021. Prof. Brian Smith and all the Council members congratulated Prof. Wensley on his re-appointment.

7) Other reports
   a) Careers
      Ms. Isidora Petrovic presented the Careers Report. Chair Wendy Duff thanks Ms. Isidora Petrovic for her hard work on the co-op program proposal major modification.
   b) Communications and Alumni Relations
      Chair Wendy Duff noted that Ms. Kathleen O’Brien was not present but that the Communications and Alumni Relations report was attached. her report was attached.
   c) Development and Advancement Initiatives
      Ms. Robin Kester reported on the following items:
      i) Faculty of Information PhD Enhancement Fund. There was good news to report in raising $50,000 for the PhD Advancement Fund by Dec. 31st, the funds would be awarded to students by the Awards Committee. The fund would be about $4000 per year to be awarded to full time PhD students beginning in 2016 on the basis of excellence.
      ii) Major Gifts. A report that there will be a celebration event in the spring.
      iii) Ottawa Alumni Trip - Ms. Robin Kester - Thanked Prof. Cara Krmopitch, Alex Somerville and the Museum Studies faculty for their hard work. Dean Seamus Ross -Thanked Ms. Robin Kester for her work as well as the students and professors involved in organizing. Dean Seamus Ross – reported that with a proposal was sent to David Palmer, UofT Vice President of Advancement regarding approaching MasterCard for 5 million to bring 10 students from Sub-Saharan Africa.
   d) iSchool Students
      i) MISC
         Ms. Hilary Barlow reported from the MISC students on the i. Inforum Proposal ii. Employer Showcase and the iii. Mental Health meet-up. On the Inforum the MISC Councillors voted on a proposal that was sent to the UTL Partnerships Working Group. For the 9th annual Employer Showcase, 15 employers set up booths and the event was attended by over 87 iSchool students and thanked all those who had attended. Ms. Hilary Barlow also reported on the upcoming Mental Health event on Feb. 12 which will have information on on-campus mental health resources, massage therapists, discussions and refreshments.
      ii) MUSSA
         Ms. Nicole Ritchie reported from the MUSSA students on the i. End-of-Term Party that was held on Dec. 8th 2015 at the Victory Café as well as the ii. Annual Class Trip to Ottawa from Jan. 14-17th, 2015 that was a great success and finally on the iii. Student survey, they are collecting information and hope to have to students in March.
      iii) PhD
Ms. Sarah Lubelski presented the DSA students report including an updated list of DSA representatives. Also presented was information on the ‘Forum Friday’ held on Jan. 23rd 2015 discussing the topic Reading Lists and Qualifying Exams. As well the DSA had participated in the Hackathon.

e) ISchool Alumni
   Ms. Robin Kester (for FIAA) – Encouraged all to attend the upcoming student conference.

11) Other Business
   No other business.

12) Question period
   None.

13) Announcements
   None.

14) Adjournment
   The meeting was adjourned at 10:45 a.m.
Faculty of Information
Programs Committee
Report to Faculty Council
March 20, 2015

The Programs Committee is submitting the following proposals to Faculty Council for approval at its March 20th 2015 meeting:

- New course proposal: “Digital Discourse”. Governance Form C is attached. A sample syllabus is also attached for information.
- Major modification: Master of Information - Co-op option. Document is attached.

E Yu
Chair, Programs Committee
Minor Modifications – New Course or Change to Existing Course
Governance Form C: Procedures, Form and Guidelines
2014-15 – Version 1

Questions? Contact your Faculty Graduate Dean's Office (FGO).

Governance Form C: Procedures

<table>
<thead>
<tr>
<th>Course Change Proposal Type</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New Course</td>
<td>1. Chair/Director sends proposal to FGO. Proposal must include:</td>
</tr>
<tr>
<td>• Reinstating courses that have expired after 5 years of inactivity</td>
<td>a. Governance Form C</td>
</tr>
<tr>
<td>• Changing Weight of Existing Course*</td>
<td>2. FGO accepts proposal (or refers back) and posts it on Graduate</td>
</tr>
<tr>
<td>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</td>
<td>Curriculum Tracker (GCT).</td>
</tr>
<tr>
<td>• New Delivery Mode of Existing Course (e.g. eLearning)</td>
<td>3. School of Graduate Studies (SGS) reviews proposal.</td>
</tr>
<tr>
<td></td>
<td>4. Proposal goes to Faculty Council (FC) for final approval.</td>
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<tr>
<td></td>
<td>5. FGO posts FC approval on GCT.</td>
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<tr>
<td></td>
<td>6. SGS updates ROSI as needed.</td>
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</tbody>
</table>

* Not including splitting one existing full course into two half-courses or amalgamating two existing half-courses into one full course.

Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

Administrators: Please delete the procedures and guidelines sections before the form is posted on the GCT.
Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X New Course (for brand new courses, and reinstatement of courses that have expired after 5 years of inactivity)
Changing Weight of Existing Course
Changing Grading Scale of Existing Course
New Delivery Mode of Existing Course (e.g., from face-to-face to online)

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]
Faculty of Information

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]
Faculty of Information

Course Title: [The full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student’s transcript]
Digital Discourse

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

At the moment, the university has yet to offer a strong foundation to digital theory from a humanistic perspective at the graduate level. As a result, more than 30 students from a wide variety of departments have enrolled in the Special Topics version of this course, including English, Cinema Studies, Geography, Book History & Print Culture, Music, and the Faculty of Information. This course offers students a solid foundation upon which to build a digital studies project in the humanities or humanistic social sciences (Masters's and PhD). A thorough combing of the English, Music, and Geography course descriptions reveals that these units do not offer any courses in digital studies. Other units, such as Cinema Studies, Art, and Drama offer some courses that touch on digital issues at the graduate level but that do not devote an entire class to its theoretical foundations. In the Department of Art, the course description for Contemporary Theories of Photography briefly mentions that the course will conclude with an exploration of photo theory in the digital era. The Cinema Studies Institute briefly mentions digital issues in two classes, Theories and Practices of the Cinema and Pressures on the Cinematographic. However, digital issues are taken up as only one aspect among many critical pressure points in both classes. The Centre for Drama, Theatre, and Performance offers Digital Dramaturgy in Performance, which specifically takes up issues of digital production in artistic performance. Because of the dearth of courses offered in digital studies generally and digital theory in particular, several students from across campus wrote to me at the start of the semester asking to enroll in my Special Topics course precisely because their home unit did not offer a similar course.

The Faculty of Information offers several courses that address digital issues. Indeed, it would be impossible to enumerate all of the courses within the Faculty of Information that touch on these issues (likely to include all of the courses in the Faculty). However, in order to highlight only a few of these courses, the Faculty of Information offers Digital Preservation and Curation, Museums and New Media Practices, Digital Divides and Information Professionals, Culture and Technology I & II, Constructing and Curating Digital Heritage, and all of the courses in the Knowledge Media and Design series. Many of these courses take up digital issues in professional and technical contexts, on addition to social, cultural, and historical contexts. However, none of these courses devotes a significant amount of the class to the theoretical foundations of digital studies.

Culture and Technology I & II also consider theory, but they largely examine the historical and analytic philosophical traditions in computational technology. In contrast, the proposed course examines digital issues from a critical theory perspective, drawing heavily from the Frankfurt School and French Poststructuralism. However, "Digital Discourse" fits perfectly within the Culture & Technology concentration as its main concern is examining digital culture. In addition, it may be of interest to students in Critical Information Policy Studies, Library and Information Science, Museum Studies, Knowledge Media and Design, and Archival Studies as well – or any student interested in a critical theory foundation for digital studies. This course differs from and serves as a complement to Critical Information Policy Studies, which is concerned with "critical" from a political economy perspective and not from the perspective of "critique."

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

This course provides an introduction to the field of theoretical writing addressing the nature of digital media and the role of technology in modern and contemporary culture. In doing so, this course will consider a range of critical pressure points that have been central to media studies, technology studies, digital humanities, art and performance, cinema studies, and archival studies. How have developments in digital culture and theory impacted the critical commonplaces of analogy, time, space, sound, motion, network, body, and narrative? In dialogue with critical paradigms that have been fundamental to the discourse of critical theory, including effect, power, constructionism, archives, colonialism, nationalism, and the politics of race, gender, and sexuality, this course will provide students with the opportunity to scrutinize the work of a wide spectrum of thinkers central to critical theory in digital discourse.
Course Designator, Number and FCE Weight: [E.g. ABC 1000Y, 1.0 FCE]

INF 2225 H FCE Weight: 0.5 FCE

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

DIGITAL DISCOURSE

A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:

[Please check]

XX Yes

Course Format: [E.g. lecture, seminar, lab/studio, practicum, placement, etc. Please see Governance Form C: Guidelines]

X Regular Modular Continuous Extended

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

Online Indicator on ROSI Required: [Please check only one box. An online indicator is required only for courses that are fully online, not for hybrid or regular courses]

Yes X No

Student Web Service Available [E.g. if yes, a student may log on to ROSI and register in the course themselves]

X Yes

Does this change involve a course that is required to complete a graduate program? [Mark one]

X NO YES (please also submit a completed Governance Form A with revised Calendar entry)

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.] Three hours per week.

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

X Letter Grades

Credit/No Credit [assigned for courses in which only very broad distinction assessing the quality of student performance are judged appropriate e.g. practicum]

NOTE: Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.

Enrolment Projection: [Provide an estimate.]
30 students

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]
None.

Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

Slight overlap might occur with Cinema Studies and the Centre for Drama, Theatre, and Performance. Consultation has occurred. Neither unit offers a similar foundation. Both units have expressed an interest in cross-listing the course.

Governance Form C: Minor Modifications – New Course or Change to Existing Course – 2014-15 v1

UoT • iSchool • Faculty Council March 20, 2015 Page 11 of 100
Resources Required: [Mark one.]

X Additional resources will be required
[contact your Faculty Graduate Dean’s Office, and provide a brief description below]

- [Insert description of additional resources required]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]
September 2015

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

- Programs Committee, December 4, 2014.
- Student representatives from the MI, MMSt, and PhD programs are members of the Programs Committee.

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

- Seamus Ross, Dean, Faculty of Information

Date: [Date of form completion] November 10, 2014

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

- Faculty Council, March 20, 2015

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

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Governance Form C: Guidelines
Effective July 1, 2014

Naming and Identifying Courses: The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. Please consult the SGS Glossary of Course Codes.

Course Format: The Guidelines for Graduate Courses and Other Academic Activities provides a general definition of a graduate course. This includes possible variations in course timing and/or weight (e.g. modular, extended and continuous courses), various delivery modes of courses and variations in course format. In particular, “graduate seminars” (generally defined in the guidelines referred to above) are viewed as distinct from seminar series. Please consult the Graduate Seminar Series Courses: Guidelines.

eLearning: eLearning describes the delivery of online and hybrid courses, and online and hybrid programs using audio, video or computer technologies singly or in combination. The definitions in this Terminology section are drawn from the Ministry of Training Colleges and Universities reporting definitions found in the Multi-Year Accountability Agreement form. Please consult the SGS Guidelines for eLearning in Graduate Academic Programs.
Consultation: Faculty Members interested in developing online courses and programs first will contact their graduate unit chair/director. The chair/director then contacts the Vice-Dean or Associate Dean of Graduate Studies in the Faculty Dean's Office.

Approvals: References to approval routes align with the University of Toronto Quality Assurance Process (UTQAP).

Contact Hours: See the Guidelines for minimum contact hours required.

Evaluation Components, Percentage Value and Timing: The School of Graduate Studies is governed by the University Assessment and Grading Practices Policy.

Effective Session Date: Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

Turnitin.com: Instructors wishing to use Turnitin, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the Centre for Teaching Support & Innovation.

OISE Graduate Units: OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.

Medicine Graduate Units: The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

References: Guidelines for Graduate Courses and Other Academic Activities, Graduate Seminar Series Course Guidelines, University Assessment and Grading Practices Policy, Centre for Teaching Support and Innovation – Online Course Design Guidelines.
Aims and Objectives of Seminar
This course provides an introduction to the field of theoretical writing addressing the nature of digital media and the role of technology in modern and contemporary culture from a humanistic perspective. In doing so, this course will consider a range of critical pressure points that have been central to media studies, technology studies, digital humanities, art and performance, cinema studies, and archival studies. How have developments in digital culture and theory impacted the critical commonplace of analogy, time, space, sound, motion, network, body, and narrative, to name only a few? Do digital networks, databases and data modeling, algorithmic mediation, hyperlinks, and ever-accumulating indexes alter the conditions of knowledge, artistic practice, subjectivity, and the place of ideology critique?

In dialogue with critical paradigms that have been fundamental to the discourse of critical theory, including affect, power, constructionism, archives, colonialism, nationalism, and the politics of race, gender, and sexuality, we will reflect on the parameters of a deeply significant archeological shift from the conceptual apparatus of “perspective” to the elastic platforms of “fold” that are emphasized, if not wholly embodied, by the digital condition. Such a shift turns around the paradoxical inscription of novel procedures of archivization, accumulation, divergence, and fractal simultaneity in past paradigms of projection, the baroque, dialectics, surveillance, and philosophical teleology. This course will provide students with the opportunity to scrutinize the work of a wide spectrum of thinkers central to critical theory in digital discourse, including Martin Heidegger, Walter Benjamin, Marshall McLuhan, Max Horkheimer, Theodor Adorno, Alexander Galloway, Eugene Thacker, Jacques Rancière, Jussi Parikka, Don Idhe, Katherine Hayles, Lisa Nakamura, Arjun Appadurai, Alan Liu, Lev Manovich, Timothy Murray, Donna Haraway, Mark Poster, Gilles Deleuze, Mark
B. N. Hansen, Brian Massumi, Erin Manning, and David Rodowick. We will examine how these different approaches to digital media and technology inflect what Karl Marx called the history of the sense, or the relation of political and aesthetic experience.

In order to foreground the intellectual trajectories that surround digital media, it is important to examine pre-digital media theories before moving into writing on digital new media. The syllabus thus follows the reception of media theory in North America starting with the work of University of Toronto English professor Marshall McLuhan in the 1950s and 1960s. It then moves backward in time to examine several German critics writing in the 1930s and 1940s. However, the bulk of the syllabus focuses on the work of digital theories in the late twentieth/early twenty-first centuries, which mark the dawn of networked personal computing.¹

Students' individual understandings and interests are at the center of my pedagogy. As such, the course will be heavily discussion-based and it will, at times, have an informal feel. The main objective of this course is to transform students from passive receivers of knowledge into active and autonomous cultural critics. In order to do so, students will develop critical-thinking skills and the ability to communicate their ideas effectively in the form of an analytic argument. The assignments will ask students to demonstrate both written and oral skills in this regard.

The course presumes no prior experience in digital discourse, only a basic familiarity with analytic writing at the graduate level. The course is open to both Master's and Doctoral students.

Relation to MI Learning Outcomes
This course aligns with various Student Learning Outcomes (SLO) of the MI. The issues covered in the course will allow students to become "conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines", so that they "can respond to changing information practices and needs of society" (SLO 1); the course will allow them to develop social responsibility as information professionals through the development of

¹ This course is only an introductory course to theoretical writing on digital media. It is by no means comprehensive. Due to the limitations of time, I have been forced to omit major digital topics – such as video games or critical making – which are given ample attention in other courses in the Faculty of Information.
“knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership” (SLO 2). Assignments will allow “students [to] develop the ability to contribute through research and publication, to the continuous expansion and critical assessment of the body of knowledge underlying the information” (SLO 3); “develop an understanding of the development of theory concerning information, where it is found, and how it is used” (SLO 4), and provide students the ability to “continue in life-long intellectual growth beyond graduation” (SLO 5).

Assessment
Assessment is based upon participation in class discussions, group presentations, weekly one-page writing responses, and a 2,000-word paper on a topic that relates to the readings and reflects the individual interests of the student.

Presentations: In groups of two or three, students will prepare a presentation that a) makes connections between readings, b) critically engages the readings by challenging the readings’ assumptions and arguments, and c) provides two questions that provoke class discussion. Presentations should not summarize the readings for that week. Groups will present for 20 minutes (not to exceed 30 minutes) each week at the beginning of class, including time for questions. Students will sign-up through doodle at the beginning of the semester. So long as groups accomplish the above requirements, the group as a whole receives full credit for the presentation.

Weekly responses: Starting in Week Two, students will submit a one-page response to the readings assigned for that week. Responses should include two elements: first, a fully developed thesis statement or paragraph that directly engages the readings for that week, and second, a brief response to the readings that supports that thesis. A thesis is an argument or claim with which one can reasonably disagree. Weekly responses should not summarize the readings for that week. I will provide constructive comments, but students will not receive a letter grade for weekly responses. The purpose of these responses is to improve one’s written and analytic skills, and to think critically about the readings in advance of class; it is not simply to achieve a certain letter grade. Students receive full credit for submitting the assignment at the start of each class.

Final paper: Papers should demonstrate graduate-level writing skills, a fully developed thesis, the ability to form an analytic argument, and a firm comprehension of and critical engagement with the subject. (These are all skills necessary for any profession.) It is not enough for students simply to summarize
the readings; this course expects students to engage the course literature in sophisticated, meaningful ways that reflect their individual interests. Please refer to the Grading Rubric on Blackboard. Papers should be 2,000 words in length, relate to the readings, and reflect the individual interests of the student.

I invite and encourage students to submit rough drafts of the final paper at least two weeks prior to the due date (so that I have time to offer suggestions and you have time to make any necessary changes). Students may submit drafts earlier, and students may submit as many drafts as time allows. The final paper is due Monday, December 1, 2014 at the beginning of class.

Students receive a final letter grade, weighted as follows: 60% final paper, 10% group presentation, and 30% weekly responses.

Texts
Most of the readings are available for download on our course website through Blackboard. However, it is worth purchasing the following two books, as we will read substantial sections from them:


Late Assignments
I will not accept late assignments (defined as an assignment submitted after the deadline). Extensions will only be granted in the event of illness or emergency. Students will not receive credit for unexcused late assignments. Please let me know of your extenuating circumstance as soon as possible so that we can make reasonable accommodations.

Writing Support
The SGS Office of English Language and Writing Support provides writing support for graduate students. The services target the needs of both native and non-native English speakers and include non-credit courses, single-session workshops, individual writing consultations, and website resources. I strongly encourage all students to avail themselves of these free services.

Academic Integrity
Please consult the University’s website on Academic Integrity, located at http://www.utoronto.ca/academicintegrity/. The University has a zero-tolerance
policy on plagiarism as defined in section B.I. 1. (d) of the University's Code of
Behaviour on Academic Matters, located at
http://www.governingcouncil.utoronto.ca/policies/behaveac.htm. You should
acquaint yourself with the Code.

Accessibility Services
If you have a disability or health consideration that may require accommodation,
please feel free to approach me and/or the Accessibility Services Office as soon as
possible. The Accessibility Services staff is available by appointment to assess
specific needs, provide referrals, and arrange appropriate accommodations.

Schedule of Readings

Week One: McLuhan
(Part I) and Chapters 8, 9, 15, 18, 20, 23, 24, 26, 27, 28, 29, 30, 31, and 33
(from Part II).

Week Two: Benjamin, Adorno, and Horkheimer
Benjamin, Walter. "The Work of Art in the Age of its Technological
Reproductibility" In The Work of Art in the Age of its Technological
Adorno, Theodor and Horkheimer, Max. "The Culture Industry: Enlightenment
as Mass Deception.” Available online:

Week Three: Questing after Technology
Heidegger, Martin. The Question Concerning Technology and Other Essays. New
Kroker, Arthur. "Hyper-Heidegger: The Question of the Post-Human.” In The
Will to Technology and the Culture of Nihilism : Heidegger, Nietzsche, & Marx.
Toronto: University of Toronto Press, 2004, pp.??
Rodowitz, David. Reading the Figural, or, Philosophy After New Media. Durham,

Week Four: Information Theory and Cybernetics
http://cm.bell-labs.com/cm/ms/what/shannonday/shannon1948.pdf (feel
free to skim)

Week Five: Cyborgs

Break: Thanksgiving: October 13, 2014

Week Six: Virtual Folds and Digital Networks

Week Seven: Embodiment and New Media’s Interface
Katherine Hayles “Materiality of Informatics” In How We Became Posthuman. Chicago: University of Chicago Press, 1999, p. 192-221


**Break: Reading Week: November 3, 2014**

**Week Eight: Archival Fever**


**Week Nine: Database Aesthetics**


Week Ten: Control and Freedom


Week Eleven: Performance


Week Twelve: Concluding Thoughts

The final paper is due Monday, December 1, 2014 at the beginning of class.
University of Toronto
Major Modification Proposal – Type A: Significant Modifications to Existing Graduate and Undergraduate Programs

This template should be used to bring forward all proposals for major modifications to existing graduate and undergraduate programs for governance approval under the University of Toronto’s Quality Assurance Process.

<table>
<thead>
<tr>
<th>Program being modified:</th>
<th>Master of Information (MI), Information technologies.</th>
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<tbody>
<tr>
<td>Nature of the Major Modification:</td>
<td>Creation of a second concentration pathway that includes a co-op</td>
</tr>
<tr>
<td>Department / Unit (if applicable) where the program will reside:</td>
<td>Faculty of Information</td>
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<tr>
<td>i.e., site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated.</td>
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</tr>
<tr>
<td>Faculty / Academic Division:</td>
<td>Faculty of Information</td>
</tr>
<tr>
<td>Dean's Office contact:</td>
<td>Professor Wendy Duff</td>
</tr>
<tr>
<td>Proponent:</td>
<td>Professor Wendy Duff</td>
</tr>
<tr>
<td>Anticipated Effective date:</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Version Date: (please change as you edit proposal)</td>
<td>March 5, 2015</td>
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1 Executive Summary

This is a proposal to create a new (4th) option within the Master of Information (MI) program. Currently, prospective students can choose to enroll in a general program pathway or in a concentration pathway (see graph below). For the general program pathway, students can either do coursework or choose a thesis option. The concentration option allows students to pursue a specialization in a pre-defined area of study. There are 7 pre-defined concentrations: Archives & Records Management; Critical Information Policy Studies; Culture & Technology; Information Systems & Design; Knowledge Management & Information Management; Knowledge Media and Design and Library and Information Science.

The proposal is to create a new option for the concentration pathway, which would include 7 concentrations with a co-operative education component. The Master of Information concentration and co-op option (CCO) would become a second option for full-time students (only) in the concentration pathway within the Master of Information program that students would apply to in year one.

![Diagram showing the proposed pathway options]

Major Modification Proposal – Type A: Significant Modification to an Existing Program  Page 2 of 21
2 Academic Rationale

Throughout the last several years, there have been many calls for creating more opportunities for experiential learning in the Master of Information program.

A survey of “Students’ Perceptions of Information Programs in Canada” (Cherry, et.al. 2013)\(^1\) noted that 73% of students support and strongly support idea of more practical engagements and experiential opportunities.

The Faculty of Information “Self Study” (November 2013), stated “During our consultations with Alumni and MI students, participants indicated that there was a gap between the skills and the knowledge required in the workplace and what was being taught in some concentrations. Furthermore, at one of the sessions with the alumni, attendees suggested that a co-op program might help students to connect their learning to practice.”

As per the Faculty of Information’s “iSchool Strategic Plan 2012-2017”, the introduction of a co-operative education program would address the goal of “Engaging our students in experiential, experimental and empirical learning”.

“Bringing Life to Learning at Ontario Universities”, an Experiential Learning Report (March 2014)\(^2\) by the Council of Ontario Universities (COU), says:

- “Graduates with relevant work experience are ahead of their peers.”
- “Today, work-integrated learning programs at Ontario universities span all disciplines, from environmental science to fine arts, engineering and health sciences”
- “Applied, or work-integrated, learning is one of the fastest-growing areas for universities in Ontario, a testament to its tremendous value to students and employers.”
- “The benefits of these programs reach far beyond the individual experience – many thousands of students have found full-time employment in their fields of study as a result of the experiential learning opportunities gained during their university education.”

The Canadian Association for Co-operative Education (CAFCE) defines co-operative education as\(^3\):

“a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

i. each work situation is developed and/or approved by the co-operative educational

\(^1\)Joan Cherry, Luanne Freund, & Wendy Duff Student Perceptions of Information Programs in Canada. Journal of Education in Library and Information Science, 54 no. 3 (2013), 174-190

\(^2\)http://cou.on.ca/publications/reports/pdfs/march262014---experiential-learning-report

\(^3\)http://www.cafce.ca/coop-defined.html
institution as a suitable learning situation;

ii. the co-operative student is engaged in productive work rather than merely observing;

iii. the co-operative student receives remuneration for the work performed;

iv. the co-operative student's progress on the job is monitored by the co-operative educational institution;

v. the co-operative student's performance on the job is supervised and evaluated by the student's co-operative employer;

vi. the time spent in periods of work experience must be at least thirty per cent of the time spent in academic study”

CAFCE further describes co-op education as “an educational model rather than a job placement strategy. Co-op Education promotes continuous learning through the integration of classroom and applied work-based learning.”

Co-operative education is designed to integrate classroom studies with work experience relevant to a student’s area of study.

The co-op nomenclature and model is the norm the field. For example, the Faculty of Information at Western University offers master’s degree in library and information science with a well-established co-op program that integrates graduate studies with co-op work experience. Additionally, Master of Information Studies co-op program at the University of Ottawa similarly combines academic and work experiences. At the University of British Columbia, the School of Library, Archival and Information Studies also offers a Master of Library and Information Science with experiential learning options, i.e. practicum courses, as well as a co-op program.

Students who enroll in the Master of Information Concentration pathway with Co-operative Option (CCO) benefit from two consecutive 12-week sessions of full-time paid work in the private, not-for-profit or public sectors. Co-operative education contributes to a student’s educational experience; provides an opportunity to further develop and apply the knowledge and expertise acquired during their coursework; and increases their potential for employment upon graduation. Employers play a key role in co-operative education as their participation ensures students gain valuable and meaningful work experience. The program also allows students to further develop their skills and knowledge; to apply them in real world settings; and to network with potential employers and future colleagues.

Pairing the seven concentrations: Archives & Records Management; Critical Information Policy Studies; Culture & Technology; Information Systems & Design; Knowledge Management & Information Management; Knowledge Media and Design and Library and Information Science with a co-op option would allow students interested in a wide range of information professions to gain practical experience. The student’s academic learning, as specified within each concentration through required courses, would be applied through a related work experience. This would enhance the student’s overall knowledge, experience and empirical learning in that particular field.
3. Description of the Proposed Major Modification(s)

**MI Concentration with Co-op Option (CCO)**

**Admissions Process**

Admissions process for enrolling in the MI program will not be affected by the new co-op option. Since prospective students are required to declare their concentration when they apply to the MI program, once accepted into the MI program, they will already be accepted into a specific concentration or the general program.

To be considered for the CCO first year full-time MI students will have to apply for admission to the CCO in the first (Fall) session. The process of submitting a separate application from the program admission one is the disciplinary norm, which information schools in Ontario, such as Western University and University of Ottawa have been following. Also, according to CAFCE: “students should have an initial grounding in their field of study and preparation they can apply to gaining and maintaining their first work term.”

MI students who wish to pursue this pathway will complete an on-line application and submit a:

- Letter of interest (approximately 500 words explaining why she/he wants to enroll the CCO, his/her career objectives and how enrolling in the CCO will support these objectives);
- Current resume; and
- Permission to see previous transcripts and U of T academic record
- Co-op application fee ($50 non-refundable)

To better manage the co-op option as it develops, a maximum of 30 students will be admitted to the CCO in its first year. Admission will be based upon the student’s application and professional readiness assessed during an interview. The Director and/or the Co-op Coordinator will interview all applicants to the option. The decision not to allow a student to enroll in the co-op option is made by the Director of the CCO and cannot be appealed.

**CCO Application Fee & Tuition**

Students admitted to the CCO must adhere to the procedures and regulations of the option and are required to pay a one-time $50 non-refundable co-op application fee to apply to the option, and a $1200 auxiliary fee paid in three installments ($400 per session), i.e. for the second (Winter) session, third (Summer) and fourth (Fall) session as per the University of Toronto fee schedule. During the second (Winter) session, students will partake in career workshops and receive one-on-one career advising session including individual resume and co-op application review. During the third (Summer) and fourth (Fall) sessions, students will be enrolled in the co-op courses, further explained below in section “CCO Requirements”.

**Student Eligibility**

To better manage the option as it develops, a maximum of 30 students will be admitted to the CCO in its first year.
To compete for admission to the CCO, an applicant must:

- Be a current full time first year MI student who is a Canadian citizen, permanent resident of Canada, or international student;
- Have received a minimum A- cumulative average on classes completed in their first session;
- Be enrolled in or completed a minimum of two required courses in their declared concentration;
- Have completed at least 8 courses (4.0 FCE) prior to starting the co-op work session;
- Maintain good academic standing prior to the start of their work terms;
- Agree to return to the MI program to complete their degree upon completion of their work terms;
- Complete an interview with the Co-op Director and/or the Co-op Coordinator;
- Complete mandatory career workshops for the CCO;

As a support for students through the application process, we will encourage them to take the following not-for-credit workshops in their first (Fall) session, prior to applying for CCO: writing resume, cover letter, and job interviews. All other workshops, i.e. introduction to co-op, how to network, professional communication, and career options, can be taken during the first (Fall) session or the second (Winter) session.

CCO Requirements

All Master of Information students complete 8.0 FCEs to obtain the degree. The MI program is designed to be completed over two years (4 sessions full-time FW/FW). Students admitted to the CCO will also complete the program over two years with an additional two sessions (6 sessions full-time FWS/FWS). In order to complete the co-op option, students would complete the concentration requirements core and required course requirement (3.0 FCE) plus 1.0 FCE co-op (2 co-op credits worth .5 FCE each) and 4.0 FCE elective courses. Students who are enrolled in one concentration will be able to do a co-op in that field and apply theoretical knowledge, gained through core and required courses. Students who are enrolled in two concentrations will be able to do two work terms, in one or two areas of study, thus getting exposure and experience in two fields, which align with their course selection. The breakdown of the curriculum is:

- 0.5 core crs FCE
- 2.5 required FCE
- 1.0 co-op (CCO) FCE
- 4.0 elective FCE

Students enrolled in the CCO must complete two 0.5 credit courses:

- INF XXXX MI Co-operative Education I
- INF XXXX MI Co-operative Education II

These courses will be graded “credit/non-credit” and will appear on a student’s transcript. Since in the CAFCE’s definition of the co-op it is stated that “the time spent in periods of work
experience must be at least thirty per cent of the time spent in academic study”, the CCO will consist of two 12-week, full-time co-op sessions. According to CAFCE, “The program must begin with a study term and end with one, to ensure that the preparation for the work term and the synthesis of the work experience into the total program can be accomplished.” If a student is not able to obtain a co-op placement in third (Summer) session, then the first co-op session can be completed in the Fall of the second year. For example, students would normally proceed through their CCO as follows:

“A” stands for academic term

“Co-op” stands for co-op session

<table>
<thead>
<tr>
<th></th>
<th>1st Fall</th>
<th>1st Winter</th>
<th>1st Summer</th>
<th>2nd Fall</th>
<th>2nd Winter</th>
<th>2nd Summer</th>
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<td>A</td>
<td>Co-op</td>
<td>Co-op</td>
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<tr>
<td>Option 2</td>
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<td>A</td>
<td>A</td>
<td>Co-op</td>
<td>Co-op</td>
<td>A</td>
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</table>

Students will need to complete the majority of their required courses for their concentration(s) in the first year of their study to ensure they can complete their course work in a timely manner.

Students will continue to be registered while completing the co-op.

Evaluation

For each co-op session, in consultation with the coop Director, students will develop a set of goals and a final report. The Co-op Director and/or Co-op Coordinator will carry out an onsite evaluation at the workplace of each student (in special circumstances the evaluation may be conducted by phone), and the employer will complete a performance evaluation. The credit/non-credit for MI Co-operative Education I and MI Co-operative Education II will be determined by the graduate faculty member teaching the course. It will include an evaluation from the co-op supervisor and the student’s final report. If the Co-op Director, a graduate faculty member, deems that student has not performed at a satisfactory level, and/or did not complete two co-op sessions, that student would not receive the CCO notation on their transcript.

Roles and Responsibilities

The Co-op Director and the Co-op Coordinator will be responsible for the administration of the CCO including the selection of students to the CCO; the development and delivery of a co-op workshop; the maintenance of employer relationships; the employer visits; the submission process for and grading of the co-op final reports; and the gathering and reporting to the Faculty of the CCO successes. While the Co-op Coordinator will be responsible for posting available opportunities, it will be student’s responsibility to apply for and obtain a co-op placement. This means that students are not guaranteed a co-op position. This is common practice among all U of T co-op programs, including ones at UTSC, U of T Engineering, as well as Western University and University of Ottawa information schools.

A CCO Advisory Committee will provide guidance for the development of the option and assist
with recruitment of work terms. A Director of the CCO and the Co-op Coordinator will administer the option. The Director of the CCO will be a faculty member, who will assist with the option including site visits. The Faculty of Information Careers Officer will spend 50% of the time as a Co-op Coordinator.

Co-op Opportunities

The iSchool’s Careers Officer has already built relationships with several organizations that offer co-op opportunities every year. Some of the include:

- Canadian Security Intelligence Service (information management roles)
- Communications Security Establishment (library and information science and records management roles)
- Environment Canada (information management roles)
- Library and Archives Canada (library and archives roles)
- Ministry of Government Services (policy roles)
- Public Works and Government Services Canada (information management roles)
- Sanofi Pasteur (records management and knowledge management roles)
- United Nations Archives (archives roles)

Once the co-op option has been approved, more effort will be made to establish more contacts and opportunities for the co-op students. Even though it is student’s responsibility to find the co-op opportunities, the Careers Officer will promote the CCO to potential employers, including those who already participate in Mi practicum placements (approx. 300 contacts) and those employers who post jobs on the iSchool’s job site (approx. 70 jobs per month). Additionally, a more structured outreach to new employers and organizations will be undertaken to find opportunities for all information areas.

The above mentioned practicum placements are offered through two elective practicum courses (INF2173H and INF2158H). Students, who are not in the CCO, will be able to continue to take these courses. Practicum placements are unpaid, 105 hours (for INF2173H) and 45 hours (for INF2158H) projects completed at an organization’s location. With the long history of placing students at a variety of organizations, we will be able to build upon this experience. The Careers Officer, who will serve as the Co-op Coordinator, is the contact person for practicum placement employers, for both courses, and has an established relationship with them, which will be leveraged appropriately for the CCO. Students in the CCO will not be able to take practicum courses, as their co-op placement will provide practical engagement opportunities. The projects for the practicum courses will differ from co-op, not just in length, but also in the level of responsibility and type of roles. Practicum placements will not be affected by the creation of the CCO since those placements are more projects based. Students who withdraw from the CCO because they could not find the co-op work by the fourth session (Fall) will be able to take the practicum courses.

Learning Outcomes

In addition to the Master of Information program Learning Outcomes, two additional CCO
outcomes have been developed. (Appendix D)

4 Impact of the Change on Students

The new option will not impact the current/continuing students, as it will be offered only to (starting with) the incoming class of 2015. The MI Co-operative Education I (first co-op session) will be offered in the summer of 2016.

Current students were informed of the proposal for the new co-op option at the meeting of the Master of Information Student Council (MISC). Students were overwhelmingly supportive of the creation of the co-op option and their suggestions have been considered in drafting this proposal.

5 Consultation

In developing this proposal, Co-op Development Committee consulted widely with stakeholders. The Committee discussed the Co-op option with the MI student council, with faculty members, employers and with the alumni association.

The proposal was discussed at a Faculty meeting and was reviewed by the Program committee (with student representation) as well as a Working Group on the Curriculum. The co-op was discussed briefly at the Faculty Council.

Since the iSchool’s Master of Museum Studies (MMSt) program has been offering an internship course for many years, a MMSt faculty member was a member of the CCO Developing Committee. This provided the committee an opportunity to compare and consider all options, i.e. co-op vs. internship.

Also, meetings were held with Co-op coordinators from well-established Co-op programs within the University of Toronto and at other universities:

- UTSC Management Co-op, University of Toronto
- Engineering Career Centre (PEY & eSIP programs), University of Toronto
- Master of Public Health, Dalla Lana School of Public Health, University of Toronto
- Master of Industrial Relations and Human Resources (MIRHR), Centre for IRHR, University of Toronto
- Master of Public Policy, School of Public Policy and Governance, University of Toronto
- Master of Business Administration, DeGroot School of Business, McMaster University
6 Resources

A Director of the Co-op Option and the Co-op Coordinator will administer the CCO. The Director of the CCO will be a graduate faculty member and the instructor for MI Co-operative Education I and MI Co-operative Education II. The Faculty of Information Careers Officer will spend 50% of her time as a Co-op Coordinator.

Students admitted to the CCO must adhere to the procedures and regulations of the option, as outlined in the CCO Handbook (to be developed) and are required to pay a one-time $50 non-refundable co-op application fee to apply to the co-op option and an additional $1200 auxiliary fee as per the University of Toronto tuition fee schedule.

7 Governance Process

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<tr>
<td>Dean’s Office Sign-Off</td>
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<td>Faculty/ Divisional Council</td>
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<tr>
<td>Submission to Provost’s Office</td>
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<td>AP&amp;P – reported annually</td>
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<tr>
<td>Ontario Quality Council – reported annually</td>
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Appendix A: Current Calendar Copy

2014-15 SGS Calendar

Master of Information

- The Faculty of Information offers two pathways to complete the Master of Information (MI) program:
  - concentration pathway: students choose one or two of seven concentrations
  - general program pathway, including coursework only or thesis option

Minimum Admission Requirements

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

Concurrent Registration Option (CRO)

- Master of Information/Master of Museum Studies degree programs. Applicants interested in completing the Master of Information and the Master of Museum Studies degree programs concurrently must apply to and be accepted into each program separately and receive approval from the Graduate Coordinator in each program. Applicants should indicate interest in the concurrent registration option at the time of application to the second of the two programs.

Program Requirements

- The minimum requirement is completion of 8.0 FCEs, regardless of pathway or option therein.
- All students must successfully complete all degree requirements as outlined for either the concentration pathway or for the general program pathway.
- The Faculty expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.

Concentration Pathway

- The Faculty of Information offers seven concentrations leading to the MI degree:

1. Archives and Records Management
2. Critical Information Policy Studies
3. Culture and Technology
4. Information Systems and Design
5. Knowledge Management and Information Management
6. Knowledge Media Design
7. Library and Information Science

- Each concentration requires a total of 8.0 full-course equivalents (FCEs) including:
  - two quarter-weight core courses (0.5 FCE total)
  - five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course
  - plus 10 additional elective half courses (5.0 FCEs total)

Concentration: Archives and Records Management (ARM)

- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1003H, INF 1330H, INF 1331H or INF 2186H, INF 2175H, and INF 2184H)
- 5.0 elective FCEs
Concentration: Critical Information Policy Studies (CIPS)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1001H, INF 2181H, INF 2188H, INF 2240H, and INF 2242H)
- 5.0 elective FCEs

Concentration: Culture and Technology (C&T)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1240H, INF 1501H, INF 1502H, INF 2010H, and INF 2241H)
- 5.0 elective FCEs

Concentration: Information Systems and Design (IS&D)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H)
- 5.0 elective FCEs

Concentration: Knowledge Management and Information Management (KMIM)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1003H, INF 1230H, INF 2175H, INF 2176H, and INF 2186H)
- 5.0 elective FCEs

Concentration: Knowledge Media Design (KMD)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (KMD 1001H, KMD 1002H, KMD 2001H, and INF 1501Y)
- 5.0 elective FCEs

Concentration: Library and Information Science (LIS)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1230H, INF 1240H, INF 1300H, INF 1310H, and INF 1320H)
- 5.0 elective FCEs

General Program Pathway

Coursework Option
- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H)
- 6.0 elective FCEs
- Students choosing the coursework option must have their program of study approved by the Graduate Coordinator.
Thesis Option
The thesis option allows students to gain experience in developing and executing a research project from beginning to end. Students gain familiarity with the research process and hone their research skills. The thesis option is designed for students who have a clearly defined topic, can find a supervisor, and can meet tight deadlines in order to graduate within the usual time frame envisioned for the degree.

- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H)
- 0.5 required FCE consisting of one research methods half course appropriate to the student's program of study with a final grade of at least A-
- 3.0 thesis FCEs
- 2.5 elective FCEs (five additional half courses which may include up to four graduate half courses (2.0 FCEs) taken outside the Mi program
- Faculty approval is required to enter the thesis option.

Program Length
4 sessions (2 years) full-time (typical registration sequence: F/W/F/W);
11 sessions (5.5 years) part-time

Time Limit
3 years full-time;
6 years part-time
Appendix B: Proposed Calendar Copy

Proposed text is highlighted in yellow

Master of Information
The Faculty of Information offers two pathways to complete the Master of Information program:

- **Concentration Pathway** (students choose one or two of seven concentrations, including concentrations only or concentrations with co-op option (CCO))
- **General Program Pathway**, including coursework only or thesis option

Admission Requirements

- To be considered for the CCO, first year, full-time students will apply at the end of the first (Fall) session. For more information, please visit [www.ischool.utoronto.ca](http://www.ischool.utoronto.ca). Acceptance is limited and not guaranteed.

Program Requirements

- The minimum requirement is completion of 8.0 FCEs, regardless of pathway or option therein.
- All students must successfully complete all degree requirements as outlined for either the concentration pathway or for the general program pathway.
- The Faculty expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.

Concentration Pathway

- The Faculty of Information offers seven concentrations leading to the MI degree:
  1. Archives and Records Management
  2. Critical Information Policy Studies
  3. Culture and Technology
  4. Information Systems and Design
  5. Knowledge Management and Information Management
  6. Knowledge Media Design
  7. Library and Information Science

- Each concentration requires a total of 8.0 full-course equivalents (FCEs) including:

  - **Concentration Only option**
    - two quarter-weight core courses (0.5 FCE total)
- five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course
- plus 10 additional elective half courses (5.0 FCEs total)

- Concentration with Co-operative Option (CCO) option
  - two quarter-weight core courses (0.5 FCE total)
  - five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course
  - co-op/CCO INF XXXXH and INF XXXXH (1 FCEs total)
  - plus 8 additional elective half courses (4 FCEs total)

General Program Pathway

The General Program Pathway includes two options, coursework only and thesis option. The major modification proposal does not affect the General Program Pathway, which will stay the same (Appendix A).

Program Length

4 sessions (2 years) full-time (typical registration sequence: F/W/F/M); CRO Option: 6 sessions (2 years) full-time (typical registration sequence: F/W/S/F/W/S);
11 sessions (5.5 years) part-time

Time Limit

3 years full-time;
6 years part-time
Appendix C: Current Learning Outcomes, and Degree Level Expectations

Table 1: Master of Information DLEs for all students

<table>
<thead>
<tr>
<th>MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPECTATIONS:</td>
<td>Depth and breadth of knowledge is defined in Master of Information as understanding and being conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines.</td>
<td></td>
</tr>
<tr>
<td>This Master of Information is awarded to students who have demonstrated:</td>
<td>This is reflected in students who are able to:</td>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</td>
</tr>
<tr>
<td>1. Depth and Breadth of Knowledge</td>
<td>• understand the literature in their field and analyze and respond to changing information practices and needs of society.</td>
<td>Required 2.5 FCE course work in each of the 7 concentrations and a .5 core course and the 2.0 FCE core courses in the general program pathway</td>
</tr>
<tr>
<td>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Research and Scholarship</td>
<td>Research and scholarship is defined in Master of Information as the ability to contribute through research and publication, to the continuous expansion and critical assessment of the body of knowledge underlying the information and archives sciences.</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</td>
</tr>
<tr>
<td>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of</td>
<td>This is reflected in students who are able to:</td>
<td>Embedded in all courses as well as in requirements for the thesis option.</td>
</tr>
<tr>
<td></td>
<td>• understand the literature in their field and analyze and respond to changing information practices and needs of society.</td>
<td></td>
</tr>
<tr>
<td>MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</td>
<td>MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</td>
<td>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</td>
<td>• demonstrate a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the study of information; • critically evaluate current research and scholarship in the study of information and in related areas of professional competence. • build on established principles and techniques from the study of information to treat complex issues</td>
<td>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are:</td>
</tr>
</tbody>
</table>

3. Level of Application of Knowledge

Application of Knowledge is defined in the Master of Information as the development of understanding the theory concerning information, where it is found, and how it is used.

This is reflected in students who are able to:

• develop an understanding of complex systems, and the application of new technological developments to the curation, preservation and communication of information, along with the identification of the impact of such developments on society.

Required 2.5 FCE course work in each of the 7 concentrations and a .5 core course. Understanding the design and implement of information system are integral to the required courses.

4. Professional Capacity/Autonomy

a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal

Professional Capacity/Autonomy is defined in the Master of Information as knowledge and values appropriate to the future exercise of economic, cultural, and/or social leadership.

This is reflected in students who are able to:

The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:

embedded in the required and elective course of
<table>
<thead>
<tr>
<th>MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents [OCNAV] DLEs)</th>
<th>MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</th>
<th>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</td>
<td>• provide leadership in defining the social responsibility of information professionals to provide information services for all, regardless of age, educational level, or social, cultural, or ethnic background.</td>
<td>the MI program especially in 1005/1006 Information Workshop</td>
</tr>
</tbody>
</table>

5. Level of Communications Skills

The ability to communicate ideas, issues and conclusions clearly.

Communications Skills is defined in this Master of Information as the ability to communicate effectively orally and in writing to formal and informal audiences.

This is reflected in students who are able to:
• Develop and support a sustained argument in written form,
• Show originality in the application of knowledge
• Adhere to professional standards and practices.

The program design and requirement elements that ensure these student outcomes for level of communication skills are:

Assignments for the course work and class discussions and presentations.
Appendix D: Proposed Learning Outcomes, and Degree Level Expectations

Table 2: Additional Master of Information Learning Outcomes for CCO students

<table>
<thead>
<tr>
<th>Master's Degree Level Expectations (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)</th>
<th>Master's Program Learning Objectives and Outcomes</th>
<th>How the program design and requirement elements support the attainment of student learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPECTATIONS: The subset of students in the MI who complete the Master of Information concentration and co-op option (CCO) will achieve a small number of additional learning outcomes due to the coop activity. The learning outcomes below are in addition to those in Appendix A. The Master of Information is awarded to students in the Master of Information concentration and co-op option (CCO) who have demonstrated:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3. Level of application of practical knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | Application of Knowledge is defined in Master of Information CCO option as understanding of how information practices are changing in dynamic professional work environments and the impact of these changes on individuals, institutions and society. This is reflected in students who are able to:  
  - apply theoretical knowledge, gained through core and required courses to the critical analysis of a specific issue in the coop as reflected in the student’s goals and final report | The program design and requirement elements that ensure these student outcomes for research and scholarship are:  
  - Mandatory workshop prior to coop  
  - Two sessions of coop. These will be reflected in the goals developed by students and in their coop final report. |
| 4. Professional capacity/autonomy a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and | Professional Capacity/Autonomy is defined in Master of Information CCO Option as ability to contribute to their profession through active and critical integration of information concepts, theories and practices with institutional practices and goals. This is reflected in students who are able to:  
  - transfer skills necessary for employment in the co-op setting through initiative and initiative | The program design and requirement elements that ensure these student outcomes for research and scholarship are:  
  - Mandatory workshop prior to coop  
  - Two sessions of coop. |
| the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts. | • appreciate the broader implications of applying knowledge within the context of the co-op activity |
University of Toronto  
Major Modification Proposal: Significant Modifications to Existing Graduate and Undergraduate Programs  

This template should be used to bring forward all proposals for major modifications to existing graduate and undergraduate programs for governance approval under the University of Toronto’s Quality Assurance Process.

<table>
<thead>
<tr>
<th>Program being modified:</th>
<th>Information, Master of Information (MI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please specify exactly what program and which components of that are being modified, e.g., BA ... Specialist, Major, and Minor components;)</td>
<td></td>
</tr>
<tr>
<td>Proposed Major Modification:</td>
<td>Offer Thesis option to students completing concentrations; change requirements of Thesis option</td>
</tr>
<tr>
<td>Department/Unit (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Faculty/Academic Division:</td>
<td>Faculty of Information</td>
</tr>
<tr>
<td>Dean’s Office contact:</td>
<td></td>
</tr>
<tr>
<td>Proponent:</td>
<td>David Phillips</td>
</tr>
<tr>
<td>Version Date: 11 February 2015</td>
<td></td>
</tr>
</tbody>
</table>

1 Summary

- Please provide a brief summary of the change(s) being proposed as it relates to the current structure of the program

1) Currently, there are two pathways to the Master of Information (MI) degree – the General Program pathway and the Concentration pathway. The Thesis option is available only to students in the General Program pathway.

   We propose that the Thesis option be available to students in either pathway.

2) Currently, the Thesis option requires 0.5 FCE research methods course and 3.0 FCE of Thesis. Students must earn a grade of at least A- in the methods course before enrolling in Thesis. Thesis students must also complete 2.0 FCE of the General Pathway core coursework and 2.5 FCEs of elective coursework, for a total of 8.0 FCE.
We propose that the Thesis option requirements be changed to a 0.5 FCE research methods course, a 0.5 reading course (INF 2010H or INF 2011H) with the intended thesis supervisor, and 2.0 FCE of Thesis. Students must receive at least an A- in both the methods course and the reading course before enrolling in Thesis.

Students who choose to complete the thesis option within the concentration pathway would complete 3.0 FCE of core and required courses and 2.0 FCE of elective coursework as well as the thesis (2.0 FCE, research methods (.5 FCE) and reading course (.5 FCE) as detailed above. In all cases, students complete a total of 8.0 FCE.

Visualization of Proposed Change
2 Effective Date

September 2015

3 Academic Rationale

- What are the academic reasons for the change proposed and how do they fit with the unit's and Division's academic plans

1. Currently, thesis students must take the general program courses (INF1001H, INF 1002H, INF 1003H, INF 1005H, INF 1006H), a methods course, and 3.0 FCE Thesis. This leaves 2.5 FCE available for electives, making it difficult, if not impossible, to complete a concentration as well as a thesis. Many students wish to use the concentration required courses as the foundation for thesis research.

2. Currently, some students intending to take the Thesis option are successful in the methods course, and are able to persuade a faculty member to supervise a promising but necessarily undeveloped thesis project. The student then enrols in Thesis, but finds at the end of a session that they misunderstood the nature of the thesis, and are unable to complete it. They then must either convert already completed Thesis credits to reading courses, or continue their matriculation beyond 8.0 FCE. Requiring that students take a reading course with their potential supervisor before either commits to the thesis will allow both to better determine whether the thesis is feasible and desirable before actually committing to it. Students considering a thesis in their first session will be encouraged to take the Methods course and an independent reading course in their second term.

3. The total weight of the Thesis requirements will be reduced from 3.5 to 3.0 FCE (2.0 Thesis, .5 methods, and .5 reading course) This will give students more opportunity for another .5 FCE of structured coursework to augment and support their independent work, and increase the likelihood of successful completion of higher quality theses.

4 Description of the Proposed Major Modification(s)

- Please describe in detail what changes are being proposed. Major modifications include changes to the program requirements that will significantly change what students will know and be able to do when they complete the program.

- Please be explicit about how the learning outcomes have changed and include either the both previous and proposed learning outcomes or one version of the current LOs with the new LO in track changes. You may wish to use Appendices A and B.
• Please provide Calendar copy either in track changes or as two separate documents in appendices C and D as applicable.¹

The proposal does not change the overarching learning outcomes of the Master of Information; the MI currently offers the option for students to complete a thesis and that is integrated into the current learning outcomes. The proposal alters the requirements of the thesis option and creates a new option to engage an intensive research experience within the framework of completing the concentrations.

Under the Concentration pathway, each concentration will include the (unchanged) concentration specific requirements, and the option of continuing with either coursework or a thesis.

The General Program pathway will include the (unchanged) general program core requirements, and the option of continuing with either coursework or a thesis. This is a change to the structure of the description rather than the structure of the program, making it possible to refer to the same Thesis option from either the Concentration pathway description or the General Program pathway description.

The Thesis option will be described under its own header. The Thesis option requirements will be changed to an appropriate 0.5 FCE research methods course, a 0.5 reading course with the intended thesis advisor, and 2.0 FCE of Thesis. Students must receive at least an A- in both the methods course and the reading course before enrolling in Thesis. A subtitle in the reading course will be added to the course in ROSI (by the program admin) which will appear on the student's academic record and reflect the area of study. The reading course is intended to be supervised by the same Faculty member who will eventually supervise the thesis, so that both student and professor may determine the likelihood of success of future collaboration on the thesis. However, this is not a requirement. It is possible, for example, that a professor will accept a student as a thesis supervisee on the recommendation of the professor who supervised the reading course.

Under the proposed changes, Thesis students in the General Program pathway will complete 3.0 FCE of elective coursework, while Thesis students in the Concentration pathway will complete 2.0 FCE of elective coursework. This is in keeping with the intent of the General Program, in which a greater number of electives offers the student the opportunity to construct a coherent program of study cutting across several areas of concentration.

¹ Other major modifications that may be included are significant changes to admissions requirements, significant changes to faculty engaged in program and; a change to mode of delivery, change to the language of the program and offering the program at another location or institution.

2014-2015 School of Graduate Studies Calendar
www.sgs.utoronto.ca/calendar
5 Impact of the Change on Students

- **Outline the expected impact on continuing students, if any, and how they will be accommodated**
- **Please detail any consultation with students**

The proposed changes will have no impact on continuing students. They will complete the program under which they were initially matriculated, or the new program, at their option. All required courses under the original program will continue to be offered.

Under the current Concentration pathway, students are often able to complete the requirements for two concentrations. While this will still be possible without a thesis, it will be very difficult to complete two concentrations and a thesis. The Thesis option will be appropriate for students who wish to extend and deepen their work within a particular concentration.

Student members of the Faculty's Programs Committee have discussed the proposed changes with their constituencies. All student constituencies have expressed support for the proposal.

6 Consultation

- **Describe the impact of the major modification on other programs and any consultation undertaken with the Dean and Chair/Director of relevant academic units**

The proposed changes will have no impact on other programs.

The Faculty is currently proposing another major modification to the M1 program – the addition of a co-op option. The Thesis option and the Co-op option are conceptually and practically independent changes. When both changes are made, students will choose to complete the Concentration pathway by completing the concentration requirements and either coursework, a thesis, or a co-op.

7 Resources

- **Describe any resource implications of the change(s) including but not limited to faculty complement, space, libraries, and enrolment/admissions. Please be specific where this may impact significant enrolment agreements with the Faculty/Provost’s Office**

The proposed changes will result in a more efficient and productive relation between faculty members and the thesis students they supervise, freeing up some labour resources.

Making the thesis option available to students in the Concentration pathway may make the Thesis attractive to more students. This may strain Faculty resources in independent supervision, but we anticipate that this strain will be counter-balanced by the gate-keeping effect of the required reading course.

Thesis students in the General Program pathway will be taking an additional .5 FCE of elective.
coursework than they had previously. This may strain enrolment limits in some courses. However, this will be counter-balanced by new Thesis students in the Concentration pathway, who will be taking 2.5 FCE fewer elective courses.

8 UTQAP Process

<table>
<thead>
<tr>
<th>Steps</th>
<th>Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development/consultation within Unit</td>
<td></td>
</tr>
<tr>
<td>Consultation with Dean’s Office (&amp; VP, AP)</td>
<td></td>
</tr>
<tr>
<td>Submission to Provost’s Office</td>
<td>Unit level approval as appropriate</td>
</tr>
<tr>
<td>AP&amp;P – reported annually</td>
<td>Faculty/ Divisional Council</td>
</tr>
<tr>
<td>Ontario Quality Council – reported annually</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Proposed Calendar Copy

2014-15 SGS Calendar

Faculty Affiliation

Degree Programs Offered
Information—MI, BA/MI, JD/MI, Concurrent Registration Option (MI/MMSt)

Information Studies—PhD
Concentrations:
- Archives and Records Management—MI, PhD
- Critical Information Policy Studies—MI, PhD
- Cultural Heritage—PhD
- Culture and Technology—MI
- Information Systems and Design—MI, PhD
- Knowledge Management and Information Management—MI, PhD
- Knowledge Media Design—MI
- Library and Information Science—MI, PhD
- Philosophy of Information—PhD

Museum Studies—MMSt, Concurrent Registration Option (MMSt/MI)

Diploma Programs Offered
Information Studies—Graduate Diploma of Advanced Study in Information Studies (a post-master’s diploma)

Collaborative Programs
The following collaborative programs are available to students in participating degree programs as listed below:

1. Addiction Studies
   - Information, MI
   - Information Studies, PhD

2. Aging, Palliative and Supportive Care Across the Life Course
   - Information, MI
   - Information Studies, PhD

3. Book History and Print Culture
   - Information, MI
   - Information Studies, PhD
   - Museum Studies, MMSt

4. Environmental Studies
   - Information, MI
   - Information Studies, PhD

5. Jewish Studies
   - Information Studies, PhD
   - Museum Studies, MMSt

6. Knowledge Media Design
   - Information, MI
   - Information Studies, PhD
   - Museum Studies, MMSt

7. Sexual Diversity Studies
   - Information, MI
   - Information Studies, PhD
   - Museum Studies, MMSt

8. Women and Gender Studies
   - Information, MI
   - Information Studies, PhD

9. Women’s Health
   - Information, MI
   - Information Studies, PhD

For more information, visit www.ischool.utoronto.ca.

Overview
The Faculty of Information combines strengths in the stewardship and curation of cultural heritage (libraries, archives, and museums) with leadership in the future of information practice as society is transformed by the rise of digital technologies.

The Master of Information (MI) program allows students to explore the breadth of information and to focus on one or more areas of study. Students may choose one of two pathways to completion: the general program including coursework-only or thesis options; or the concentration pathway in which students choose one or two of seven concentrations, as well as coursework or a thesis.

The Combined Juris Doctor/Master of Information (JD/MI) program is offered jointly by the Faculty of Law and the Faculty of Information. Students receive two degrees, information and law. For full details, see the Combined Degree Programs section of this calendar.

The Doctor of Philosophy program in Information Studies provides opportunities for advanced scholarly inquiry into theoretical aspects of information and in the empirical investigations of information in various contexts.

The Master of Museum Studies (MMSt) program prepares students for future involvement in museums and related cultural agencies. The program examines the theoretical body of knowledge of museology as a necessary context for
Degree and Diploma Programs by Graduate Unit

professional practice. The Faculty of Information also provides a Concurrent Registration Option whereby students may register concurrently in the Master of Information and Master of Museum Studies programs.

A post-master’s Graduate Diploma of Advanced Study in Information Studies is also offered.

Contact and Address
Web: www.ischool.utoronto.ca
Email: inquire@ischool.utoronto.ca
Telephone: (416) 978-3234
Fax: (416) 978-5752

Faculty of Information
University of Toronto
140 St. George Street
Toronto, Ontario M5S 3G6
Canada

Degree Programs

Information

Master of Information

- The Faculty of Information offers two pathways to complete the Master of Information (MI) program:
  - concentration pathway: students choose one or two of seven concentrations, as well as addition coursework or a thesis.
  - general program pathway, including coursework only or thesis option.

Minimum Admission Requirements

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

Concurrent Registration Option (CRO)

- Master of Information/Master of Museum Studies degree programs. Applicants interested in completing the Master of Information and the Master of Museum Studies degree programs concurrently must apply to and be accepted into each program separately and receive approval from the Graduate Coordinator in each program. Applicants should indicate interest in the concurrent registration option at the time of application to the second of the two programs.

Program Requirements

- The minimum requirement is completion of 8.0 FCEs, regardless of pathway or option therein.
- All students must successfully complete all degree requirements as outlined for either the concentration pathway or for the general program pathway.
- The Faculty expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.

Concentration Pathway

- The Faculty of Information offers seven concentrations leading to the MI degree:
  1. Archives and Records Management Information
Degree and Diploma Programs by Graduate Unit

2. Critical Information Policy Studies
3. Culture and Technology
4. Information Systems and Design
5. Knowledge Management and Information Management
6. Knowledge Media Design
7. Library and Information Science

Each concentration requires a total of 8.0 full-course equivalents (FCEs) including:
- two quarter-weight core courses (0.5 FCE total)
- five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course
- plus either
  - 10 additional elective half courses (5.0 FCEs total)
  - a thesis and coursework

Concentration: Archives and Records Management (ARM)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1003H, INF 1331H or INF 2186H, INF 2175H, and INF 2184H)
- either
  - 5.0 elective FCEs
    - Thesis option and 2.0 elective FCEs

Concentration: Critical Information Policy Studies (CIPS)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1001H, INF 2181H, INF 2198H, INF 2240H, and INF 2242H)
- either
  - 5.0 elective FCEs
    - Thesis option and 2.0 elective FCEs

Concentration: Culture and Technology (C&T)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1240H, INF 1501H, INF 1502H, INF 2010H, and INF 2241H)
- either
  - 5.0 elective FCEs
    - Thesis option and 2.0 elective FCEs

Concentration: Information Systems and Design (IS&D)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H)
- either
  - 5.0 elective FCEs
    - Thesis option and 2.0 elective FCEs

Concentration: Knowledge Management and Information Management (KMIM)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1003H, INF 1230H, INF 2175H, INF 2176H, and INF 2186H)
- either
  - 5.0 elective FCEs
    - Thesis option and 2.0 elective FCEs

Concentration: Knowledge Media Design (KMD)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (KMD 1001H, KMD 1002H, KMD 2001H, and INF 1601Y)
- either
  - 5.0 elective FCEs
    - Thesis option and 2.0 elective FCEs

Concentration: Library and Information Science (LIS)
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1230H, INF 1240H, INF 1300H, INF 1310H, and INF 1920H)
- either
  - 5.0 elective FCEs
    - Thesis option and 2.0 elective FCEs

General Program Pathway
- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H)
- either
  - the coursework option (6.0 elective FCEs with a program of study approved by the Graduate Coordinator)
  - Thesis option and 3.0 elective FCEs

Thesis Option
The thesis option allows students to gain experience in developing and executing a research project from beginning to end. Students gain familiarity with the research process and hone their research skills. The thesis option is designed for students who have a clearly defined topic, can find a supervisor, and can meet tight deadlines in order to graduate within the usual time frame envisioned for the degree.

- Either
  - 2.0 FCE General Program core courses
  - 3.0 FCE Concentration core and required courses

  0.5 required FCE consisting of one research methods half course appropriate to the student's program of study with a final grade of at least A-
  0.5 FCE required reading course with student's intended thesis supervisor with a final grade of at least A-
  2.0 Thesis FCEs

2014-2015 School of Graduate Studies Calendar
www.sgs.utoronto.ca/calendar
Degree and Diploma Programs by Graduate Unit

- 2.0 – 3.0 elective FCEs which may include up to four graduate half courses (2.0 FCEs) taken outside the MI program
- Faculty approval is required to enter the thesis option.

Program Length
4 sessions [2 years] full-time (typical registration sequence: F/W/F/W);
11 sessions [5.5 years] part-time

Time Limit
3 years full-time;
6 years part-time

Concurrent Registration Option (CRO)
- Students who have been accepted into both participating programs, with the permission of each Graduate Coordinator, may register concurrently in the Master of Information (MI) and Master of Museum Studies (MMSt) programs.
The program length required to complete both degrees in the concurrent registration option is three years.
- Students in the CRO must complete a total of 13.0 FCEs [26 half courses] as follows:
  - For students who choose the concentration pathway to fulfill the MI degree requirements:
    - 0.5 core full-course equivalents (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;
    - 2.0 FCEs in required courses in the MMSt program, counted towards the MMSt degree;
    - at least 2.0 FCEs in elective courses in the MI program, 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 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.
  - For students who choose the general program pathway to fulfill the MI requirements:
    - 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005/1006H) 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 one of the programs (taking all of the core/required courses); Year 2 in the other program (again taking all of the core courses); and Year 3 taking courses from both programs to complete the requirements. It does not matter which program is taken first, MI or MMSt.
- Registration in a CRO may affect eligibility for external and internal graduate awards and bursaries.

Program Length
8 sessions [3 years] full-time (typical registration sequence: F/W/S/F/W/S/F/W)

Time Limit
4 years full-time

Combined Bachelor of Arts/Master of Information
For full details, see the Bachelor of Arts/Master of Information entry in the Combined Programs section of this calendar.

Combined Juris Doctor (Law)/Master of Information
For full details, see the Juris Doctor/Master of Information entry in the Combined Programs section of this calendar.

Diploma Programs
Graduate Diploma of Advanced Study in Information Studies

Minimum Admission Requirements
- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Faculty of Information's additional admission requirements stated below.
- The Graduate Diploma of Advanced Study in Information Studies is a post-master's diploma. Applicants must have a University of Toronto MI, MLS, MIS, or MiSt degree or equivalent. The graduate diploma program, which may be taken on a full-time or part-time basis, will be tailored to the individual's needs and interests with courses selected in consultation with the Associate Dean (Fl). Complete details are available on the Information website.

Program Requirements
4.0 full-course equivalents (FCEs) (24 credit hours) as follows:
  - At least 3.0 FCEs (six half courses) of these courses must be chosen from courses offered in the MI degree program.
  - Only 0.5 FCE (one half course) may be a reading course.
  - Up to 1.0 FCE (two half courses) may be taken in other departments.

Program Length
2 sessions full-time; 4 sessions part-time

Time Limit
2 years full-time; 3 years part-time
Degree and Diploma Programs by Graduate Unit

Course List
Not all courses are offered every year. Consult the Faculty of Information website for the annual course offerings; course descriptions; and details of prerequisites, co-requisites, and permissions. Inquiries concerning the selection of courses to be offered in any given session should be directed to the Faculty of Information.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF 1001H</td>
<td>Knowledge and Information in Society</td>
</tr>
<tr>
<td>INF 1002H</td>
<td>Representation, Organization, Classification, and Meaning-Making</td>
</tr>
<tr>
<td>INF 1003H</td>
<td>Information Systems, Services, and Design</td>
</tr>
<tr>
<td>INF 1005H</td>
<td>Information Workshop I</td>
</tr>
<tr>
<td>INF 1006H</td>
<td>Information Workshop II</td>
</tr>
<tr>
<td>INF 1230H</td>
<td>Management of Information Organizations</td>
</tr>
<tr>
<td>INF 1240H</td>
<td>Research Methods</td>
</tr>
<tr>
<td>INF 1300H</td>
<td>Foundations in Library and Information Science</td>
</tr>
<tr>
<td>INF 1310H</td>
<td>Introduction to Reference</td>
</tr>
<tr>
<td>INF 1320H</td>
<td>Knowledge Organization</td>
</tr>
<tr>
<td>INF 1325H</td>
<td>Online Information Retrieval</td>
</tr>
<tr>
<td>INF 1330H</td>
<td>Archives Concepts and Issues</td>
</tr>
<tr>
<td>INF 1331H</td>
<td>Archival Arrangement and Description</td>
</tr>
<tr>
<td>INF 1340H</td>
<td>Introduction to Information Systems</td>
</tr>
<tr>
<td>INF 1341H</td>
<td>Systems Analysis and Process Innovation</td>
</tr>
<tr>
<td>INF 1342H</td>
<td>System Requirements and Architectural Design</td>
</tr>
<tr>
<td>INF 1343H</td>
<td>Data Modeling and Database Design</td>
</tr>
<tr>
<td>INF 1501H</td>
<td>Culture and Technology I</td>
</tr>
<tr>
<td>INF 1502H</td>
<td>Culture and Technology II (prerequisite: INF 1501H Culture and Technology I)</td>
</tr>
<tr>
<td>INF 1601Y</td>
<td>KMD Capstone Project (C9/NCR) (prerequisite: KMD 1001, KMD 1002, KMD 2001, INF 2040, or equivalent)</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INF 2010H</td>
<td>Reading Course</td>
</tr>
<tr>
<td>INF 2011H</td>
<td>Reading Course</td>
</tr>
<tr>
<td>INF 2020H</td>
<td>Ethnographic Field Methods for Exploratory Research</td>
</tr>
<tr>
<td>INF 2040H</td>
<td>Project Management</td>
</tr>
<tr>
<td>INF 2102H</td>
<td>Geographic Information Systems (GIS) in Libraries</td>
</tr>
<tr>
<td>INF 2103H</td>
<td>Diplomats and Genre Theory: Understanding Forms and Functions of Traditional and Contemporary Records</td>
</tr>
<tr>
<td>INF 2110H</td>
<td>Design and Evaluation of Information Literacy Programs</td>
</tr>
<tr>
<td>INF 2115H</td>
<td>Data Librarianship</td>
</tr>
<tr>
<td>INF 2120H</td>
<td>Conservation and Preservation of Recorded Information</td>
</tr>
<tr>
<td>INF 2121H</td>
<td>Specialized Archives</td>
</tr>
<tr>
<td>INF 2122H</td>
<td>Digital Preservation and Curation (prerequisite: INF 2175H or INF2180H)</td>
</tr>
<tr>
<td>INF 2124H</td>
<td>Surveillance and Identity</td>
</tr>
<tr>
<td>INF 2125H</td>
<td>Information and Culture in a Global Context</td>
</tr>
<tr>
<td>INF 2126H</td>
<td>Public Library Services to Culturally Diverse Communities</td>
</tr>
<tr>
<td>INF 2127H</td>
<td>Collection Development, Evaluation, and Management</td>
</tr>
<tr>
<td>INF 2128H</td>
<td>Serials Management</td>
</tr>
<tr>
<td>INF 2129H</td>
<td>Graphic Novels and Comic Books in the Library</td>
</tr>
<tr>
<td>INF 2130H</td>
<td>History of Libraries and Librarianship</td>
</tr>
<tr>
<td>INF 2131H</td>
<td>The Literature of the Humanities and Social Sciences</td>
</tr>
<tr>
<td>INF 2133H</td>
<td>Legal Literature and Librarianship</td>
</tr>
<tr>
<td>INF 2134H</td>
<td>Business Information Resources</td>
</tr>
<tr>
<td>INF 2135H</td>
<td>Health Sciences Information Resources</td>
</tr>
<tr>
<td>INF 2136H</td>
<td>Government Information and Publications</td>
</tr>
<tr>
<td>INF 2137H</td>
<td>International Organizations: Their Documents and Publications</td>
</tr>
<tr>
<td>INF 2141H</td>
<td>Children's Cultural Texts and Artifacts</td>
</tr>
<tr>
<td>INF 2143H</td>
<td>Issues in Children’s and Young Adults’ Services</td>
</tr>
<tr>
<td>INF 2145H</td>
<td>Creation and Organization of Bibliographic Records</td>
</tr>
</tbody>
</table>

2014-2015 School of Graduate Studies Calendar
www.sgs.utoronto.ca/calendar

Information 11
## Degree and Diploma Programs by Graduate Unit

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF 2149H</td>
<td>Administrative Decision-Making in Information Organizations</td>
<td>INF 2186H</td>
<td>Metadata Schemas and Applications</td>
</tr>
<tr>
<td>INF 2150H</td>
<td>Legal Issues in Archives</td>
<td>INF 2188H</td>
<td>Advanced Arrangement and Description: Archival Representational Practices</td>
</tr>
<tr>
<td>INF 2152H</td>
<td>Advocacy and Library Issues</td>
<td>INF 2189H</td>
<td>Managing Organizational Records II: Digital Environments</td>
</tr>
<tr>
<td>INF 2155H</td>
<td>The Public Library in the Community: Developing a Critical Practice</td>
<td>INF 2190H</td>
<td>Data Analytics: Introduction, Methods and Practical Approaches</td>
</tr>
<tr>
<td>INF 2156H</td>
<td>Reading and the Reading Public in North America and Around the World</td>
<td>INF 2194Y</td>
<td>Information Systems Design Project</td>
</tr>
<tr>
<td>INF 2157H</td>
<td>Theory and Practice of Intellectual Freedom in Libraries</td>
<td>INF 2195H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2158H</td>
<td>Management of Corporate and Other Special Information Centres</td>
<td>INF 2196H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2159H</td>
<td>Analytical and Historical Bibliography I</td>
<td>INF 2197H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2161H</td>
<td>History of Books and Printing</td>
<td>INF 2198H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2162H</td>
<td>Rare Books and Manuscripts</td>
<td>INF 2199H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2164H</td>
<td>Authority and Credibility in Online Communities</td>
<td>INF 2221H</td>
<td>Digital Divides and Information Professionals: Developing a Critical Practice</td>
</tr>
<tr>
<td>INF 2165H</td>
<td>Social Issues in Information and Communication Technologies</td>
<td>INF 2240H</td>
<td>Political Economy and Cultural Studies of Information</td>
</tr>
<tr>
<td>INF 2170H</td>
<td>Information Architecture</td>
<td>INF 2242H</td>
<td>Studying Information and Knowledge Practice</td>
</tr>
<tr>
<td>INF 2171H</td>
<td>Major Subject Heading and Classification Systems</td>
<td>INF 2300H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2172H</td>
<td>Readers' Advisory: Reference Work and Resources</td>
<td>INF 2301H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2173H</td>
<td>Information Professional Practicum</td>
<td>INF 2302H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2174H</td>
<td>History of Records and Records-Keeping</td>
<td>INF 2303H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2175H</td>
<td>Managing Organizational Records I</td>
<td>INF 2304H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2176H</td>
<td>Information Management in Organizations—Models and Platforms</td>
<td>INF 2305H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2177H</td>
<td>Information Management and Systems</td>
<td>INF 2306H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2180H</td>
<td>Archives: Access, Advocacy, and Outreach</td>
<td>INF 2307H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2181H</td>
<td>Information Policy, Regulation and Law</td>
<td>INF 2308H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2183H</td>
<td>Knowledge Management and Systems</td>
<td>INF 2309H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2184H</td>
<td>Appraisal for Records Retention and Archives Acquisition</td>
<td>INF 2310H</td>
<td>Special Topics in Information Studies</td>
</tr>
<tr>
<td>INF 2184H</td>
<td>Appraisal for Records Retention and Archives Acquisition</td>
<td>INF 2311H</td>
<td>Managing Audiovisual Materials</td>
</tr>
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</table>

2014-2015 School of Graduate Studies Calendar
www.sgs.utoronto.ca/calendar
Degree and Diploma Programs by Graduate Unit

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF 2312H</td>
<td>Art Librarianship: Theory Informs Practice</td>
</tr>
<tr>
<td>INF 2313H</td>
<td>Introduction to Service Science</td>
</tr>
<tr>
<td>INF 2320H</td>
<td>Remix Culture</td>
</tr>
<tr>
<td>INF 2330H</td>
<td>Information Ethnography</td>
</tr>
<tr>
<td>INF 2331H</td>
<td>The Future of the Book</td>
</tr>
<tr>
<td>INF 2332H</td>
<td>Information Behaviour</td>
</tr>
<tr>
<td>INF 3002H</td>
<td>Research In Information: Contemporary Issues</td>
</tr>
<tr>
<td>INF 3003H</td>
<td>Research In Information: Frameworks and Methods</td>
</tr>
<tr>
<td>INF 3006Y</td>
<td>Thesis Proposal Preparation</td>
</tr>
<tr>
<td>INF 3007Y</td>
<td>Colloquium I</td>
</tr>
<tr>
<td>INF 3008Y</td>
<td>Colloquium II</td>
</tr>
</tbody>
</table>

- complete 1.5 FCEs in elective courses
- pass a qualifying exam
- present and defend a thesis research proposal
- complete a thesis and pass a Doctoral Final Oral Examination

- Other courses appropriate for the student’s research may also be required.

**Full-Time PhD Program**

All requirements must be completed within six years from first enrolment. PhD students must be regularly registered in SGS during each year of the program.

**Flexible-Time PhD Program**

The flexible-time PhD program is intended for practising professionals whose employment is related to their intended field of research interest. The flexible-time PhD differs from the full-time PhD only in design and delivery, not in requirements. Students must ensure that they have adequate time on campus to attend classes and to fulfill the academic requirements for an advanced research degree. Students must spend at least two full-time sessions on campus. All degree requirements must be completed within eight years of first enrolment in the program.

**Program Length**

4 years full-time; 6 years flexible-time

**Time Limit**

6 years full-time; 8 years flexible-time

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF 3001H</td>
<td>Research In Information: Foundations</td>
</tr>
<tr>
<td>INF 3002H</td>
<td>Research In Information: Contemporary Issues</td>
</tr>
<tr>
<td>INF 3003H</td>
<td>Research In Information: Frameworks and Methods</td>
</tr>
<tr>
<td>INF 3006Y</td>
<td>Thesis Proposal Preparation</td>
</tr>
<tr>
<td>INF 3007Y</td>
<td>Colloquium I</td>
</tr>
<tr>
<td>INF 3008Y</td>
<td>Colloquium II</td>
</tr>
<tr>
<td>INF 3015H</td>
<td>Reading Course</td>
</tr>
</tbody>
</table>
Degree and Diploma Programs by Graduate Unit

Museum Studies

Master of Museum Studies

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Application deadlines are available on the Faculty of Information website. Applicants must also satisfy the Faculty's additional admission requirements stated below.
- An appropriate bachelor's degree with an overall average grade of at least B+ from a recognized university.
- Applicants must satisfy the Museum Studies program that they are capable of independent research in museum studies at an advanced level. Demonstrated previous experience in museums or related cultural organizations will also be considered. Admission to this program is competitive.
- Applicants are admitted as students for the Master of Museum Studies (MMSt) under the General Regulations of the School of Graduate Studies.

Concurrent Registration Option (CRO)

- Master of Information (MI)/Master of Museum Studies (MMSt) degree programs. Applicants interested in completing the Master of Information and the Master of Museum Studies degree programs concurrently must apply to and be accepted into each program separately and receive approval of the Graduate Coordinator in each program.
- Applicants should indicate interest in the concurrent registration option at the time of application to the second of the two programs.

Program Requirements

- Minimum requirement is 7.5 full-course equivalents (FCEs) including five required half courses (2.5 FCEs) and either one required full course (1.0 FCE) and eight additional courses (4.0 FCEs), of which 2.0 FCEs must be internal (Museum Studies) elective courses; or the thesis option.
- Thesis option: the thesis option allows students to gain experience in developing and executing a research project from beginning to end. Students gain familiarity with the research process and hone their research skills. Students must complete five required half courses (2.5 FCEs), a research methods course (0.5 FCE) appropriate to their program of study with a final grade of at least A-, a thesis (2.0 FCEs), and five additional courses (2.5 FCEs), of which up to four graduate half courses (2.0 FCEs) may be taken outside the MMSt program. Faculty approval is required to enter the thesis option. The thesis option is designed for students who have a clearly defined topic, can find a supervisor, and can meet tight deadlines in order to graduate within the usual time frame envisioned for the degree.
- Before the end of their program, students whose primary language is English will be required to demonstrate a reading knowledge of a second language (preferably French) by means of a written exam and achieve a minimum grade of 70%.

Program Length

4 sessions (2 years) full-time (typical registration sequence: F/W/F/W)

Time Limit

3 years full-time

Concurrent Registration Option (CRO)

- Students who have been accepted into both participating programs, with the permission of each Graduate Coordinator, may register concurrently in the MI and MMSt programs.
- The program length required to complete both degrees in the CRO is three years.
- Students in the CRO must complete a total of 13.0 FCEs (25 half courses) as follows:
  - For students who choose the concentration pathway to fulfill the MI degree requirements:
    - 0.5 core full-course equivalents (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;
    - 2.0 FCEs in required courses in the MMSt program, counted towards the MMSt degree;
    - at least 2.0 FCEs in elective courses in the MI program, 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 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.
  - For students who choose the general program pathway to fulfill the MI requirements:
    - 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005/1006H) 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 one of the programs (taking all of the core/required courses); Year 2 in the other program (again taking all of the core courses); and

2014-2015 School of Graduate Studies Calendar
www.sgs.utoronto.ca/calendar
Degree and Diploma Programs by Graduate Unit

Year 3 taking courses from both programs to complete the requirements. It does not matter which program is taken first, M1 or MMSt.

• Registration in a CRO may affect eligibility for external and internal graduate awards and bursaries.

Program Length
8 sessions full-time (typical registration sequence:
F/W/S/F/W/S/F/W)
Time Limit
4 years full-time

Course List
Not all courses are offered every year. Please consult the Museum Studies website for course availability. The minimum requirement for the MMSt degree is 7.5 full-course equivalents (FCEs).

MMSt Required Courses
(3.5 FCEs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MSL 1150H</td>
<td>Collection Management</td>
</tr>
<tr>
<td>MSL 1230H</td>
<td>Ethics, Leadership, Management</td>
</tr>
<tr>
<td>MSL 2331H</td>
<td>Exhibitions, Interpretation, Communication</td>
</tr>
<tr>
<td>MSL 2370H</td>
<td>Museums and Cultural Heritage I: Context and Critical Issues</td>
</tr>
<tr>
<td>either</td>
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<tr>
<td>MSL 2350H</td>
<td>Museum Planning and Management Projects, Fundraising and Human Resources</td>
</tr>
<tr>
<td>or</td>
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<tr>
<td>INF 2040H</td>
<td>Project Management</td>
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<tr>
<td>either</td>
<td></td>
</tr>
<tr>
<td>MSL 4000Y</td>
<td>Exhibition Project</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Thesis option</td>
<td></td>
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</tbody>
</table>

MMSt Elective Courses
(Museum Studies) Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL 1100H</td>
<td>Museology and Theory</td>
</tr>
<tr>
<td>MSL 1300H</td>
<td>Contemporary Theories of Art and Culture</td>
</tr>
<tr>
<td>MSL 1350H</td>
<td>Museums and their Publics</td>
</tr>
<tr>
<td>MSL 2000H</td>
<td>Curatorial Practice</td>
</tr>
<tr>
<td>MSL 2050H</td>
<td>Curating Science</td>
</tr>
<tr>
<td>MSL 2100H</td>
<td>Museum Environment</td>
</tr>
<tr>
<td>MSL 2115H</td>
<td>Global Cultures and Museums</td>
</tr>
<tr>
<td>MSL 2240H</td>
<td>The Photographic Record</td>
</tr>
<tr>
<td>MSL 2325H</td>
<td>Museums and New Media Practice</td>
</tr>
<tr>
<td>MSL 2330H</td>
<td>Interpretation and Meaning-Making in Cultural Institutions</td>
</tr>
<tr>
<td>MSL 2332H</td>
<td>Public Programs and Education</td>
</tr>
<tr>
<td>MSL 2340H</td>
<td>Issues in Cultural Policy and Contemporary Culture</td>
</tr>
<tr>
<td>MSL 2360H</td>
<td>Museums and Indigenous Communities: Changing Relationships, Changing Practice</td>
</tr>
<tr>
<td>MSL 2371H</td>
<td>Museums and Cultural Heritage II: Society, Responsibility, and Cultural Change</td>
</tr>
<tr>
<td>MSL 2500H</td>
<td>Constructing and Curating Digital Heritage</td>
</tr>
<tr>
<td>MSL 3000Y</td>
<td>Internship</td>
</tr>
<tr>
<td>MSL 5050H</td>
<td>Special Studies</td>
</tr>
<tr>
<td>C&amp;T 1003H</td>
<td>Comparative Orality and Literacy</td>
</tr>
<tr>
<td>C&amp;T 1006H</td>
<td>Media, Mind, and Society I</td>
</tr>
<tr>
<td>C&amp;T 1008H</td>
<td>Media, Mind, and Society II</td>
</tr>
<tr>
<td>C&amp;T 1009H</td>
<td>New Media and Policy</td>
</tr>
<tr>
<td>C&amp;T 1100H</td>
<td>Special Topics in Communication and Culture</td>
</tr>
</tbody>
</table>

External Elective Courses
Courses relevant to the Museum Studies program and student interests are available on the Faculty of Information website.

Mcluhan Program in Culture and Technology
The McLuhan Program in Culture and Technology does not offer a degree program. Students registered in a graduate program may take McLuhan program courses for credit with the permission of their home department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;T 1003H</td>
<td>Comparative Orality and Literacy</td>
</tr>
<tr>
<td>C&amp;T 1006H</td>
<td>Media, Mind, and Society I</td>
</tr>
<tr>
<td>C&amp;T 1008H</td>
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</tr>
<tr>
<td>C&amp;T 1009H</td>
<td>New Media and Policy</td>
</tr>
<tr>
<td>C&amp;T 1100H</td>
<td>Special Topics in Communication and Culture</td>
</tr>
</tbody>
</table>

Students interested in pursuing studies in the impact of communication media on humans and their environment should consult the Director of the program for a list of courses available in cognate departments.

2014-2015 School of Graduate Studies Calendar
www.sgs.utoronto.ca/calendar
Awards Committee
Report to Faculty Council
March 20, 2015

2014 iSchool Bursaries
- 39 applications received and 16 awarded for a total of $20,000 (amounts ranging from $500 to $2,000).

<table>
<thead>
<tr>
<th></th>
<th>MI applns</th>
<th>MMst applns</th>
<th>Awards</th>
<th>MI</th>
<th>MMst</th>
<th>Total disbursed</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>31</td>
<td>8</td>
<td>16</td>
<td>14</td>
<td>2</td>
<td>$ 20,000</td>
<td>$ 1,250</td>
</tr>
<tr>
<td>2013</td>
<td>27</td>
<td>4</td>
<td>13</td>
<td>11</td>
<td>2</td>
<td>$ 16,770</td>
<td>$ 1,290</td>
</tr>
<tr>
<td>2012</td>
<td>23</td>
<td>10</td>
<td>19</td>
<td>14</td>
<td>5</td>
<td>$ 10,950</td>
<td>$ 576</td>
</tr>
<tr>
<td>2011</td>
<td>53</td>
<td>13</td>
<td>28</td>
<td>25</td>
<td>3</td>
<td>$ 16,700</td>
<td>$ 595</td>
</tr>
<tr>
<td>2010</td>
<td>48</td>
<td>12</td>
<td>33</td>
<td>28</td>
<td>5</td>
<td>$ 17,250</td>
<td>$ 520</td>
</tr>
</tbody>
</table>

Ryan Taylor Award (23 MI/MMst applications)
- Ellen Bleaney (MI), Jessica Lapp (MI), Katelyn Roughley (MMst), Madeline Smolarz (MMst) ($2038.59 each)

Ruth Corner Public Librarian Scholarship (2 MI applications)
- Luke D’Souza ($4,000)

HBC Foundation Award (9 MI/MMst applications)
- Sarah Anderson ($4,500)

Ethel W. Auster Scholarship (Doctoral)
- Sandra Danilovic ($3,500)

Hilda Wilson Fellowship in Technology, Information and Culture (5 MI/MMst/PhD applications)
- Maya Cruz, Jenna Jacobson, and Kathryn Methot ($3,000 each)

UofT Women’s Association Adele Csima Scholarship (2nd call) (6 MI/MMst/PhD applications)
- Cady Moyer and Lucy Szczesniak ($1,500 each)
Doctoral Completion Awards (DCA)
- Rebecka Sheffield ($6,500) and Rhon Teruelle ($2,500 in addition to $4,000 received in June 2014)

External Competitions

2015-16 SSHRC Competition (Masters Level):
- 10 applications received:
  - 3 from current students – 2 MI, 1 MMSt
  - 7 from prospective students: 3 MMSt, 4 MI
- 6 forwarded to SGS as per quota – In alpha order
  - 2 current students, plus 5 prospective students.

2015-16 SSHRC competition (Doctoral Level) update
- 5 (out of 7) of our applications forwarded to SGS were sent to Ottawa for further adjudication decisions.
- Final results to be announced in April, 2015.

Upcoming deadlines:
- Student to CLA Conference
- SGS University Wide Awards (early May)
- DCA (June 1st)

Submitted by A. Rossini for the Awards Committee
Recruitment

Efforts to reach greater numbers of potential new students continue to be made by Adrian Berg, our Recruitment Officer.

Latest update submitted by Adrian Berg:

- the February 28 information day was very successful, last one of the year, great feedback from participants
- still have two more tour dates being offered by our Student Ambassadors (Friday afternoons)
- next up: Meet & Greet, Sat Apr 25 (faculty: please remember to hold the date)
- info session at UTSC cancelled due to strike, at request of their faculty
- recently completed electronic outreach to campus Career Centres across Canada
- tent cards with names now going out with all offers of admission, as discussed at MRAC
- work on the iSchool recruitment video is coming along, filming this week

Overall, the number of attendees to our Information Days has kept pace with last year’s attendance record, which showed a 115% increase in the number of attendees over the previous two years (i.e., 2011 and 2012)

Admissions

- Upward trend over last year’s number of paid applications: 3% for MI, 35% for MMSt.
- Now moving to review files for internal admission awards
- Challenges: Ontario introduced new rules whereby the earliest incoming students can submit a tuition fee deposit is June 1st.

Submitted by A. Rossini for the Master Recruitment and Admissions Committee
University of Toronto Faculty of Information  
Doctoral Admissions and Recruitment Committee  
Report to Faculty Council  
March 18, 2015

PRAC is finalizing the admissions and is currently making the first offers to 7 students. We have forwarded 2 international student files to Connaught and Trillium and are waiting for those results in April - June. More details to follow in the next Faculty Council report.

Many thanks to our colleagues for their considerate review(s) of admissions files.

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

Submitted by: Leslie Regan Shade, Chair. With thanks to committee members Costis Dallas and Christoph Becker.
Since the last meeting of Council, the Committee on Standing has:

1. Approved a request for a first extension to complete coursework for:
   • INF3001

2. Approved a request for a second Program Extension (MI Program) for
   • MI Thesis

3. Approved a PhD Qualifying Examination Committee (QEC) for:
   Doctoral student: Hervé St-Louise
   Qualifying Examination Committee:
   • Prof. Rhonda McBwen (supervisor)
   • Prof. Brett Caraway (member)
   • Prof. Cosmin Munteanu (member)

Respectfully submitted,

[Signature]

Lynne C. Howarth
Professor and Chair, Committee on Standing, 2014-2015
Inforum Collection Development Policy

Prepared by Elisa Sze, in consultation with the Information Services Committee

Approved by the Information Services Committee on December 12, 2014

Table of Contents
Definitions......................................................................................................................... 2
Mission of the Inforum Collection...................................................................................... 3
Subject Coverage ................................................................................................................ 5
  Relationship with Other U of T Libraries ................................................................. 5
Scope of Coverage ............................................................................................................. 8
  Languages Collected ...................................................................................................... 8
  Geographical Areas Covered ....................................................................................... 9
  Chronological Periods Covered .................................................................................... 9
Description of Collections ............................................................................................... 9
  General Collection ....................................................................................................... 9
Periodicals........................................................................................................................ 9
  Selection of Journals ..................................................................................................... 9
  Journal Formats ............................................................................................................ 10
  Retention of Back Issues ............................................................................................ 10
  Limitations ................................................................................................................... 10
Reference Resources ....................................................................................................... 10
Digital Collections ......................................................................................................... 11
Collections in Other Formats .......................................................................................... 11
Course Reserves ............................................................................................................... 12
Theses & Dissertations .................................................................................................... 12
  Faculty Member Dissertations ................................................................................... 12
  iSchool Doctoral Dissertations and Masters' Theses ............................................... 12
  iSchool Research Reports and Course Assignments ................................................. 12
Special Collections ......................................................................................................... 12
  General Special Collection ......................................................................................... 12
  C. Donald Cook Collection on Bibliographic Control ................................................. 13
  Subject Analysis Systems (SAS) Collection ............................................................... 14
Definitions

The definitions below are adapted from ODLIS, the Online Dictionary for Library and Information Science (http://www.abc-clio.com/ODLIS/searchODLIS.aspx).

Back issue. Any issue of a journal or magazine that precedes the current issue.

Bibliographic resource. Any item, whether tangible (such as print) or intangible (such as digital works), that is described in a library catalogue record.

Central library. The group of libraries within the University of Toronto Libraries system that ultimately take their directions from the University’s Chief Librarian. The central library includes Robarts, Gerstein, Engineering & Computer Science, OISE Library, East Asian Library, Map & Data Library, Thomas Fisher Rare Book Library, and Dentistry Library. The central library excludes the libraries of the federated colleges, Victoria College, St. Michael’s College, and Trinity College. It also excludes some Faculty libraries, such as the Music Library and the Inforum.
Inforum Collection Development Policy, approved by ISC on December 12, 2014

**Deaccession.** The process of removing items permanently from a library collection after careful consideration, and the deletion of the records associated with those items. Similar terms: weeding, withdrawal.

**Embargo.** The period during which the articles published in a journal or magazine are not available in online full-text. The period may vary depending on the publisher.

**Gifts in kind.** Non-cash gifts or gifts of property. Usually books, journals, archival material, or memorabilia. ([http://www.era-arc.ge.ca/chrts-gvng/chrts/glssry-eng.html#giftinkind](http://www.era-arc.ge.ca/chrts-gvng/chrts/glssry-eng.html#giftinkind))

**Holdings.** The stock of items owned by the library. May refer more specifically to copies, volumes, issues, or parts of an item. Sometimes used synonymously with the term library collection.

**Open access.** A publishing model in which the content published is made freely and universally available through the Internet.

**Open stacks.** Unrestricted access to the library shelves for users.

**Perpetual access.** Continued access to the digital content that the library has previously subscribed to, even after it has cancelled its subscription.

**Print-on-demand.** Publications that are printed one at a time after a request for printing is received.

**Publications.** Used in this document to refer to any works issued by a publisher, whether in print, digital, or other physical formats.

**Realia.** Any three-dimensional object from real life that may be made by humans, or come from nature.

**Subject area.**

**Mission of the Inforum Collection**

Information Services is one of the pillars of the Faculty of Information, the iSchool at the University of Toronto. It is an integral part of a community that “engage[s] in critical information research that supports the evolution of a global knowledge society of benefit to all of humanity” (Faculty of Information, 2013, p. 4). Through its many services—including instruction, course support, reference and research, technology support, information collection and access, and student mentorship—provided by a dedicated team of librarians, library technicians, and information technology staff, Information Services is woven into the fabric of academic, research, and professional life at the iSchool.
Inforum Collection Development Policy, approved by ISC on December 12, 2014

The Inforum collection is one of the many resources that Information Services provides to the iSchool community.

Information Services derives its mission from the iSchool. The *Pathways to Our Future: iSchool at University of Toronto Strategic Plan 2012-2017*, outlines the iSchool’s 5 priorities:

- **Innovate**: Lead in innovative scholarship to transform society and scholarship.
- **Inspire**: Enhance our international renown for life-long, enquiry-centered education.
- **Shape**: Shape the social space of information and support sustainable growth.
- **Lead**: Nurture leaders who contribute to enabling society to realize the positive social benefits that information makes possible.
- **Enrich**: Enrich our environment and culture for study, research, and work (p. 9).

The goal of the Inforum collection is to serve as an information and reference resource for “the next generation of academic and professional leaders in information, who join [the iSchool] in transforming society through collaboration, innovation, and knowledge creation” (Faculty of Information, 2013, p. 4). The collection serves as an entryway to the rich array of academic, research, and professional bibliographic resources about information and cultural heritage policies that are not readily available through open access means. As a guiding principle that stems directly from the iSchool’s mission statement (p. 4), Information Services has a social responsibility to encourage the dissemination of knowledge for the benefit of society; Information Services is therefore committed to making the current literature of the Inforum collection publicly accessible through open stacks.

In the context of this document, the iSchool community is defined as:

- iSchool faculty and students, who rely on the collection for curricular activities and research;
- Academic, as well as administrative staff within the iSchool and the University of Toronto, who rely on the information and professional knowledge contained within the Inforum collection in order to carry out their work and fulfill their professional responsibilities;
- Alumni, who rely on access to the collection to deepen their professional knowledge and support their career development;
- Members of the public, particularly visiting scholars and practitioners working within the information and cultural heritage sectors, who seek specialized information on information and cultural heritage work, but who lack access to a comparable collection anywhere else. Access to the Inforum collection may be through on-site visits or interlibrary loan services.

The Inforum collection is a living collection that reflects the changes in the iSchool’s curricula, changes within the information and museum studies disciplines, and changes in the associated professions. The purpose of this collection development policy is to provide general guidance on collecting activities, but not to limit new potentials that may be identified in the future by the iSchool community.
Subject Coverage

The Inforum collection is the only library collection within the University of Toronto Libraries (UTL) and in Canada to focus on the scholarly and professional literature of information and museum studies. The Inforum collection is especially strong for its holdings of professional literature.

The Inforum collection forms part of the wider UTL collection, which as a whole forms a research level library collection. While academic and research libraries commonly refer to the Conspectus methodology (IFLA 2001) as a guideline for collection development, this model is designed primarily for libraries with a broad collecting mandate, rather than a highly specialized one. The interdisciplinarity, multidisciplinarity, specialization, and professional awareness of the iSchool's academic programs has meant that the collection residing within the Inforum space must necessarily be more selective in scope than the rest of the UTL.

Formal and ongoing consultations with members of the iSchool community support the continued development of the Inforum collection according to selection criteria informed by the following requirements:

- The teaching and study activities at the iSchool;
- Doctoral- and Master-level research activities at the iSchool;
- The extent to which iSchool faculty research topics are covered by other UTL locations;
- The availability of scholarly or professional material on iSchool research topics from libraries outside of the UTL system, through interlibrary loan services, neighbouring public library systems, and open access collections;
- The availability of professional literature on information and cultural heritage topics outside of the Inforum collection.

Relationship with Other U of T Libraries

Although the Inforum is a campus library that reports administratively to the Faculty of Information, the source of the Inforum collection budget is the central library, and the Inforum collection is catalogued in the union catalogue shared by all UTLs and affiliated research hospital libraries (www.library.utoronto.ca). As such, the Inforum collection is part of the larger UTL research collection, and the iSchool acts as the steward of the Inforum collection.

For the purpose of cooperative collection development, the Inforum collection focuses most intensely on the subjects within information, museum, and cultural heritage studies that are not heavily collected by other UTL locations. For subjects that are comprehensively collected by other UTL locations, the Inforum holdings will supplement those collections by acquiring the works that fulfill iSchool course support needs.

“Subject area” is a term loosely used in this document to convey a general sense of the content collected as a whole at the iSchool. Each subject area referred to in this document has interdisciplinary and multidisciplinary qualities, though the choice of terms applied to each subject area (for the sake of documentation) corresponds to names of degree programs, program...
Inforum Collection Development Policy, approved by ISC on December 12, 2014

collections, collaborative programs, or themes that spans across more than one concentration
or program. The subject areas listed below serve as a guideline for current collection activities,
but in no way restricts the collection from growing or focusing on new subject areas.

<table>
<thead>
<tr>
<th>Subject Areas Collected (including programs, concentrations, themes)</th>
<th>Relationship with Other UTL Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>The iSchool relies on the Rotman Business Information Centre to collect general works on business administration. The Inforum collection focuses selectively on works about administration, management, and organizational culture in information and cultural heritage sectors.</td>
</tr>
<tr>
<td>Archives and Records Management</td>
<td>The iSchool collects broadly and deeply in these areas. The Inforum collection is the main UTL collection covering the study of archives and records management. The Inforum collection also holds works on related themes, such as digital preservation and digital curation.</td>
</tr>
<tr>
<td>Book History and Print Culture</td>
<td>Robarts and St. Michael’s College (Kelly Library) have well developed collections in this area. The Inforum collection holdings in this area supplement those other library collections.</td>
</tr>
<tr>
<td>Communication and Media Studies</td>
<td>Robarts, Kelly Library, and the University of Toronto Mississauga (UTM) Library collect heavily in this area. The Inforum collection holdings in this area supplement those other library collections.</td>
</tr>
<tr>
<td>Copyright and Scholarly Communication</td>
<td>Robarts collects works about scholarly communication, while the Faculty of Law (Bora Laskin Library) collects extensively on copyright. The Inforum collection holdings in these areas focus on these themes as they apply to the information and cultural heritage sectors.</td>
</tr>
<tr>
<td>Culture and Technology</td>
<td>The Inforum collection focuses on the social, societal and cultural aspects of information technology. It complements the holdings at Robarts, Kelly Library, and UTM Library. Related themes that the Inforum collection supplements include children, youth and digital culture; and new media and technology.</td>
</tr>
<tr>
<td>Data Mining, Data Management</td>
<td>The Engineering &amp; Computer Science Library collects many of the technical works published in this area. The</td>
</tr>
</tbody>
</table>
### Subject Areas Collected (including programs, concentrations, themes)

<table>
<thead>
<tr>
<th>Area</th>
<th>Relationship with Other UTL Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender and Sexual Diversity</td>
<td>The New College Library collects extensively in these disciplines. The Inforum collection holds works about gender and sexual diversity studies as they intersect with the study of information, communication, technology and cultural heritage.</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>Gerstein Library collects extensively in this area. The Inforum collection supplements Gerstein Library’s holdings.</td>
</tr>
<tr>
<td>Human-Computer Interaction</td>
<td>The Engineering &amp; Computer Science Library collects technical works published in this area. The Inforum collection focuses on the social, societal and cultural aspects of area.</td>
</tr>
<tr>
<td>Identity, Privacy, and Security</td>
<td>The Inforum collection holds works about identity, privacy, surveillance, and security as they intersect with the information and cultural heritage sectors.</td>
</tr>
<tr>
<td>Information Policy</td>
<td>The Inforum collection holds critical works on many aspects of information policy.</td>
</tr>
<tr>
<td>Information Systems and Design</td>
<td>The Engineering &amp; Computer Science Library collects the more technical works published in this area. The Inforum collection focuses on the social, societal and cultural aspects of this area.</td>
</tr>
<tr>
<td>Knowledge Management</td>
<td>The Inforum collection supplements the collections at Robarts and the Rotman Business Information Centre, with the Inforum collection focused more particularly on works about the creation, organization, sharing, and utilization of information and knowledge.</td>
</tr>
<tr>
<td>Knowledge Media Design</td>
<td>The Inforum collection supplements the collections at Robarts, Kelly Library, and UTM Library.</td>
</tr>
<tr>
<td>Legal Issues in Information/</td>
<td>The Inforum collection supplements the collections at</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Subject Areas Collected (including programs, concentrations, themes)</th>
<th>Relationship with Other UTL Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum/ Cultural Heritage Studies</td>
<td>the Law Library and Robarts, with the Inforum collection focused particularly on legal issues that apply to the information and cultural heritage sectors.</td>
</tr>
<tr>
<td>Library and Information Science</td>
<td>The iSchool collects broadly and deeply in these areas. The Inforum collection is the main UTL collection covering the study of libraries and information science. The Inforum collection also holds works on related themes, such as metadata, classification, knowledge organization, and digitization.</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>The iSchool collects broadly and deeply, except for pre-2006 works, which are collected by the ROM Library. (Note: iSchool faculty and students have ROM Library privileges.)</td>
</tr>
<tr>
<td>Philosophy of Information</td>
<td>The Inforum collection supplements the collections held across the UTL system.</td>
</tr>
<tr>
<td>Research Methods</td>
<td>The Inforum collection supplements the collections on research methodologies collected by other UTL locations. The Inforum collection in this area reflect course support needs as well as research methods that derive from, or are used in, the information and cultural heritage sectors.</td>
</tr>
</tbody>
</table>

**Scope of Coverage**

**Languages Collected**

As English is the predominant language used for research and study at the iSchool, the Inforum collection primarily collects works published in English. The Inforum will also collect works published in other languages if they represent a topic or a distinct perspective on a topic that is not extensively covered by English-language works already found within the Inforum collection.

Due to on-site space limitations, whenever possible, and without inconveniencing iSchool courses that are underway, non-English language material will be sent to the UTL’s off-site storage facility at Downsview. Metadata describing the items sent to Downsview will continue to be searchable through the UTL catalogue, and users with an active T-card can continue to borrow items from Downsview by submitting their requests through the UTL catalogue.
Inforum Collection Development Policy, approved by ISC on December 12, 2014

Members of the public who wish to consult an Inforum collection item housed at Downsview should contact Loan Services at Robarts Library.

Geographical Areas Covered

Due to the global nature of the Faculty’s mission, the Inforum strives to collect subject-relevant publications that represent the perspective and experiences unique to other continents of the world whenever a legal copy of such a publication can be obtained through purchase or subscription.

Chronological Periods Covered

As a living collection, the Inforum collection must constantly develop by acquiring the latest works in each subject area covered by this document. When funds for retrospective collection development are available, efforts may be made to acquire publications contemporary to historical periods. The only exception to this guideline is Museum Studies literature published before 2006; for such material, the Inforum defers to the ROM Library and Robarts for retrospective research material.

Description of Collections

General Collection

The general collection consists of monographs, international and national standards, collected papers, reports, statistics, classified annuals, and grey literature in the subject areas of the Inforum collection. Whenever the infrastructure is available, and copyright, course support, cost, and retention considerations are met, the Inforum will strive to obtain access to the online version of publications. Selection of new works, whether performed in-house or by a third party (e.g., through approval plans), will continue to be monitored by a collections librarian working closely with the Faculty of Information.

As the Inforum collection is catalogued within the UTL union catalogue, all descriptive cataloguing practices related to the Inforum collection, whether performed in-house or by a third party, follow national and international standards adopted by the UTL. The Inforum collection is one of two UTL collections classified according to the latest edition of the internationally recognized Dewey Decimal Classification system. For the subarrangement of items within the same classification number, and to ensure that each work is assigned a unique call number, the Inforum collection uses the Cutter-Sanborn Three-Figure Table.

Periodicals

Selection of Journals

Many of the journals that faculty, staff, and students at the iSchool expect to access are increasingly available as online e-journals subscribed centrally by UTL. Where journal content is available through a central library e-journal subscription, the Inforum will not duplicate the subscription, either in e- or print formats. Where the journal content falls within a core subject
area of the Inforum collection, but is unavailable as an e-journal through the central library, the Inforum will endeavour to obtain a subscription for the iSchool.

**Journal Formats**

Where a stable online e-journal format is available, the Inforum will privilege obtaining an institutional subscription to the e-journal format over the print format, provided that the e-journal is offered on a platform that offers stable, across-the-board, institutional-level access to that content, and the content coverage is equivalent to, or better than, that offered by the print format.

Information Services will only provide access to new e-journal content in the following situations:

- There is no embargo on recent issues of the e-journal.
- The publisher can provide the content either through automatic IP validation or through a single public login that is distinct and separate from a staff login.
- Where a single login is required, the platform protects confidential information regarding the institution, including, but not limited to, staff, user, and financial information.

Where an e-journal is unavailable under the above terms, the Inforum will subscribe to the print format. The Inforum will give special consideration to the print format of a journal if the journal is published primarily to be browsed, or contains significant amount of supplementary content that is used for research and study, but is not reproduced or easily searchable in the online format.

**Retention of Back Issues**

Where funds allow and access to the content is deemed necessary for iSchool research, scholarship, and teaching, perpetual access rights to online journal back issues not covered by a current subscription will be acquired separately.

Print journal back issues will be retained on-site if they bridge gaps in access to the online e-journal. Print journal back issues that duplicate online e-journal archives will be considered for transfer to the University of Toronto Libraries' off-site storage facility at Downsview.

**Limitations**

Information Services will not provide access to journal content that can only be provided by staff on a special "print-on-demand" basis.

Information Services will continue to monitor the publishing and scholarly communication landscape as they evolve, and modify or reinstate subscriptions as necessary to support the academic mission of the Faculty.

**Reference Resources**

Where an online version of a reference resource is available, and the online version is an enhancement of the print version (for instance, the online version is regularly updated, unlike the print version), the Inforum will strive to acquire access to the online version of the reference resource. Print copies that the Inforum holds, that duplicate the online version, will be considered
Inforum Collection Development Policy, approved by ISC on December 12, 2014

for off-site storage at Downsview, in consultation with the reference librarian and instructors of relevant iSchool courses.

Types of reference resources that the Inforum considers for acquisition or subscription include: abstracts and indexes, bibliographies of reference resources, encyclopedias, subject specific dictionaries/glossaries, manuals, handbooks, metadata and classification schemas, and standards produced by national and international bodies.

The Reference collection may be weeded from time to time, as information is updated, new modes of access become available, or space is required for the addition of new material. Weeding of the reference collection will be carried out in consultation with the collections librarian and the reference librarian.

Digital Collections

Information Services acquires access to digital and online resources in the subject areas of the Inforum collection when the following factors are met:

- Access is not yet offered centrally by UTL through the UTL digital collections
- Access will enhance the learning, teaching, and research activities at the iSchool
- The format of the digital resource is one that can be covered by the collections budget
- Access to the digital collections is provided either through IP recognition, or content can be loaded locally to UTL servers
- Access to the content is perpetual

Information Services also collaborates with other UTL locations on the joint acquisition of digital and online resources.

Collections in Other Formats

The Inforum collects the following non-print information resources sparingly. When required to support an iSchool course or research project, the Inforum will collect the following resources:

- Current AV media
- Realia and 3D material, such as toys and kits
- Data files
- Children’s books. Due to the breadth and strength of OISE Library’s Children’s Collection and the Toronto Public Library, Lillian H. Smith branch’s Osborne Collection, the Inforum collection retains only a highly selective children’s book collection, with a focus primarily on books about information and cultural heritage organizations, selected classics for early to teen readers, and books that demonstrate special publishing or binding techniques.

Due to preservation needs, the Inforum no longer actively collects items published in microtext formats (e.g., microfiches, microcard, and microfilm). Those microtext formats that continue to be in the Inforum’s possession will be retained until the time when an environmentally stable storage site within the UTL system can be identified for permanent housing of the material.
Inforum Collection Development Policy, approved by ISC on December 12, 2014

Consideration will be given to ensuring that the new home allows the material to remain discoverable and available to UTL users upon request.

**Course Reserves**

The course reserves collection is a living collection that changes from term to term, to reflect the specific reading requirements of current iSchool courses. Items within the course reserves collection are drawn from collections within the Inforum.

**Theses & Dissertations**

*Faculty Member Dissertations*

The diversity of subject expertise held by iSchool faculty reflect the breadth of the information and museum disciplines, as well as offer opportunities for enriching, synergistic knowledge generation. To this end, whenever possible, the Inforum collects one copy of each doctoral dissertation produced by regular iSchool faculty members, when such dissertations are unavailable through either an open access repository or a dissertation service to which the UTL subscribes.

*iSchool Doctoral Dissertations and Masters’ Theses*

Since 2008, the University of Toronto, School of Graduate Studies has mandated that Doctoral dissertations and Masters’ theses be deposited electronically on T-Space, the University’s digital open access research repository, for long-term preservation and dissemination of university research. Due to this institutional-wide policy, the Inforum does not collect print copies of dissertations and theses completed at the iSchool from 2008 onwards.

For dissertations and theses completed at the iSchool prior to 2008, the Inforum collects two hard copies of each title, with one hard copy made available for circulation, and a Faculty archival copy going to the Special Collections. Until plans are in place for the retrospective digitization of pre-2008 dissertations and theses, the Inforum will continue to retain an archival copy of such papers in its collection.

*iSchool Research Reports and Course Assignments*

The only research reports that the Inforum collects are Master of Museum Studies research reports produced from 1972-2005, which were part of the degree requirement. The Inforum does not collect other research reports and course assignments for any of the iSchool’s degree programs. Any research reports and course assignments donated to the Inforum that fall outside of the Master of Museum Studies research reports of 1972-2005 will be discarded.

**Special Collections**

*General Special Collection*

The general Special Collection contains items of historical value to information and museum studies. These items include: early editions of major classification schemes, rare publications,
Inforum Collection Development Policy, approved by ISC on December 12, 2014

fragile items, primary documents from pivotal moments in library history, ephemera and grey literature associated with the iSchool, and publications that demonstrate innovative, unusual, or expensive binding. Items from the general Special Collection are generally for in-house use only.

C. Donald Cook Collection on Bibliographic Control

The C. Donald Cook Collection on Bibliographic Control Collection (or the Cook Collection) is a special research collection that commemorates Professor Emeritus C. Donald Cook, who retired on June 30, 1989 after teaching for seventeen years at the Faculty of Library and Information Studies (now Faculty of Information) (Ex Libris, 1989). Prior to joining the Faculty, Cook held positions at the Council of Ontario Universities, Columbia University Libraries, and the United Nations Library at Geneva (Ex Libris, 1989). He was President of the ALA’s Resources and Technical Services Division, Chairman of the ALA’s Cataloging and Classification Section, head of the Technical Services Coordinating Group of the CLA, a member of the Standing Committee of IFLA, and founding editor of Cataloging and Classification Quarterly (Ex Libris, 1989).

The Cook Collection captures Cook’s professional and teaching contributions to the topics of cataloguing and classification. The core collection consists of books about cataloguing and classification, either written or owned by Cook, along with working papers related to his committee work, and copies of various standards and classification schemes.

Additional works have gradually been added to the Cook Collection, with the intent of representing the breadth of Cook’s professional and teaching interest without replicating the holdings of the Inforum’s general and SAS collections.

Items found within the original Cook Collection (2010):

- Works published by Cook
- Works owned by Cook (e.g., items marked with his name stamp or his signature)
- One copy of each revision of the following standards, if the revision was already available in the Inforum general or SAS collections and published on or before 1989:
  - Anglo-American Cataloguing Rules
  - Cataloguing standards specific to Canada
  - Dewey Decimal Classification – Summaries only
  - IFLA standards on bibliographic description (e.g., ISBD)
  - Library of Congress Classification schedules and interpretations
  - Library of Congress Rule Interpretations
  - MARC bibliographic formats, including geographically specific versions of MARC (e.g., CANMARC)
  - Subject cataloging manuals

Currently, additions to the collection consist of gifts-in-kind. If funds and space become available in the future to expand the Cook Collection, selection decisions should reflect Cook’s contributions to the LIS field, rather than duplicate the Inforum’s general and SAS collections, or the Inforum’s holdings at Downsview, the UTL’s offsite storage facility.
Inforum Collection Development Policy, approved by ISC on December 12, 2014

Criteria for future additions to the Cook Collection:
- Works written/compiled/edited by Cook
- Copies of other works owned by Cook (marked with his name stamp or his signature)
- Standards related to descriptive and subject cataloguing if published in OR before 1989

Due to the subject coverage of the Cook Collection, most, if not all, works added will fall within the 025.3-025.4 range of the Dewey Decimal Classification system. A specially designed bookplate has been developed to mark each Cook Collection item.

Items in the Cook Collection are fully catalogued; records are searchable in the UTL catalogue at www.library.utoronto.ca. The Cook Collection can be browsed by appointment. Individual items from the collection can be brought up to the Inforum for in-house use, but should not be removed from the Inforum without special permission. Details regarding storage retrieval will be updated from time to time on the iSchool website.

**Subject Analysis Systems (SAS) Collection**
The SAS collection is a historical collection of classification schemes, subject heading lists, thesauri and taxonomies across multiple disciplines, not only information studies.

**History of the SAS Collection**
The Special Libraries Association began the collection in 1924, in order to fill the gaps in indexing terms that the Library of Congress Subject Headings did not yet cover. The collection moved to the Bibliographic Systems Center at the School of Library Science at Case Western Reserve University, before arriving at the University of Toronto, Faculty of Library Science in 1976 as the Subject Analysis Systems collection. The collection was cited in ANSI/NISO Z39.19-1993 and ANSI/NISO Z39.19-2003 as the international clearinghouse for subject analysis materials published in English, as well as acknowledged in handbooks on thesaurus construction such as Aitchison, Gilchrist and Bawden's *Thesaurus construction and use: A practical manual*, 4th edition (2002).

Taken as a whole, the collection represents the rich history of subject analysis and classification theory, while reflecting the socio-political shifts in thinking about the organization of information within a variety of disciplines.

**Accessing the SAS collection**
Items in the SAS collection appear in the UTL catalogue under the library "Faculty of Information (Inforum)" with the library location "Subject Analysis Systems". Many of the items in the SAS collection can be borrowed.

Out of consideration for shelf space as well as to retain a permanent collection that is unique:

- Each edition of a title in the SAS collection will be retained. However, only 1 copy (i.e., the best copy) of each edition will be retained.
- Only the most recent edition of a title will be kept on site, in the SAS stacks of the Inforum. The best copy of earlier editions will be transferred to off-site storage at Downsview, with the later edition retained on site.
Inforum Collection Development Policy, approved by ISC on December 12, 2014

- Downsview only accepts 1 copy per edition; therefore, extra copies not kept on-site at the Inforum, and that duplicate a copy already at Downsview, will be discarded.

Dissemination of Historical Materials Found in the Collections

As a living collection that has been meticulously built over the lifetime of the Faculty, the Inforum collection reflects not only Faculty history, but also decades of change and development in information and cultural heritage education in Canada. The iSchool believes that the collection contains rich resources for historical research that are meant to be shared with the broader information and cultural heritage communities, whether through exhibitions, joint digitization efforts, collaborative research, or other forms of information dissemination.

Intellectual Freedom

The decision to select a work for the Inforum collection is informed by the belief that the broadest range of intellectual and professional activity is best served through access to multiple viewpoints and expressions of knowledge, regardless of the extent to which these are accepted by the general public. To the limit of staff abilities, the Inforum collection is developed to represent as many perspectives as possible within the subject areas covered. No works added to the collection will be withdrawn on the basis of individual or group complaints that the works are misinformed, inappropriate, or offensive.

Preservation

Retention of the Collection

With the exception of copies that duplicate holdings available elsewhere within the University of Toronto, all works added to the Inforum collections will be added with the aim of permanent retention, either on site at the Faculty, or off-site at Downsview.

When warranted, items from the collections will be repaired in-house or sent to an external source for repair after an in-house assessment of their condition has been performed. If an item cannot be repaired at this time due to technological barrier, but the work contained within it is unique to the University and considered of research or heritage value, the item will either (1) be removed from circulation, but retained until a future time when new preservation methods become available; or (2) offered to another academic or research institution with the capability of providing the appropriate long-term storage environment for the item.

Off-site Storage (Downsview)

As a living collection, new works are continually added to the Inforum collection. To make space for new works, low circulating items from the general collection will be periodically transferred to off-site storage at Downsview. The transfer criteria will be set by the collections librarian on the basis of existing circumstances, and in consultation with Downsview staff and
Inforum Collection Development Policy, approved by ISC on December 12, 2014

affected students, staff, or faculty. A continual weeding process will occur on an annual or biennial basis as demanded by space constraints; however, the ultimate determination of the frequency of weeding will be dependent on Downsview space, available staffing, and Faculty priorities.

Weeding Policy

Permanent De-Accessioning Guidelines

As a practice, unique works are rarely de-accessioned from the Inforum collection, with the transfer of low circulation works to off-site storage being the preferred method of responding to space constraints.

In the rare case that a work is being considered for permanent de-accession from the collection, the following criteria will be used:
- The work was acquired expressly for temporary use to support the curriculum, and that demand for the work has now expired.
- Staff has learned that the copy of the work at hand is not a legally obtained copy.
- The work contains information and perspectives that are well covered by other works retained within the collection, and it adds no significant historical or cultural contribution to knowledge in the subject area that it covers.
- The copy is not a special collections copy.
- The copy is in a poor, unstable physical condition, and the cost of repairing, replacing, or housing it far exceeds the value of the copy.

Duplicate copies of works held within the Inforum or within the broader University of Toronto Libraries system will be de-accessioned when they are no longer required for course support or for retention within any of the special collections.

Disposition of De-Acccessioned Material

The Faculty of Information reserves the right to dispose of de-accessioned material through a variety of means, including, but not limited to donation to charitable organizations, book swaps, student groups, and any interested individuals.

Gifts Policy

Gifts-in-kind

Gifts-in-kind (that is, donations of unique books, journals, and other publications, covering the subject areas of the Inforum collection) are often appreciated. Donations received by the iSchool become the property of the university, and the iSchool reserves the right to accept or refuse the addition of those donations to the Inforum collection.

Acceptance guidelines:
Inforum Collection Development Policy, approved by ISC on December 12, 2014

- Items must fall within the subject scope of the Inforum collection
- Items should not duplicate existing items in the collection
- Items should be in good physical condition, requiring minimal processing and maintenance costs

Unwanted donations will be disposed of in accordance with the most current collection management practices.

Potential donors who wish to give to the Inforum collection should contact the iSchool collections librarian prior to sending any material.

All donors are required, at their own expense:
- To produce a detailed list of their prospective gifts-in-kind;
- To arrange and pay for the shipment of the gifts-in-kind; and
- To complete and submit a Deed of Gift at the time of donation, acknowledging that the iSchool shall be entitled to administer, dispose of, or return any part(s) of the gifts-in-kind without restrictions, in accordance with generally accepted principles and practices of collection management, regardless of whether or not the donor requests a tax receipt.

Tax Receipts

Donations to the iSchool are considered charitable donations and may be eligible for tax receipts subject to Canada Revenue Agency regulations. If requested to do so, gifts-in-kind that are accepted into the Inforum collection will be evaluated for income tax purposes. The valuation will reflect the fair market value of the items retained. Tax receipts will not be issued for gifts that have a fair market value of less than $500.00. Tax receipts are issued by the University of Toronto’s Department of University Advancement.

For major gifts-in-kind with a fair market value of $1000 or more, the Faculty of Information reserves the right to bill the donor for the cost of obtaining an independent third-party appraisal.

See Appendix 1 for a sample Deed of Gift.

Monetary Gifts

Monetary gifts to the Inforum collection are welcome and appreciated. Donors who wish to donate monetary gifts to the Inforum collection are encouraged to contact the iSchool’s Senior Development Officer.

Periodic Evaluation of the Collection and the Collection Development Policy

This collection development policy document has been drafted to reflect the reality that the iSchool’s scholarly and research activities, as well as the needs of the broader iSchool community, are in continual development and renewal. This document does not restrict the
Inforum Collection Development Policy, approved by ISC on December 12, 2014

collection from expanding into new areas of study and professional practice, nor limit future cooperation or partnerships with other collecting organizations that are endorsed by the Information Services Committee and Faculty Council.

Bibliography


Appendix 1: Deed of Gift

Be it known that I, ____________________________ (donor's name), of ____________________________ (city of residence) do hereby give and deliver to the Faculty of Information at the University of Toronto absolutely and unconditionally the following property:

Gift Description: ____________________________________________
(Attach lists as necessary)

to be the sole and exclusive property of the University of Toronto. I am the sole owner of the property to be gifted; it is free from debt or lien, and I formally request the University of Toronto to accept the gift. I recognize and acknowledge that the University of Toronto shall be entitled to administer, dispose of, and/or return any part(s) of the above-described property without restrictions, in accordance with generally accepted principles and practices of collection management.

Donor's Signature: ____________________________________________ Date: ____________________________

Name and Address (printed):

Phone/email/fax: ____________________________________________

Request for Tax Receipt*
*Fill out the following portion only if a tax receipt is requested.

I understand that tax receipts are issued by the Department of University Advancement (DUA) only for gifts added to the Faculty of Information collections. The DUA determines the value of the gift based on Canada Revenue Agency's guidelines on valuation. Based on these guidelines, the donor's tax receipt will be limited to the lesser of the donor's cost of property or the fair market value of the property if the:
Property was acquired as part of a tax shelter (a situation in which the donor may profit by making the gift)
Property was acquired in the last 3 years (unless the gift is a bequest to the University of Toronto)
Inforum Collection Development Policy, approved by ISC on December 12, 2014

Property was acquired in the last 10 years (unless the gift is a bequest to University of Toronto) with the intent to donate the property to charity.

I have owned this property for three or more years: Yes ( ) or No ( )
If no: What was the cost to you to acquire the property?

Was the property acquired as a gift/inheritance? If so, please confirm a fair market value for the property as of the date you acquired it:

Did you acquire the property within the last ten years with the intent to donate it? Yes ( ) or No ( )
If yes: What was the cost to you to acquire the property?

Was the property acquired as a gift/inheritance? If so, please confirm a fair market value for the property as of the date you acquired it:

Signed at __________________________ (city) on __________________________
(date)

Donor’s Signature ______________________________________________________

Please print donor’s name: ______________________________________________

Acceptance and eligibility of this gift for a charitable tax receipt is subject to approval by the DUA on behalf of the University of Toronto. Attach this entire form to the DUA’s Gift-In-Kind (Non-monetary Gift) Processing Form.

Wording of form based on the September 2010 revision.
Appendix 2: Personnel

Personnel identified in this policy and their corresponding incumbent:

<table>
<thead>
<tr>
<th>Position named in this policy</th>
<th>Name of incumbent</th>
<th>Job Title (as at December 12, 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections librarian</td>
<td>Elisa Sze</td>
<td>Librarian (Collections &amp; Public Services Coordinator)</td>
</tr>
<tr>
<td>Senior Development Officer</td>
<td>Robin Kester</td>
<td>Senior Development Officer</td>
</tr>
<tr>
<td>Reference librarian</td>
<td>Nalini Singh</td>
<td>Librarian (Reference Services Coordinator)</td>
</tr>
</tbody>
</table>
Appendix 3: Consultations Undertaken

Consultations have ranged from one-on-one meetings to group meetings. Initial consultations with faculty members and student representatives were structured around early drafts of the collection development policy document. Later consultations varied between general questions about the collection and current collection projects, to more specific questions about collection use, collection needs vis-à-vis teaching and study, strengths, professional and career requirements, and opportunities for future development. The latest draft of the collection development policy is an attempt to incorporate the feedback received through the consultation process.

Individuals consulted:

- Siobhan Stevenson (LIS faculty), Friday, March 14, 2014
- Matt Ratto (CIPS, C&T faculty), Monday, March 17, 2014
- Eric Yu (ISD, KMIM, KMD faculty), Tuesday, March 18, 2014
- Jenna Hartel (LIS faculty), Wednesday, March 19, 2014
- Leslie Shade (PhD director; C&T, CIPS faculty), Wednesday, March 19, 2014
- IS Committee Student Representatives, Thursday, March 27, 2014
  - Christie Oh (1st year PhD candidate, health information)
  - Paul Weitzmann (1st year ML candidate, CIPS, ISD)
  - Nora Venezy (2nd year MMSt candidate)
- Heather MacNeil & Fiorella Toscarini (ARM faculty), Monday, March 31, 2014
- Cara Krmpotich (MMSt faculty), Friday, April 4, 2014
- Costis Dallas (MMSt director), Thursday, April 17, 2014
- Seamus Ross (Dean & Professor), Wednesday, June 4, 2014

Other consultations:
- FIAA Executives, Wednesday, April 16, 2014
- Draft sent to all collaborative program liaisons by email

A number of individuals have also submitted written comments to the general questions about use of the collection, collection strengths, and areas for further development, outside of the consultation meetings:
- Written responses from iSchool PhD students
- Written responses from alumni (either through email or facebook)
- Written acknowledgements of receipt of the draft from several collaborative program liaisons
- Written response to the draft from the Museum Studies Student Association

The Senior Development Officer was also consulted on the “Gifts Policy” section of this document, Tuesday, April 22, 2014. The central library’s Gifts Policy formed the initial basis of this section.
Inforum Collection Development Policy, approved by ISC on December 12, 2014

Drafts of this policy were presented and discussed at the following Information Services Committee meetings:
  - February 13, 2014
  - May 8, 2014
  - June 5, 2014
  - December 12, 2014

Information Services Committee members provided feedback on the drafts both within and outside of committee meetings.
Information Services Committee Report
Faculty Council Meeting March 20, 2015

1. For the information of Council, the ISC has distributed the revised Collections Policy for Inforum. This operational document was prepared by Elisa Sze in cooperation with colleagues and ISC. It is an update to a pre-existing policy and has been endorsed by ISC.


At our previous meeting, Friday March 13, 2015, ISC received the report of the New Partnerships Working Group. The report contains 5 recommendations from the Working Group that reflect stakeholder consultations and the Working Group’s mandate. Following discussion and a vote by ISC members, ISC accepted the report of the Working Group.

3. The ISC is actively pursuing two issues at present: developing a Records Management strategy and developing a policy to help the Faculty (students, staff and faculty) abide by FIPPA. We will be approaching individuals for their expertise and help with these tasks.

The Records Management strategy was made apparent following recent discussions about the Hackathon and our need to better manage and archive web pages. Lari Langford began investigating web archiving policies at U of T, and reported back to ISC. It became apparent that what the Faculty needed to develop for ourselves was a retention schedule and other records management policies procedures.

Glenn Cumming introduced a university-produced policy template for units to help them align with FIPPA. We are currently evaluating how elements of the policy template relate to our (faculty, student, staff) work practices, existing tools and resources so that we can generate both policies and procedures that support all members of the iSchool community fulfilling FIPPA requirements.

Respectfully submitted,
Cara Krmpotich
Chair, ISC
Report of the “New Partnerships with the Central Library” Work Group
For Presentation to Faculty Council on March 20, 2015

Recommendations Arising from the Work Group:

1. Keep the collections, including course reserves, within the Bissell Building

2. Keep all Inforum staff and services within the Inforum

3. Move to the University of Toronto Libraries’ model by setting up an approval plan with YBP

4. Build labs on the 5th Floor of the Inforum; Information Services Committee to develop the criteria for the labs on the 5th floor

5. Renovate the 4th floor of the Inforum to increase collaborative areas and independent study space, as well as incorporate office/cubical space for staff

6. Last year’s Inforum renovation group, consisting on Glenn Cumming, Glen Menzies, and Information Services staff will be reconstituted
Careers Report to Faculty Council

Function: Career Services
Report Date: March 16, 2015
FC Meeting Date: March 20, 2015
Report By: Isidora Petrovic, Careers Officer

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

✓ Advertised INF2173H Information Professional Practicum course (Summer 2015 term) by sending email to 330 potential new hosts and 80 previous participants; deadline date to submit a project proposal is April 24, 2015
✓ Assisted practicum host supervisors and students with organizing placements and submitting practicum projects for the summer term
✓ Assisted with MMSt Internship course (MSL3000Y) by helping students access postings; spoke to students in class to inform them about WSIB and ACE insurance and safety abroad regulations

Career Services

✓ Assisted with student recruitment by presenting at the recruitment information sessions, for both MI and MMSt programs, held at the iSchool on Saturday, February 28, 2015
✓ Assisted with the TALint program by organizing End-of-Year Social to be held on March 18
✓ Assigned to take over the coordination of the Nelson Mandela Internship Program; advertised the program to students; since there were no applicants, the internship will not be filled this year

Co-op Committee

✓ Edited several versions of the “University of Toronto Major Modification Proposal – Type A: Significant Modifications to Existing Graduate and Undergraduate Programs” (form) in collaboration with Prof. Wendy Duff, regarding the new MI Concentration with Co-op Option (CCO)
✓ Consulted with co-op professionals across Ontario to find information for the CCO proposal
✓ Answered questions regarding the potential CCO during the student recruitment information sessions and when requested via email

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
Report on Communications and Alumni Relations to Faculty Council

Submitted by Kathleen O'Brien, Communications and Development Officer

Friday, March 20, 2015

COMMUNICATIONS

Publicity/Media/Event Management

➢ Wrote news story on Dean's involvement with Memory Institutions research report. Successfully pitched and appeared on UofT news website

➢ Successfully pitched "Cool Job" with 2012 alumnus Jake Paleczny to U of T Magazine and News @UofT

➢ Successfully pitched black history month and ROSS events to The Bulletin campus e-newsletter

➢ Sent out media inquiries to faculty members from Global News, Corporate Knights, CBC Metro Morning, Space Channel, documentary film maker, Humber news

➢ Organized and ran March 3 ROSS team event with IBM Watson Challenge winners

➢ Gave iSkills Workshop on February 13: Media Relations and Press Release Writing

➢ Edited and posted story on Book History and Printing Culture (BHPC) Apprentice at Massey College. Edited and posted story on History of Museum Studies (Musings) article. Also wrote stories on Doctoral alumnus being shortlisted for award, and four Museum Studies students receiving the governor general award for exhibition

➢ Partook in Hackathon event during iSchool Reading week

➢ Rewrote two alumni profile stories, one on Judith Margonis and the other one Justin Sherer). Took photos of Justin at his workplace.

➢ Worked with students on elements of new PhD web pages. Began collecting content
➢ Took photos of Dr. Guy Berhiasume and sent to him. Posted on social media

➢ Wrote report on iSchool round up of news for Elan, ex-libris newsletter

➢ Did publicity for #AskSnowden event

➢ Took photos of Museum Studies food research class for Professor Mihalache

DEVELOPMENT

Stewardship/Alumni Relations/Event Management

➢ Publicized FIAA student conference grants

➢ Helped organize parts of Bertha Bassam Lecture, and worked at event (March 11)

➢ Attended ADO Retreat (Feb. 3)

➢ Met with FIAA Treasurer for budget planning

➢ Gathered FIAA grant winners listings for three years for planned new page

➢ Pulled Class of 1965 for 50th Spring Reunion invites

➢ Attended FIAA meeting (18 Feb)

➢ Began Spring Reunion planning

➢ Posted OLA event attendees to DIS database

➢ Sent out over 200 thank you cards

➢ Helped publicize FIAA Job Shadowing program for students
Continuing Key Priorities

1. Supporting the iSchool Strategic Plan 2012-2017
   - Develop specific fundraising strategies to address the need for increased student financial support and co-op program support. These funding priorities have been identified as key to achieving Student Recruitment goals.

The following are highlights of advancement activities toward the achievement of this goal

Major Gift Opportunities:
   - A significant proposal for funding to support students from sub-Saharan Africa to study at the Faculty was submitted to the MasterCard Foundation by the Vice President of Advancement on behalf of the Faculty. The project will not be funded at this time, but MasterCard is interested in cultivating a relationship with us toward other initiatives.
   - Exploring funding initiatives to support the McLuhan program

Community Engagement:

**Bertha Bassam Lecture** with Professor R. David Lankes – Syracuse University

**Radical Librarians – Librarians as Change Agents**

Event held on March 11, 2015 was a success with 171 attendees at the evening lecture.

<table>
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<th>Registered</th>
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<td>20%</td>
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<td>19%</td>
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<tr>
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<td>100%</td>
<td>171</td>
<td>100%</td>
</tr>
</tbody>
</table>

Forty-three (43) individuals attended a Roundtable Panel: “The Future of Library Education” and invited guests from the Faculty also participated in the Toronto Public Library presentation, “Expecting More from our Libraries and Communities.”

Post-event survey highlights:

30% response rate
85% rated the event as excellent or very good
90% were very satisfied or satisfied with the venue
91% very satisfied or satisfied with organization of event
60% heard about the event via an email notice

Sampling of Survey Comments:

"The evening strengthened my belief in the power of community connection. It was a fabulous and inspiring talk. Thank you!"

"While the lecture was excellent and the speaker was engaging, it was uncomfortable choosing whether or not to cross the picket line, which effectively forced the audience to pick a side in a labor dispute. It would have been better to relocate the lecture off campus, or to acknowledge the strike situation at the beginning of the lecture."

"The event was very enjoyable and well organized. It involved a tremendous amount of work, which I appreciate."

Spring Reunion – May 28
- Save-the-date notice and invitation to honoured year classes 1965 (50th) and 1990 (25th) anniversary being mailed shortly.
- Planning for alumni engagement activities beginning.

Annual Fund
- At the writing of this report, current data was not available due to transition to new donor database (ARBOR). Active calling of Leadership Annual Giving donors underway to encourage gifts prior to the fiscal year end.
- Spring mail campaign sent this month
- Fall campaign design and message in development

Faculty / Staff Giving Campaign
- To be launched in April. Stay tuned for more details. Seeking volunteer faculty and staff ambassadors for the campaign. Please contact Audrey Johnson for information am.johnson@utoronto.ca
Report to Faculty Council
20 March, 2015

Presented by Hilary Barlow, MISC President

MISC Governing Council Elections & Outstanding Instructor Award
The nomination period for both the 2015-2016 MISC Governing Council and the 2015 Outstanding Instructor Award began on Monday, 16 March and runs until 27 March. Elections will take place from 30 March to 3 April.

CUPE 3902, Unit 1 Solidarity Statement
After some discussion, a majority of MISC councillors voted through email to express solidarity with the members of CUPE 3902, Unit 1. A short solidarity statement was released via social media on 6 March.

U of T sexual assault policy
At our 11 February meeting, MISC voted unanimously to endorse a petition by undergraduate student Celia Wandio to the University of Toronto President and Provost urging U of T to implement a comprehensive policy in response to sexual assault on campus. On 27 March, there will be an event called “Sexual Assault on Campus: Activism and Accountability at U of T and Beyond” at the William Doo Auditorium at 6 pm. We encourage students and community members to attend and learn more about this issue.

Hoodie sale & button party
Our annual hoodie sale concluded on 18 March. The hoodies are expected to arrive 2 April and will be distributed soon after. A big thanks to everyone who purchased a hoodie! The Merchandise Committee also purchased a button-maker to construct larger buttons and hosted a button-making party on 13 March.
Museum Studies Student Association (MUSSA)
Report to Faculty Council March 20, 2015
Submitted by Nicole Ritchie (President)

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

1. Annual Student Survey
   We have just completed our MUSSA Annual Student Survey fro 2014/15, and will be organizing a report to discuss with the MMSt faculty soon.

2. Nominations/Elections
   Our spring nomination period for the 2015/16 positions are open from March 20-27, with elections to follow from March 30-April 3. Current position terms end on April 14, 2015.

3. Archery Tag
   Several students participated in an archery tag event held by MUSSA on March 13.

4. End-of-the-Year Party
   In collaboration with the Exhibitions class, our End-of-the-Year Party is on April 2, 2015 at Campbell House.

5. GSU Special Grant
   We have successfully received a GSU special grant that will be used in support of next year’s annual class trip.

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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 Krmpotich 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 alumnae 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

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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 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

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structuring that time (or not), are options for making the trip an even more positive experience.
FIAA UPDATE – March 20, 2015

A brief update of our current initiatives and activities:

1. Bertha Bassam Lecture
   - David Lankes gave a lively and inspiring talk on “Radical Librarians” on March 11, 2015 at Innis Town Hall.
   - 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.
   - The event was well attended although about 1/3 of those who registered did not attend, possibly due to picket lines.
   - CUPE 3902 protestors picketed outside the event and spoke out against the event on Twitter.
   - FIAA would like to thank Kathleen O’Brien, Robin Kester, and Audrey Johnson for their tireless work to make this event possible.

2. Grants and Awards Committee
   - Deadline for nominations for FIAA Outstanding Alumni and Outstanding student Awards is March 20, 2015 (today!)
   - For more information: http://www.ischool.utoronto.ca/fiaa-outstanding-alumni-award-fiaa-outstanding-student-contribution-award
   - The next deadline for conference grant applications is March 27, 2015.
   - For more information: http://www.ischool.utoronto.ca/fiaa-student-conferanceresearch-grants

3. Ask an Alum Committee
   - The AaA committee has embedded the sign-up form for AaA mentors on the website <http://bit.ly/146Ulid> and we welcome FIAA members to sign-up or pass on the link to alumni that you know.
   - Plans to host social events to help encourage participants to connect.

6. Job Shadowing Committee
   - Recruited 104 hosts as of Feb. 18, 2015.
   - Changes for this year: hosts should receive automatic notifications when students sign up; opening remaining spots to alumni after first two weeks.

7. Social Media and Web Committee
   - Plans to develop social media policy, strategy, and workflow.
   - Goal to increase followers on the various social media platforms.

8. Social Events Committee
   - FIAA’s OLA Alumni Reception, which took place at Baton Rouge on Front Street, had over 60 attendees
   - Plans underway for Spring Reunion and Convocation.