COUNCIL

2016-2017 Session – 4th Regular Meeting

AGENDA

Thursday March 23, 2017

4:00pm-6:00pm

Room 728, Claude Bissell Building

1) Call to order and acceptance of the Agenda

2) Reading of acknowledgement of traditional land statement

3) Approval of the Minutes of February 9, 2017 (attached)

4) Business arising from the Minutes

5) Dean’s report

6) Council Committees’ reports
   a) Executive Committee
   b) Standing Committees
      • Awards Committee (coming soon)
      • Committee on Standing (attached)
      • Programs (attached)

   MOTION: Approval of the Major Modification to the LIS concentration within the MI Program (major modification and calendar copy attached)

   • Recruitment and Admissions
      • Master’s Recruitment and Admissions (M-RAC) (attached)
      • Doctoral Recruitment and Admissions (P-RAC) (attached)

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

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

9) iSchool Students
   a.) MISC (coming soon)
   b.) MUSSA (attached)
   c.) DSA (attached)

10) iSchool Alumni (coming soon)

11) Other Business

12) Question period

13) Announcements

14) Adjournment
COUNCIL
2016-2017 Session – 3rd Regular Meeting
Minutes
Thursday February 9th, 2017
4:00pm-6:00pm
Room 728, Claude Bissell Building

PRESENT:

Members (ex officio): Prof. Wendy Duff (Dean).

Teaching Staff: Prof. Leslie Shade (Council Chair), Prof. Periklis Andritsos, Prof. Christoph Becker, Prof. Matthew Brower, Prof. Alan Galey, Prof. Lynne Howarth, Prof. Patrick Keilty, Prof. Kelly Lyons, Prof. David Phillips, Ms. Rebecca Raven, Prof. Olivier St-Cyr, Prof. Siobhan Stevenson, Prof. Brian Cantwell Smith.


Senior Administrative Officers: Mr. Colin Anderson, Ms. Barbara Brown, Ms. Anna Pralat.

Associated Instructor or Sessional Lecturer:

Administrative Staff: Ms. Kathleen O’Brien.

Students:

Doctoral: Mr. Curtis McCord.


Masters (MMSt): Ms. Maya Donkers, Ms. Claudia Palermo.

Alumni/Alumnae: Ms. Sooin Kim.
External Members:

Assessors:

Observers: Ms. Stephanie Fisher


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. Chun Wei Choo, Mr. Glenn Cumming, Prof. Costis Dallas, Prof. Fiorella Foscarini, Prof. Colin Furness, Prof. Jenna Hartel, Prof. Heather MacNeil, Prof. Micheal Petit, Prof. Matt Ratto, Prof. Aviv Shachak, Prof. Sarah Sharma, Ms. Elisa Sze, Prof. Eric Yu, Ms. Emily Maemura, Mr. Tristan Smyth, Mr. Ken Kongkatong Ms. Lily Ren.

ON LEAVE: Prof. Nadia Caidi, Prof. Nicole Cohen, Prof. Sara Grimes, Prof. Cara Krmpotich, Prof. Irina Mihalache, Prof. Seamus Ross.

ABSENCES: Prof. Jeffrey Boase, Prof. Kenzie Burchell, Prof. Brett Caraway, Prof. Mark Chignell, Prof. Alessandro Delfanti, Prof. Juris Dilevko, Prof. Dimitrios Hatzinakos, Prof. Victoria McArthur, Ms. Susan Maltby, Prof. Rhonda McEwen, Prof. Cosmin Munteanu, Prof. Jeremy Packer, Prof. Alan Stanbridge, Prof. Anthony Wensley.

1) Call to order and acceptance of the Agenda

Professor Leslie Shade welcomed members and called the meeting to order. Prof. Shade read the regrets for the meeting.

Prof. Siobhan Stevenson moved acceptance of the agenda, Prof. Lynne Howarth seconded the motion, all were in favour and the acceptance of the agenda was CARRIED.

Prof. Shade – Welcomed Ms. Stephanie Fisher, the new Research Funding Coordinator whose office will be located on the 6th floor. Ms. Fisher is a doctoral candidate in the Faculty of Education, at York University and has extensive research funding and project management experience, a welcome addition to the Faculty.

2) Reading of acknowledgement of traditional land statement

Reading of the traditional land statement.

3) Approval of the Minutes of November 14, 2016

MOTION: Ms. Chelsea Misquith moved acceptance of the minutes, Prof. Periklis Andritsos seconded the motion, all were in favour and the motion was CARRIED.

4) Business arising from the Minutes

No business arising.

5) Dean’s report

Dean Wendy Duff thanked everyone, to see all that will be coming to fruition in the next week or two represents an incredible amount of work from the community.
Bachelor of Information (BI) program - We have been working on developing an undergraduate second year entry program and the process involves many steps. We developed a program proposal, had consultation, and the proposal was submitted to Simcoe Hall.

ALA self-study report – Further in the agenda the final self-study report will be discussed; it was circulated earlier for feedback, some editorial changes were made, Prof. Howarth will discuss in further detail. Dean acknowledged the amount of work put in compiling the report.

New website launch - Next Monday, February 13, 2017 the new website www.ischool.utoronto.ca will launch. Students, faculty, and staff have been involved in many stages, providing input. We had envisioned launching one website, however we still have to get all the data off the current website when we take it down.

Branding report – We will soon have our report from the branding company, we had a preliminary view. They will return in early March with the preview. Again we’ll talk more then and we look forward to hearing your thoughts, they will talk to all the stakeholders, and as soon as approved, it will be reflected on the front of the new website.

Enrolment – I know that we had a record numbers of applications, you will hear from the Master’s and Doctoral Admissions and Recruitment committees about the numbers.

Academic recruitment – For the first time ever we are offering our first ever teaching-steam faculty appointment in the area of KMIM and a search committee has been formed. Prof. Lyons is chairing that search committee, the ad is expected to be posted soon. The committee is comprised of Prof. Foscarini, Prof. Choo, Prof. Hartel, a Provostial Assessor and Prof. Diane Horton from Computer Science, who is an Associate Professor, Teaching Stream.

Space Revitalization Group - Due in part to the success of the Inforum renovations on the 4th and 5th floors, the faculty will be undertaking an exercise to explore space needs, in particular investigating the space on the 1st and second floors. Two projects that are underway are doing a renovation to the 4th floor washroom to create a universal washroom and to renovate the building elevators.

Digital Transformation Group – The team has met and we are going to undertake an information audit and find fast and efficient ways to use information.

Timetable – Planning of the timetable is underway. The next steps are the faculty tell us what they want to teach, the program directors tell us what they think should be taught, we are happy to hear from students also about particular courses. The summer timetable will be coming out soon. If there is a course that you are keen for, do send us a note, we love to hear your thoughts.

6) Approval of the final self-study report for the American Library Association (ALA) accreditation review of the Master of Information (MI) program.

Prof. Lynne Howarth – Explained briefly the Accreditation process, noting that the previous accreditation decision was granted 7 years ago and this time the Master of Information will be reviewed under the new 2015 accreditation standards. At the last faculty council meeting we brought you up to date on the process and then circulated to faculty and students, the working draft of the self-study. On November 28th it was send to the External Review Panel (ERP) and the Office of Accreditation for the ALA. About a month later members of the steering committee had a
teleconference with the Chair of the External Review Panel and the Director of the Office for Accreditation and they gave us feedback on that draft self-study.

Over the holiday period, Prof. Alan Galey took the lead on editorial and content review. In January the Steering Committee worked on the Report consulting with various groups: students, alumni, faculty, staff and other constituents.

Prof. Howarth acknowledged that the report required a tremendous amount of work and was a collegial process. She asked on behalf of the Steering Committee for Council to approve the Self-Study. Prof. Howarth explained the next steps of the process including the site visit scheduled for March 27 and 28th.

Would like to thank everyone who contributed to phase two, the production of the final self-study report. The great part of the collaborative process, is its stimulating ideas as we undertake this process.

MOTION #1: To approve the final Self-Study report for the ALA Accreditation review of the Master of Information (MI) program. The motion was moved by Professor Lynne Howarth and seconded by Professor Alan Galey, all were in favour and the motion CARRIED.

MOTION #2: Professor Brian Cantwell Smith moved to give a note of thanks from the entire iSchool community for the efforts towards the ALA accreditation process, Prof. David Phillips seconded the motion. Prof. Duff made a friendly amendment to also extend the thank you to the alumni, and for the useful reports from the alumni survey, the coop report, and the work really represents the faculty. Prof. Brian Cantwell Smith accepted the amendment. All voted in favour and the amended motion of thanks and the motion was CARRIED.

7) Council Committees’ reports

a) Executive Committee

Prof. Leslie Shade – noted that the next meeting is scheduled for Monday March 13, 2017. The agenda will be distributed in the next week.

b) Standing Committees

• Awards Committee
  Mr. Colin Anderson – reported that the Committee met 3 times in total and during the first meeting they approved 7 awards, (endowed awards with different income every year). At the second meeting the Committee allocated 8 more endowed awards, and looked at doctoral completion awards. They also reviewed SSHRC CGSM review meeting and submitted our candidates to SGS.

• Committee on Standing
  Prof. Kelly Lyons - Since the last meeting in November, the subcommittee on doctoral matters reviewed and approved five doctoral program extensions. We are also happy to report that four doctoral students successfully defended their thesis. We also approved several MI thesis titles and committees, and reviewed requests for coursework and late drop requests.

• Programs
  As we go through the ALA accreditation, we have been looking for areas for improvement. The bylaws for all committees have a terms of reference regarding what the responsibilities of each Committee are but no details about how Committees should undertake the work. In order to help with this, the Programs Committee developed a planning and operations guide for Programs committee work. We also put together a committee plan for the year. At the end of
2016-2017 the Programs Committee will develop a plan for 2017-2018. These documents were approved at the Programs level and we bring them to the Faculty Council for information. We have also been reviewing and providing feedback on the development of the BI program proposal which is being led Prof. David Phillips.

Finally, we reviewed the Faculty's Truth and Reconciliation Commission recommendations and commitments [https://current.ischool.utoronto.ca/system/files/user/1186/ischools_trc_commitment.pdf]; a course on the Truth and Reconciliation Commission will be developed and offered next year. We have documented the list of courses that delivered TRC content in 2016/2017 and we will make sure that requires courses in Archives and Records Management, Libraries and Information Science, and Museum Studies have TRC content in their courses for 2017/2018. The boilerplate syllabus template includes a Traditional Land statement for those wishing to include it in their syllabus.

- **Recruitment and Admissions**
  
  **Master's Recruitment and Admissions (M-RAC)**
  Ms. Barb Brown – Reporting on behalf of Prof. Jenna Hartel. We are only meeting 3 times this year, so we held a review of activities to date. So far the activities include 16 outreach events to universities under Ms. Andrea DiBiase and 10 universities as follow up visits, that’s new and has had an impact. We did the second year of the double blue, get a second degree. That is highly successful, led to 44 applications and coming to a special info day, from this 22 students received early conditional admissions. We thank everyone involved in the Information days, so thankful for our 20 student ambassadors who volunteer their time. Prospective students get an opportunity to talk to our current students which is extraordinarily important. The tours have been very popular, offering both Friday and evening tours. So the results have been 700 applications compared to 500 at the same time last year. We are also offering a half day meet up for students during reading break, we will have specialized tours and information sessions and on April 1st we will have a meet and group. We also looked at how to do the orientation differently in conference style with workshops.

  **Doctoral Recruitment and Admissions (P-RAC)**
  Prof. Shade – On behalf of Prof. MacNeil who sent regrets. Reporting that admissions numbers are up, admissions closed Jan. 15th and applications are currently under review.

8) **Reports from Institutes**
   
   a) **McLuhan Centre for Culture and Technology**
      No report.
   
   b) **Digital Curation Institute**
      Prof. Becker – Presented from the DCI report. Will be putting the call out for the second year of the fellowship. Will send out a follow up message to the listserv. As well, there will be a panel discussion on March 2nd across disciplines with Professor and Chair of the History Department, Prof. Nicholas Terpstra, Chair of History, Prof. Michelle Alexopoulos, of Economics, Prof. Periklis Andritsos of the iSchool, and Prof. Ian Milligan, Marshall McLuhan Centenary Fellow. Prof. Ian Milligan will also be giving a talk on Thursday March 16th.
   
   c) **Identity, Privacy and Security Institute**
      No report.
   
   d) **Knowledge Media Design Institute**
      No report.
9) Other reports
  a) Careers report
    Ms. Barb Brown - Happy to report that Mr. Alexander Howes will be starting on February 24th, he is joining us in the position of Careers Officer. Please welcome him to the Faculty.
  b) Communications and Alumni Relations & Development and Advancement Initiatives
    Ms. O’Brien – Presented highlights from the report. Wanted to acknowledge the hard work to send a student to UNESCO in the summer. Thanked the community for donations made in the name of Professor Emeritus, Dr. Brian Land and our first Dean, we have reached our goal for that, so we will be sending a student to Paris, France this coming summer. Would also like to comment that the techno science research group which includes our own Prof. Patrick Keilty, and the event ‘Guerrilla Archiving of U.S. Climate Data’ was one of the biggest media stories ever at the University. Would like to thank Prof. Keilty for his availability and access.

10) iSchool Students
  a.) Master of Information Student Council (MISC)
    Ms. Chelsea Misquith – Since the last faculty meeting we have had an extremely successful employer showcase that was held last month. A special thanks to the student organizers Jake Miller and Sharly Chan, MISC Professional Development Committee Chair, as well as a big thank to Ms. Barb Brown and Prof. Colin Furness for all the work in putting this together.
    We have also developed a mental health working group and Ms. Shauna Nandkissore and I will be co-chairing it this year so we did conduct a survey before the break and we met with Ms. Brown and Mr. Anderson to talk about next steps. We will have more to come over the rest of the semester. We will also have an upcoming video game night, later this term, more details to come. As well as a clothing swap. A social at the end of the iSchool student conference and our election will be scheduled for the last week of March.
  b.) Master of Museum Studies Student Association (MUSSA)
    Ms. Maya Donkers – Since the last faculty meeting we have also met twice, we held a lot of social events and some board game nights, partnered with the internship class for the library event night. We also had the Grad-attitude event which was great at Hart House with 70 people and with FIAA. We have a great event tomorrow, we have partnered with the Toronto Caribbean Carnival Committee and we are co-hosting an event tomorrow to celebrate Black History Month, so there will be live music, steelpan and calypso and cool cultural artefacts. As well a resume workshop, and coming up our Class Trip to Ottawa, visiting the space museum, national gallery and the museum. As well there will be an end of year party at Hart House, stay tuned. Our elections will also be held later in March.
  c.) DSA
    Mr. McCord provided information on the Social events hosted by DSA (Holiday Party for example). DSA is exploring options offered by uLife for website hosting, but they would like to obtain access to the listserv maintained by ischool anyway. Dean Duff suggested to contact Mr. Anderson about that. Mr. McCord shared concerns regarding doctoral funding communication. The Dean addressed his comments and promised to check the information posted on the website and communication sent to the Students.

10) iSchool Alumni
    Ms. Sooin Kim – The FIAA has met three times since the last Faculty Council. Some highlights of our activities. An Ontario Library Association (OLA) Super Conference reception was held at Baton Rouge restaurant on February 2nd. About 55 alumni attended. Our ‘Ask an Alumni’
program is up to 91 mentors to answer questions. Our job shadowing program is underway as of this coming Monday February 13th. Over 100 posts for volunteers and job shadowing and the current website to go up. The FIAA is looking for a thank you event in late March to thank all the mentors in the Ask the alumni program, the hosts for our job shadowing program and we hope to make this a regular event. On the upcoming MUSSA trip, there will be a meet up of local alumni in both the MI and MMSt program. June 1st is the Spring Reunion and is coming up.

Dean Duff raised questions about funding conference grants for students (AAO and AERI) and Ms. Kim promised to take those requests to FIAA.

11) Other Business

a.) Update from Inforum Director
Ms. Lari Langford – Just a couple items to report. The Inforum is looking great but there are a few final details of the renovation, the fire closure doors to be worked on and the coffee space, the signage. As well, the 5th floor lobby as a smart floor. There are some final pieces to look forward to. One concern that we are bringing is the concern about the doors and security over the 24 hour space and the responsibility for users to keep the doors closed. We want to keep the library 24 hour access but we need to take this seriously as a community and professional responsibility. Ms. Jaisie Sin inquired about disruptions in the Inforum. Ms. Singh recommended that students with concerns about disruptions should contact the Librarians with those and any other concerns for the space.

b.) Update from Public Library Leaders Fellowship Program (PLLF)
Ms. Rebecca Raven – Met with the second site visit of the 3rd cohort. We are one third of the way through the third cohort. To date we have 38 individuals who have graduated, 16 have moved into higher roles, 6 into CEO positions. We are experiencing a large wave of public sector retirements, so this program is intended to allow mid-career librarians to move into those vacancies.

12) Question period
No questions.

13) Announcements
Prof. Shade – A friendly reminder that the next Faculty Council meeting will be held on Thursday March 23rd, 4-6pm.

Ms. Singh – Still accepting applications for two open student positions in the Inforum, please kindly submit your applications by tomorrow.

Students - Thank you for Dean Wendy Duff for connecting us with Dr. Ian Wilson, he is the former Chief Librarian of Canada and former provincial archivist of Ontario and Saskatchewan, and will be presenting the keynote speech which will be held on Friday March 10th early evening. We are in the process of finalizing the conference schedule, more exciting details to come. Please register for the conference. As well, students are excited to announce the Art at Bissell project that is underway in its third year. A fundraising website is open and they are looking to request some additional support.

14) Adjournment
Professor Lynne Howarth moved to adjourn the meeting, Professor Periklis Andritsos seconded the motion, and the meeting adjourned.
Since the last meeting of Faculty Council (which was on Feb. 9, 2016), the Committee on Standing has:

- **The sub-committee on Doctoral Matters has:**
  - Reviewed and approved 2 extensions for the 2\textsuperscript{nd} half of 6 month extensions; and saw one doctoral candidate successfully defend their thesis.

- **Approved the Thesis Title and Supervisory Committees (or changes) for three doctoral candidates:**
  - **Student:** Christie Oh
  - **Doctoral Thesis title and Committee**
    - **Thesis title:** “The information behaviour of humanitarian logisticians during international disaster response operations”.
    - **Supervisory Committee:** Professor Chun Wei Choo (Supervisor); Professor Nadia Caidi (Committee Member); Professor Lynne Howarth (Committee Member)

- **Approved (via an evote) a recommendation to SGS for a second coursework extension request for a student.**
  The request was expected prior to the CoS meeting on Jan. 13 but the form was received after the meeting.
Faculty of Information Programs Committee Report – March 23, 2017

Report provided by Associate Dean Academic Prof. Kelly Lyons, Chair of Programs Committee

Activities since the last Council meeting (which was Feb. 9, 2017) that do not include agenda items from the March 23, 2017 meeting.

The Programs Committee approved the following and bring them to Faculty Council for Information:

- Approved new Special Topics in Information Studies: Program Measurement and Evaluation (to be offered this summer)
- Approved course title and description change for INF1601 User Experience Design Capstone Project (from Knowledge Media Design Capstone Project) to align the course description it to the need UXD concentration

The Programs Committee approved the following and brings it to Faculty Council for Review and Approval:

- LIS Concentration Major Modification: change from 5 required courses to 4 required courses (see Major Modification included in Faculty Council Package):
  - The current course breakdown for the Library and Information Science (LIS) concentration is as follow:
    - 0.5 core FCE (INF 1005H and 1006H Information Workshops I and II).
    - 2.5 required FCEs
      1. INF 1230H Management of Information Organizations*
      2. INF 1240H Research Methods*
      3. INF 1300H Foundations in Library and Information Science β
      4. INF 1310H Introduction to Reference β
      5. INF 1320H Knowledge Organization β
  
  Note: * These courses will remain in the calendar as they are either required or listed as complementary for other concentrations, e.g. INF 1230 is required for KMIM and complementary for ARM; INF 1240 is required for the MI thesis option. β These courses will remain in the calendar until all LIS students who commenced their program in Sept 2016 or before have graduated (and completed the 5 required courses in place when they entered the program).

  - New structure
    - 0.5 core FCE (INF 1005H and 1006H Information Workshops I and II).
    - 2.0 required FCEs
      1. INF1321H Representing, Documenting and Accessing the Cultural Record (.5 FCE)
      2. INF1322H Communities and Values (.5 FCE)
      3. INF1323H The Information Experience (.5 FCE)
      4. INF1324H Systems and Infrastructures (.5 FCE)
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.

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<th>Master of Information (MI), Library and Information Science (LIS) concentration</th>
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<td>Proposed Major Modification:</td>
<td>Replacing current 5 LIS required concentration courses with 4 new courses</td>
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<td>Department / Unit (if applicable):</td>
<td>Faculty of Information</td>
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<td>Faculty / Academic Division:</td>
<td>MI</td>
</tr>
<tr>
<td>Dean's Office contact:</td>
<td>Kelly Lyons, Associate Professor &amp; Associate Dean Academic (<a href="mailto:kelly.lyons@utoronto.ca">kelly.lyons@utoronto.ca</a>)</td>
</tr>
<tr>
<td>Proponent:</td>
<td>Prof. Alan Galey (MI Programs Director) (<a href="mailto:alan.galey@utoronto.ca">alan.galey@utoronto.ca</a>)</td>
</tr>
<tr>
<td>Version Date:</td>
<td>March 18, 2017</td>
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1 Summary

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

Summary

The outcomes of this major modification to our Library and Information Science (LIS) concentration are (1) structural, and (2) content based, as follows:

(1) a reduction in the number of concentration-specific required courses from five (2.5 FCE) to four (2.0 FCE), and

(2) the creation of 4 brand new required courses that are (a) consistent with/ reflective of/ and responsive to the dynamic nature of today's labour market (professional and academic), (b) leverage
to greater extent the content of the elective courses associated with this concentration, (c) complement the required courses in the other concentrations, and (d) reflect up-to-date pedagogical strategies for professional graduate education including an increased emphasis on experiential learning.

Current Structure

The Master of Information (MI) at the University of Toronto has seven concentrations of which Library and Information Science (LIS) is one. The others include: Archives and Records Management (ARM), Critical Information Policy Studies (CIPS), Culture and Technology (C&T), Information Systems and Design (ISD), Knowledge Management and Information Management (KMIM), and as of September 2016, User Experience Design (UXD).

Each of these concentrations requires a total of 8.0 full-course equivalents (FCEs). Students have three options through which to fulfil the degree requirements:

(1) Concentration-only option in which the student completes: two quarter weight core courses common to all MI students (INF 1005H (Information Workshop I), INF 1006 (Information Workshop II) (.5 FCE), five required courses (2.5 FCEs total and specific to each concentration), plus 10 additional elective half courses (5.0 FCEs total).

(2) Concentration-plus-thesis option: two quarter weight core courses common to all MI students (INF 1005H (Information Workshop I), INF 1006 (Information Workshop II) (.5 FCE), five required half courses (2.5 FCEs total, specific to each concentration), One research methods course (0.5 FCE total), One reading course (0.5 FCE total), A thesis (2.0 FCEs total). Plus four additional elective half courses (2.0 FCEs total).

(3) Concentration-plus-co-op option: two quarter weight core courses common to all MI students (INF 1005H (Information Workshop I), INF 1006 (Information Workshop II) (.5 FCE), five required courses (2.5 FCEs total and specific to each concentration), one coop preparation course (.5 FCE), one course per 4 month (term) work placement to a maximum of 1.0 FCE, plus 7 additional elective half courses (5.0 FCEs total).

The current course breakdown for the Library and Information Science (LIS) concentration is as follow:

- 0.5 core FCE (INF 1005H and 1006H Information Workshops I and II).
- 2.5 required FCEs

1. INF 1230H Management of Information Organizations*
2. INF 1240H Research Methods*
3. INF 1300H Foundations in Library and Information Science β
4. INF 1310H Introduction to Reference β
5. INF 1320H Knowledge Organization β

Note:
* These courses will remain in the calendar as they are either required or listed as complementary for other concentrations, e.g. INF 1230 is required for KMIM and complementary for ARM; INF 1240 is required for the MI thesis option.
β These courses will remain in the calendar until all LIS students who commenced their program in Sept 2016 or before have graduated (and completed the 5 required courses in place when they entered the program).

- 5.0 elective FCEs or for the co-op concentration INF 3900H (0.5 FCE), INF 3901 (1.0 FCE), or INF 3902 (0.5 FCE) and INF 3903 (0.5 FCE) plus 3.5 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

Proposed structure

- 0.5 core FCE (INF 1005H and 1006H Information Workshops I and II).
- 2.0 required FCEs

  1. INF1321H Representing, Documenting and Accessing the Cultural Record (.5 FCE)
  2. INF1322H Communities and Values (.5 FCE)
  3. INF1323H The Information Experience (.5 FCE)
  4. INF1324H Systems and Infrastructures (.5 FCE)

- 5.5 elective FCEs or for the co-op concentration INF 3900H (0.5 FCE), INF 3901 (.5 FCE), or INF 3902 (.5 FCE) and INF 3903 (.5 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.5 elective FCEs.

The academic rationale for the proposed structure is described under the relevant sections below.

2 Effective Date

September 2017

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) Academic Reasons and (2) how changes fit with Faculty's academic plans

(1) Academic reasons

(a) Changing professional requirements with respect to knowledge, skills and attributes (KSAs) and professional competencies

The nature of the work performed by information professionals associated with the Library and Information Science concentration (special librarians, academic librarians, public librarians and related information professionals) has changed profoundly over the past 10 years. Sources of
evidence are all around us, from the anecdotal in the mainstream media regarding the demise of the library as an institution and, by association, professional librarianship; through to a growing body of scholarly research into the transformative effects of historic social and technological change on the professional practices associated with traditional occupational groups like law, medicine, nursing, and librarianship. As Yochai Benkler in *The Wealth of Networks* (2006, Yale University Press) describes it: "more people doing more for and by themselves [than at any other time in history]."

The message is clear. In a world of 24/7 information access and ubiquitous computing, combined with an increasingly educated population, the role of information professionals associated with the Library and Information Science concentration is in a state of perpetual evolution. This refers not only to the work performed by those in traditional settings (such as libraries) but increasingly, for those library professionals moving beyond these traditional settings and out into the broader community. New KSAs (Knowledge, Skills, and Attributes) and competencies range from the demand for enhanced generic skills (communication, leadership, entrepreneurship, flexibility, adaptability) to profession specific ones (managing the life-cycle of born digital materials, information systems, teaching and mentoring, community engagement and outreach, and embedded librarianship, to name just a few). The pedagogical implications of these historic changes demand that we adjust the structure of our LIS concentration's course offerings for maximum relevance.

Having said that, the core professional concerns and ethics that underpin the study, practice, and scholarship of Library and Information Science remain unchanged from the establishment of the first "library school" at Columbia University in 1887 and the program at the University of Toronto in 1928. These form the threads of continuity between the current program and the proposed changes to the required courses.

Sources of evidence of changing professional requirements for KSAs and competencies with direct implications for curriculum include:

(i) Annual MI Alumni Surveys for 2014 and 2015

**Novel Job Titles**

One measure of the changing nature of work in LIS can be found in the kinds of jobs our students are taking following graduation. Where once, the majority of LIS graduates would find work in traditional library settings as reference or cataloguing librarians, surveys from 2014 and 2015 reveal a very different career trajectory following graduation. Jobs outside of traditional libraries now include: Academic Plan Project (Seneca Collage), Clinical Research Coordinator (Mount Sinai Hospital), Editor (publisher), Information Literacy & Liaison Officer (Seneca College), Information Resource Specialist (Ontario Government), Marketing Web Assistant (Ontario Public Service), Prospect Research Analyst (University of Calgary), Prospect Research Officer (Scarborough Hospital Foundation), Data Analyst (OPS). Within traditional library settings, novel titles include: Data and Statistics librarian (UTSC), Data Analyst (OPS), Community Embedded Librarian (Edmonton, PL).

**Comments regarding program as preparation for the workforce**

As part of our annual survey of recent alumni*, we query them on their learning outcomes in relation to the Masters of Information 6 student learning outcomes (SLOs)χ. Five questions are posed using a 5-point Likert scale where: 1=strongly disagree, 2= disagree, 3= neither disagree or agree, 4= agree, and 5= strongly agree. Questions and dominant responses
included the following:

As a result of my degree, I understand and was familiar with the fundamental concepts of the information disciplines: 17% strongly agreed, 72% agreed.

As a result of my degree I am able to respond professionally to the changing information practices and needs of society: 21% strongly agreed, 39% agreed, 30% neither agreed or disagreed.

During my degree I developed knowledge and value appropriate to the exercise of economic, cultural and/or social leadership within the information disciplines: 62% agreed, 24% neither agreed or disagreed.

During my degree, I developed an understanding of theory concerning information, where it is found and how it is used: taken together 87% either 5 agreed strongly or 4 agreed.

This is reflective of the emphasis we place in theory within our program and is a feature we want to maintain.

As a result of my degree, I developed an understanding of the application of new technological developments to the preservation and communication of information and of the impact of those developments on society: 72% either agreed (4) or neither agreed or disagreed (3).

Granted this survey was directed at MI graduates from across all of our concentrations, LIS faculty reflected on the meaning of the results for the goals of the LIS concentration. Faculty determined that 80% of responses should be at the higher end of the evaluative scale. Our restructured required courses is one strategy we feel can help us to achieve this end.

Ibid. 2014 MI Alumni Survey Report [n.d.]

Note: a The 6 Student learning outcomes for the MI degree program are:
1. Students understand and are conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society.
2. Students develop knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership, and thereby 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.
3. Students develop 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.
4. Students develop an understanding of the development of theory concerning information, where it is found, and how it is used.
5. Students develop an understanding of the application of new technological developments to the preservation and communication of information, and in the identification of the impact of such developments on society.
6. Students continue in life-long intellectual growth beyond graduation.
(http://current.ischool.utoronto.ca/node/10914)

(ii) Surveys of employers and students engaged in our coop and internship programs as well as
**responses from recent alumni on the alumni survey**

Recent surveys of alumni and current students* raise a number of dominant themes including access to more experiential learning both inside and outside the classroom. Specific areas of interest include project management, strategic planning, and enhanced technology skills and knowledge, and soft skills (communication, leadership). Students also desire more opportunities for elective course options to allow them to pursue specific academic and professional interests.


**(iii) National and Accrediting Bodies**

Two other sources of evidence that informed our planning for the recommended modifications include


2. The updating of the American Library Association's Core Competencies for Librarianship from 2009 when the focus then included: Foundations of the Profession; Information Resources; Organization of Recorded Knowledge and Information; Technological Knowledge and Skills; Reference and User Services; Research; Continuing Education and Lifelong Learning; Administration and Management.

To that end, *(updating ALA core competencies statements)* "in January 2015 an Institute of Museum and Library Services (IMLS)-funded national planning forum “Envisioning Our Information Future and How to Educate for It” brought together a diverse group of stakeholders to lay the framework for re-visioning Library and Information Science (LIS) education (Simmons College, 2016)” *(Abels, E., et al, forthcoming)*. As a result of their research, the following KSAs where identified and ranked based on the significance accorded to each by stakeholders: (1) critical thinking skills, (2) technology skills, (3) data analysis skills, (4) leadership skills, (5) teaching skills, (6) marketing skills, (7) flexibility, (8) understanding social issues and social change, (9) entrepreneur skills and attitude, (10) interdisciplinary approaches, (11) rapid responsiveness to community concerns, (12) space planning, and (13) graphic design skills.

Certainly the former 5 required courses (INF 1230, INF 1240, INF 1300, INF 1310, and INF 1320) supported the core competencies laid out by the ALA in 2009 and accommodated the findings of the 8Rs report (2005) with respect to the kinds of skills employers and graduates identified for work in LIS sectors, but the world has moved on since those research findings and community consultations were conducted, summarized and distributed. Today, the emphasis has moved away from the identification of discrete and narrowly focused fields of study/expertise such as reference and user services, administration and management, and information resources, to a broader expression of transferable KSAs *(as noted above)*. The four new required courses for LIS support this shift in orientation as evidenced by not only the nature of their course titles but also their
content which focus on meta-conversations, crossing disciplinary boundaries, supporting experiential learning and the developing student capacity in the above areas.


b. Emphasis on part of all stakeholders in expanding opportunities for experiential learning opportunities both inside and outside the classroom.

Our coop option within the MI and related courses including: INF 3900 (Coop Preparation Course), INF 3901 (8 month coop placement), INF 3902 (4 month summer term coop placement), and INF 3902 (4 month fall term coop placement), and INF2173H (Information Professional Practicum) provide LIS students with the opportunity to apply classroom learning to professional practice. From a pedagogical perspective, this process of knowledge transfer from classroom to work setting needs to go both ways if it is to be effective. The student should be provided with ample opportunities to integrate what has been learned in the workplace back into the classroom in a dynamic pedagogy, sometimes referred to as a hybrid learning environment*. The proposed major modification will support this approach in the individual syllabi for each of the 4 required courses.


(2) Contextualizing changes within the broader MI program and the Faculty’s future academic plans

At present, our other 6 concentrations continue to have 5 (2.5 FCEs) required courses, however, faculty associated with each of these concentration will be revisiting this requirement in the coming eighteen months as part of our cycle of ongoing curriculum evaluation. Some of these courses have been in place for many decades (specifically INF1310 Reference and INF 1320 Knowledge Organization). It is anticipated that a majority of the concentrations will reduce their required courses from 5 to 4. There are a number of pedagogical reasons to support this change.

(1) Increasingly students are electing to take two concentrations over one, and in the area of LIS, are being actively encouraged to consider this option. Indeed a majority of our LIS concentration students have found complementary concentrations in the following: User Experience and Design (UXD), Information Systems and Design, and Knowledge/Information Management. The choice to do two concentrations translates into 10 (5 FCEs) required courses plus 1 (0.5 core INF 1005H and 1006H Information Workshops) for a total of 11 (5.5 FCEs) predefined choices, thus leaving students with limited options for electives (5 courses or 2.5 FCEs out of 8 FCEs). We feel that this is too restrictive and prescriptive.

(2) The introduction of our coop concentration in the fall of 2015 has added an additional set of
required courses for interested students. In addition to their responsibility for the required courses in their concentration(s), students must also take INF 3900 (Workplace Integrated Learning), and each coop term is awarded .5 FCEs. For students who participate in the recommended 8 month placement, the coop option "costs" them 3 x .5 FCE or 1.5 courses. In a program where many students are electing to do 2 concentrations and the coop, fully 14 (or 7 x .5 FCEs) are taken up with required courses, leaving them with room for only 2 (2 x .5 FCEs) electives. This, we feel is too restrictive and does not allow students to pursue personal interests.

(3) In the coming 18 months, it is very likely that the majority of concentrations will elect to reduce their required courses by 1 (.5 FCE) thus creating parity between concentrations.

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.

- Students entering the MI in the LIS concentration as of September 2017 will take the following requirements: 0.5 core FCE (INF 1005H and 1006H Information Workshops).
- 2.0 required FCEs
  1. INF1321H Representing, Documenting and Accessing the Cultural Record (.5 FCE)
  2. INF1322H Communities and Values (.5 FCE)
  3. INF1323H The Information Experience (.5 FCE)
  4. INF1324H Systems and Infrastructures (.5 FCE)

- 5.5 elective FCEs or for the co-op concentration INF 3900H (0.5 FCE), INF 3901 (.5 FCE), or INF 3902 (.5 FCE) and INF 3903 (.5 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.5 elective FCEs.
- Students who began their degree in September 2016 or before must complete the 5 required courses in place at the commencement of their program. Once all students enrolled in the Fall of 2016 or before have graduated, 2 of the 5 required (then) courses will remain in the calendar (INF1230 Management of Information Organizations and INF 1240 Research Methods) because they are currently required for or listed as complementary to other concentrations, the remaining 3 will be retired.

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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.
The overall changes are:

- reduced number of required courses in the LIS concentration from 5 to 4 (or 2.5 FCE to 2.0 FCE)
- creation of 4 brand new required courses for LIS

Essentially, all other aspects of the LIS concentration with respect to students who choose the thesis or coop option remain unchanged.

**Current Required Courses**

**INF 1230H Management of Information Organizations (.5 FCE)**
An introduction to information organizations and the role of effective administration in the provision of information services through selected theories, principles, and techniques of administrative science, library and information science, information systems and archives. Familiarizes the student with the realities of participation in the management of information organizations.

**INF 1240H Research Methods (.5 FCE)**
Focuses on developing an understanding of appropriate quantitative and qualitative research methodologies and relevant descriptive and inferential statistics for the investigation of both practical and theoretical problems in the information professions. By considering the nature, concepts, and logic of the research enterprise, permits a critically informed assessment of published research, including data gathering and data analysis procedures. The course offers an overview of the different approaches, considerations and challenges involved in social research. The objectives of the course are to provide students with the tools and skills required to understand research terminology and assess published research, identify the types of methods best suited for investigating different types of problems and questions, develop research questions that are based on and build upon a critical appraisal of existing research, design a research proposal, and begin initial preparations for embarking on a new research project.

**INF 1300H Foundations in Library and Information Science (.5 FCE)**
The objectives of this course are to (1) provide students with an overview of the information professions and the disciplines of library and information science; (2) present and critically reflect on the core assumptions, principles and values that inform the library and information science professions; and (3) introduce the students to the major current issues in library and information science and provide them with tools to make informed choices regarding current and emerging practices.
The course covers the practice of librarianship and the development of information science from past to present, the place of libraries in the broader information environment, the growth of information and communication technologies, as well as intellectual organization and information policy issues in/for libraries. Various types of libraries (public, academic, and special libraries) will be examined along with the major organizational and intellectual issues they face.

**INF 1310H Introduction to Reference (.5 FCE)**
An introduction to the relationship between users and recordable information. Origin, evaluation, and use of general information sources in print and electronic form; principles of information service; acquisition, collection and exploitation of information resources in local and national institutions.
INF 1320H Knowledge Organization (.5 FCE)
Principles and methods of describing, analyzing and organizing information and materials for storage and retrieval. Within the context of user needs, examines bibliographic access through codes, standards, tools and technologies. Winter 2011 detailed description for Introduction to Bibliographic Control Focus on library cataloguing

Proposed Required Courses

Note 1: one of the major pedagogical threads running through the 4 new required courses is that they all integrate research methods and management principles into their syllabus. As a result of our intensive research and consultations, the KSAs associated with these two areas are in high demand and allocating them to single courses (INF 1230 and 1240) is artificial and pedagogically unsound. Research methods are foundational to all of the required courses, so too management (from project management through the soft skills necessary for productive collaboration in team settings).

Note 2: the percentage of course content carry over from the former 5 required courses to the 4 new courses is represented described below. Also, it is important to note that while content may overlap, it is the meta-conversation at the intersection of the various course components that support the new curriculum.

INF 1321H Representing, Documenting and Accessing the Cultural Record
• 25% carry over from 1320H Knowledge Organization (standards and tools, and order)
Within the context of human activity, both individual and institutional, an exploration of epistemological and ontological approaches to creating, organizing, preserving, and accessing information and knowledge. The design and evaluation of tools and techniques used in support of curatorship, stewardship, discovery, and use of cultural artifacts and their records.

INF 1322H Communities and Values
• 30% carry over from INF 1300H: Foundations of LIS (intellectual freedom versus social responsibility, information ethics, history of libraries)
Librarianship is a service profession that conceives of knowledge, in all its aspects, as fundamental to the human condition. People and communities exist at the heart of the discipline and at the heart of professional practices. They are the focus of our research and the clients of our practitioners. They come to us as unique individuals at any point along the life course seeking knowledge, and in communities (both large and small, formal and informal) working to achieve a common end. These social interactions bear the imprint of the professional values, core assumptions and principles upon which our discipline is founded. Some of these values include intellectual freedom, diversity, a respect for privacy, human rights, social justice, equal and open access without barriers, compassion, and empathy. Further, a commitment to these values demands knowledge of and participation in the public policy arena where decisions around the social, economic, cultural, and political implications of innovating information and communications technologies and their distribution are debated. Then there are the information professionals whom we work with and for; they are the communities of practice of which we are a part.

INF 1323H The Information Experience
• 25% carry over from INF1300: Foundations of LIS (history and nature of information, role of information professionals/institutions);
• 25% carry over from INF1310: Introduction to Reference (various information types and structures, mediation practices);
• 25% carry over from INF2332: Information Behaviour (information behaviours of various populations);
• 25% carry over from INF2330: Information Ethnography (an original research component)

This course explores historical and contemporary understandings of information within Library and Information Science and its neighboring disciplines. It then examines information behaviour/practice, that is, the many ways in which people interact with information, in particular the ways in which people seek and utilize information. Special attention will be placed upon the institutions that harbor information and the social construction of information and information behaviour/practice within different cultural contexts.

INF 1324H Systems & Infrastructures
• 30% carry over from INF 1320: Knowledge Organization (Categories and standards; Postmodernism; Catalogues, and site visits)

Infrastructures are ecologies of numerous systems, each with unique origins and goals, which are made to interoperate by means of standards, socket layers, social practices, norms, and individual behaviours. This course examines how information infrastructures form, how they change, and how they shape (and are shaped by) social and cultural forces. Particular focus is paid to libraries, archives, scientific research practices, the Internet, the World Wide Web, and cyber-infrastructures. The course includes an examination of the role of standards, such as library catalogues, classification systems, TCP/IP, HTML, and metadata standards, and changing social structures and knowledge practices, such as scientific disciplines, professional societies, and universities. Finally, the course engages with broad theories of infrastructure and foreground the usually hidden aspects of infrastructures, be they material, informational, or structural.

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

Students who were enrolled in the program prior to the proposed rollout in September 2017 of the new required courses, will continue under the former 5 required courses. Current students (registered in Fall 2016 or before) cannot opt-in to the new set of required courses because they are brand new courses. Student Services staff and faculty advisors will be on hand to discuss the changes as necessary.

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

Discussions with leaders in the field (dates)
• Don Charuk, Senior Department Head, Bibliographic Services, Toronto Public Library: March 2016 and January 2017
• Gregory Leazer, Associate Professor, Information Studies, UCLA: January 2016 and September 2016
• Jonathan Furner, Professor & Chair, Information Studies, UCLA: January 2016 and September 2016
• Lana Soglasnova, Cataloguing Librarian, UTL: January 2014, January 2015, March 2016
• Fabiano Rocha, Cataloguing Librarian, UTL: January 2014, January 2015, March 2016
• Don McLeod, Head of Book and Serial Acquisitions, UTL: July 2016

Research (select) that explores changing requirements for KSAs in the workplace

SSHRC (Insight #491419) cross-Canada study of the changing nature of work in Canada's large urban libraries with implications for professional education (Included interviews with professional public librarians and Chief Executive Officers of large urban public libraries).

Workplace-integrated-learning and the iSchool's TALint Program: developing a system of program evaluation. (Ongoing research project between LIS professor and Deputy University Librarian at the University of Toronto Libraries which includes data gathered from both focus groups with academic librarians and student surveys as a means of understanding contemporary workplace needs).

Student consultations

• Presentation of proposal to Masters of Information Student Council February 8, 2017 where outlines of each of the new required courses were distributed for discussion and input.
• Email and requests for input sent to: Chelsea Misquith (President MISC), Ken Kongkatong (Vice President), Sari Gutman (Secretary), Tristan Smyth (Treasurer), February 6, 2017.
• Student members of the Faculty's Programs Committee have been presented with all materials and their input solicited on the both the major and minor forms (February 3, March 2)

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.

Indicate if the major modification will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the major modification (eg. Memorandum of Understanding, Memorandum of Agreement, etc). Please consult with the Provost’s Office (vp.academicprograms@utoronto.ca) regarding any implications to existing or new agreements.

Specific faculty who are capable of teaching the new required courses include:

Professor Nadia Caidi (INF 1322, INF 1323)
Professor Juris Dilevko (INF 1322, INF 1323)
Professor Jenna Hartel (INF 1322, INF 1323)
Professor Lynne Howarth (INF 1321, INF 1324)
Professor Patrick Keilty (INF 1321, INF 1324)
Professor Siobhan Stevenson (INF 1322, INF 1323)

Beyond standard physical plant (technology, classrooms, etc) no new or additional resources are required at this time. Further, we have designed these new required LIS courses such that each faculty member associated with the concentration can teach at least two of the courses. This provides us with greater flexibility and other efficiencies during sabbaticals, leaves of absence, retirements. Competence in two of the courses and familiarity with their content also supports a more holistic approach to curriculum design (eliminates unnecessary overlap while supporting synergies between courses).

**8 UTQAP Process**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Approvals</th>
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<tbody>
<tr>
<td>Development/consultation within Unit</td>
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<tr>
<td>Consultation with Dean’s Office (&amp; VP, AP)</td>
<td>February 2017</td>
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<td>Unit level approval as appropriate</td>
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<td>Faculty/ Divisional Council</td>
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<td>Submission to Provost’s Office</td>
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<td>AP&amp;P – reported annually</td>
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<td>Ontario Quality Council – reported annually</td>
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# Appendix A: Current Learning Outcomes with changes tracked

<table>
<thead>
<tr>
<th>Degree Level Expectations</th>
<th>Program Learning Outcomes</th>
<th>How the program design / structure supports the degree level expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Master of information is awarded to students who have demonstrated</td>
<td>Depth and breadth of knowledge is understood in Master of Information as understanding and being conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines. This is reflected in students who are able to: • understand the literature in their field and analyze and respond to changing information practices and needs of society.</td>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: Required 2.5 FCE course work in each of the 6 concentrations and a .5 core course and the 2.0 FCE core courses in the general program pathway, and .5 preparatory course (3900) for coop students. Library and Information Science Concentration Students complete the same requirements as above but will take 2.0 required courses</td>
</tr>
<tr>
<td>1. <strong>Depth and Breadth of Knowledge</strong></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. This is reflected in students who are able to: • 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 research and scholarship are: Embedded in all courses as well as in requirements for the thesis option</td>
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<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>
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**Notes:**
- Required 2.5 FCE course work in each of the 6 concentrations and a .5 core course and the 2.0 FCE core courses in the general program pathway, and .5 preparatory course (3900) for coop students.
- Library and Information Science Concentration
- Students complete the same requirements as above but will take 2.0 required courses
- The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:
- Embedded in all courses as well as in requirements for the thesis option

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**UoT • iSchool Faculty Council**

**March 23, 2017**

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**Developed by the Office of the Vice-Provost, Academic Programs**

**Last updated September 28, 2015**
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<thead>
<tr>
<th>Degree Level Expectations</th>
<th>Program Learning Outcomes</th>
<th>How the program design / structure supports the degree level expectations</th>
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<tr>
<td>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>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.</td>
<td>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are: 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.</td>
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<tr>
<td>Degree Level Expectations</td>
<td>Program Learning Outcomes</td>
<td>How the program design / structure supports the degree level expectations</td>
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<tr>
<td><strong>4. Professional Capacity/Autonomy</strong></td>
<td>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:</td>
<td>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are: embedded in the required and elective course of the MI program especially in 1005/1006 Information Workshop</td>
</tr>
<tr>
<td>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 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>
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<tr>
<td><strong>5. Level of Communications Skills</strong></td>
<td>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:</td>
<td>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</td>
</tr>
<tr>
<td>The ability to communicate ideas, issues and conclusions clearly.</td>
<td>• Develop and support a sustained argument in written form, • Show originality in the application of knowledge • Adhere to professional standards and practices.</td>
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## Appendix B: Comparison of discontinued and new Core Concentration Courses

Student learning outcomes for current and proposed below

<table>
<thead>
<tr>
<th><strong>CURRENT</strong></th>
<th><strong>PROPOSED</strong></th>
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</table>
| **INF 1230H MANAGEMENT OF INFORMATION ORGANIZATIONS (.5 FCE)** | INF 1321H  
INF 1322H  
INF 1323H  
INF 1324H |

At the end of the course, students will have a general understanding of:

- foundational theories and principles of organizational behaviour and their application to information organizations
- administrative techniques considered important to the information manager
- the realities and challenges of participation in the management of information organizations
- current research, practices and problems in selected areas of administration of information organizations
- the basic literature and theories that will prepare students for advanced courses in the management of information organizations.

### Relationship between Course and MI Program Learning Outcomes (PLO)

A knowledge of management theory and principles enables students to participate meaningfully in organizations, helping organizations to respond to changing needs of society (PLO 1). An Awareness of the economic and social values that undergird management professionals (PLO 2). An appreciation of the basic literature and major challenges of management theory and practice can motivate continued learning and development after graduation (PLO 6).

| **INF 1240H RESEARCH METHODS (.5 FCE)** | INF 1321H  
INF 1322H  
INF 1323H  
INF 1324H |

The objectives of the course are:

1. To provide students with the tools and skills required to understand research
**CURRENT**

1. to identify the types of methods best suited for investigating different types of problems and questions;
2. To develop research questions that are based on and build upon a critical appraisal of existing research;
3. To begin initial preparations for embarking on a new research project.

**PROPOSED**

Each of the 4 proposed courses listed above carries over -- to varying degrees as appropriate-- the methods and literature of inquiry and problem solving.

<table>
<thead>
<tr>
<th>INF 1300H FOUNDATIONS IN LIBRARY AND INFORMATION SCIENCE (.5 FCE)</th>
<th>INF 1322H Communities and Values</th>
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<tbody>
<tr>
<td>The objectives of this course are to:</td>
<td>carries over 30% from INF 1300H content specifically: Intellectual Freedom versus Social Responsibility, Information Ethics, History of Libraries</td>
</tr>
<tr>
<td>(1) provide students with an overview of the information professions and the disciplines of library and information science;</td>
<td>INF 1323H The Information Experience</td>
</tr>
<tr>
<td>(2) present and critically reflect on the core assumptions, principles and values that inform the library and information science professions; and</td>
<td>carries over 25% from INF1300H, specifically: History and Nature of Information, Role of Information Professionals/Institutions.</td>
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<tr>
<td>(3) introduce the students to the major current issues in library and information science and provide them with tools to make informed choices regarding current and emerging practices.</td>
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<tr>
<td>The course covers the practice of librarianship and the development of information science from past to present, the place of libraries in the broader information environment, the growth of information and communication technologies, as well as intellectual organization and information policy issues in/for libraries. Various types of libraries (public, academic, and special libraries) will be examined along with the major organizational and intellectual issues they face.</td>
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<table>
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<tr>
<th>INF 1310H INTRODUCTION TO REFERENCE (.5 FCE)</th>
<th>INF 1323H The Information Experience</th>
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<tbody>
<tr>
<td>An introduction to the relationship between users and recordable information. Origin, evaluation, and use of general information sources in print and electronic form; principles of information service; acquisition, collection and exploitation of information resources in local and national</td>
<td>carries over 25% INF1310: Various Information Types and Structures, Mediation Practices.</td>
</tr>
<tr>
<td>CURRENT</td>
<td>PROPOSED</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>institutions.</td>
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</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td></td>
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<tr>
<td>Over the course of the semester, I plan to present and debate the</td>
<td></td>
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<tr>
<td>following reference-related concepts:</td>
<td></td>
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<tr>
<td>• The historical development of reference service in public and</td>
<td></td>
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<tr>
<td>academic libraries.</td>
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<tr>
<td>• The structure and format of reference works.</td>
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<tr>
<td>• How to develop a reference section, and to create a bibliography</td>
<td></td>
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<tr>
<td>• How to assist library patrons in the information search process</td>
<td></td>
</tr>
<tr>
<td>• How to conduct a reference interview</td>
<td></td>
</tr>
<tr>
<td>• How the reference librarian deals with issues of ethics and</td>
<td></td>
</tr>
<tr>
<td>information literacy</td>
<td></td>
</tr>
<tr>
<td>• How the reference librarian may engage in outreach work</td>
<td></td>
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<tr>
<td>• How the academic field of &quot;information behaviour&quot; informs reference</td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
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<tr>
<td><strong>Course Learning Outcomes</strong></td>
<td></td>
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<tr>
<td>By the end of the semester, students will attain the following</td>
<td></td>
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<tr>
<td>competencies:</td>
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<tr>
<td>• Knowledge of the history of reference service, and why it is</td>
<td></td>
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<tr>
<td>important.</td>
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<tr>
<td>• Ability to critically evaluate reference sources, and how such</td>
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<tr>
<td>sources fit within library collections.</td>
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<tr>
<td>• Skills needed to assist patrons in seeking out information, both</td>
<td></td>
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<tr>
<td>through search technologies and the reference interview process.</td>
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<tr>
<td>• Knowledge of contemporary issues around ethics and outreach in</td>
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<tr>
<td>reference librarianship.</td>
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<tr>
<td>• Knowledge of typical patron information behaviours</td>
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<tr>
<td><strong>INF 1320H Knowledge Organization (.5 FCE)</strong></td>
<td><strong>INF 1324H Systems &amp; Infrastructures</strong></td>
</tr>
<tr>
<td>The main purpose of this course is to examine the principles and</td>
<td><strong>INF 1321H Representing, Documenting and Accessing the Cultural Record</strong></td>
</tr>
<tr>
<td>methods of describing, analyzing and organizing information and</td>
<td>• carries over 30% from INF 1320: Knowledge Organization (Categories and</td>
</tr>
<tr>
<td>materials for storage and retrieval. The course will focus on</td>
<td>standards; Postmodernism; Catalogues, and site visits)</td>
</tr>
<tr>
<td>analyzing systems and practices that respond to social and cultural</td>
<td>• carries over 25% from 1320H (Standards</td>
</tr>
<tr>
<td>needs, practically</td>
<td></td>
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<tr>
<td>CURRENT</td>
<td>PROPOSED</td>
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<tr>
<td>and ethically. The course also provides <strong>beginning-level</strong> experience with bibliographic utilities, description, metadata, and encoding schemes, choice of entry, construction of headings, authority control, Dewey and Library of Congress classification schemes, and Library of Congress Subject Headings. Students will have the opportunity for basic, in-class tutorials using bibliographic tools.</td>
<td>and Tools, and Order)</td>
</tr>
<tr>
<td>Class discussions will consider the divergent theoretical, disciplinary, methodological, and interdisciplinary orientations of cataloguing and classification. The selected readings act as a provocation to discussion, encouraging students to evaluate the current practices involved in cataloguing and classification. Students’ individual understandings of the role of the catalogue and of classification in society are at the center of this course’s aims and objectives.</td>
<td></td>
</tr>
<tr>
<td>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, which is absolutely essential regardless of one’s academic background or career trajectory. The assignments will ask students to demonstrate both written and oral skills in this regard.</td>
<td></td>
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</tbody>
</table>
**PROPOSED PROGRAM: COURSE LEARNING OUTCOMES.**

These courses align with various Student Learning Outcomes (SLOs) of the Masters of Information as outlined below.

<table>
<thead>
<tr>
<th>INF 1321H REPRESENTING, DOCUMENTING AND ACCESSING THE CULTURAL RECORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course aligns with the Faculty of Information's Student Learning Outcomes (SLO) for the MI.</td>
</tr>
<tr>
<td>Identifying, describing, managing, preserving, and making accessible knowledge assets within public and private institutional contexts require a core set of theoretical and applied competencies. Information professionals, and librarians, in particular, will exercise their understanding of the cultural record in all its manifestations, and with reference to the context in which it is created, to apply appropriate strategies, tools, and processes to ensure its discovery and preservation across time. The theoretical, ethical, critical, strategic, and applied knowledge and skills derived from the course ensure that:</td>
</tr>
<tr>
<td>• Students understand and are conversant with fundamental concepts, theories, and practices and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society (SLO 1);</td>
</tr>
<tr>
<td>• Students understand the development of theory concerning information, where it is found, and how it is used (SLO 4);</td>
</tr>
<tr>
<td>• Students understand the application of new technologies to the preservation and communication of information, and can identify the impact of such developments on society (SLO 5).</td>
</tr>
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<table>
<thead>
<tr>
<th>INF 1322 COMMUNITIES &amp; VALUES (.5 FCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course aligns with the Faculty of Information's Student Learning Outcomes (SLO) for the MI.</td>
</tr>
<tr>
<td>1. Through readings, in-class interactions, blogging and team assignments, students understand and are conversant with fundamental concepts, theories, practices, technologies, and the diverse horizons associated with the LIS professions, and can respond to changing information practices and needs of society (SLO 1).</td>
</tr>
<tr>
<td>2. The requirement to write regular, public and critical reflections about the weekly readings and being accountable for those reflections in-class demands that students develop the self knowledge and professional values appropriate to their future exercise of economic, cultural, political and/or social leadership, and are capable of defining the social responsibility of LIS professionals in the provision of information services for all, regardless of age, educational level, or social, cultural, or ethnic background (SLO 2).</td>
</tr>
<tr>
<td>3. Through course assignments, specifically community asset mapping and community interventions, students develop their capacities to perform independent research, document that research, and then contribute their findings in ways that expand our knowledge of relevant phenomena (SLO 3). This also supports the goal of life long learning (SLO 6).</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>INF 1323HE INFORMATION EXPERIENCE INFORMATION &amp; CULTURE (.5 FCE)</th>
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<tbody>
<tr>
<td>This course aligns with the Faculty of Information's Student Learning Outcomes (SLO) for the MI.</td>
</tr>
<tr>
<td>In this course students will gain fluency in several key concepts in the field of Library and Information Science (SLO1), in fact, they will produce a glossary. Diverse case studies of information environments will provide a baseline for future contributions to information provision (PLO2). When conducting an original research project, participants of the course will contribute to their field through</td>
</tr>
</tbody>
</table>
PROPOSED PROGRAM: COURSE LEARNING OUTCOMES.

These courses align with various Student Learning Outcomes (SLOs) of the Masters of Information as outlined below.

- research and publication (SLO3). A unit on information metatheories and the nature of information will achieve the goals of (SLO4). A theme of “concatenated research,” that is, the sequential linking of small-scale research projects, will be started and provide a roadmap for lifeline learning (SLO6).

INF 1324 SYSTEMS & INFRASTRUCTURE (.5 FCE)

This course aligns with the Faculty of Information's Student Learning Outcomes (SLO) for the MI.

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 “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 6).

SUMMARY

<table>
<thead>
<tr>
<th>Course/SLO</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>SLO 6</th>
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<tbody>
<tr>
<td>INF 1321H</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>INF 1322H</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>INF 1323H</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>INF 1324H</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

Note: a The 6 Student learning outcomes for the MI degree program are:

1. Students understand and are conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society.
2. Students develop knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership, and thereby 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.
3. Students develop 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.
4. Students develop an understanding of the development of theory concerning information, where it is found, and how it is used.
5. Students develop an understanding of the application of new technological developments to the preservation and communication of information, and in the identification of the impact of such developments on society.
6. Students continue in life-long intellectual growth beyond graduation.

(http://current.ischool.utoronto.ca/node/10914)
Appendix C: Current Calendar Copy

Please note: changes need to be made:

- all references to required courses (from totalizing statements regarding 5 required courses for MI students)
- LIS specific content: from 5 to 4
- Correction to all references to 3900 as being a NC course rather than .5 This will require a global adjustment for all references to the coop

I am happy to make these changes if I could get hold of an editable file of the calendar. thanks!

Information: Information MI

Program Description

The Master of Information 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:

- concentration pathway: students choose one or two of seven concentrations and may complete:
  - concentration(s) only,
  - concentration(s) plus a thesis, or
  - concentration(s) plus a co-op (CCO)
- general program pathway (no concentrations), including coursework-only or thesis options.

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.

**Concentration-Plus-Co-operative Option (CCO)**

- To be considered for the CCO, Year 1 full-time MI program students must apply during the first (Fall) session of Year 1. For more information, visit www.ischool.utoronto.ca. Acceptance is limited and not guaranteed. Inquiries about the CCO may be emailed to iSchoolCoop@utoronto.ca.
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.

Concentration-Plus-Executive-Delivery Option (ISD Only)

- Applicants interested in completing the Master of Information degree in the executive delivery option must submit application documents (transcript, a minimum of two references, personal statement). For more information, visit www.ischool.utoronto.ca. Additionally, one (of the two) reference letters must be from the applicant's current place of employment stating:
  - commitment to workplace project
  - supervisory support.
- Proof of employment (minimum two years) full-time (35 hours a week) in an area that requires interacting with the creation and design of information systems (ISD).

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 of Information 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. User Experience Design
  7. Library and Information Science.
- Each concentration requires a total of 8.0 full-course equivalents (FCEs).
- Concentration-only option:
  - Two quarter-weight core courses (0.5 FCE total).
  - Required half courses (2.0-2.5 FCEs depending on concentration. Please see below for specific courses).
o Plus 10 additional elective half courses (5.0 FCEs total).

**Concentration-plus-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.

- Two quarter-weight core courses (0.5 FCE total).
- Five required half courses (2.5 FCEs total, specific to each concentration).
- One research methods course (0.5 FCE total).
- One reading course (0.5 FCE total).
- A thesis (2.0 FCEs total).
- Plus four additional elective half courses (2.0 FCEs total).
- Faculty approval is required to enter the thesis option.
- For information about completing a thesis in the General Pathway, please see the General Pathway program requirements below.

**Concentration-plus-co-op option:**

- Two quarter-weight core courses (0.5 FCE total).
- Five required half courses (2.5 FCEs total, specific to each concentration).
- **INF 3900H** Workplace Integrated Learning (0.5 FCE).
- Two 12-week co-op courses (1.0 FCE total).
- Plus seven additional elective half courses (3.5 FCEs total).

**Concentration-plus-executive-delivery option (ISD only):**
The executive delivery option is specifically for students who are full-time working professionals and who have the support of their employer to participate in an executive program delivery model. This option is currently only available for the Information Systems & Design (ISD) concentration.

- Two quarter-weight core courses: INF 1005H and INF 1006H (0.5 FCE total).
- Five required half courses: INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H (2.5 FCEs total).
- 1.0 FCE MI work placement project (INF 3910Y).
- Plus eight additional elective half courses (4.0 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 or
coop (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or
thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus
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 2240H, INF 2243H, and INF 2242H).
• 5.0 elective FCEs or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

Concentration: Culture and Technology (C&T)

• 0.5 core FCE (INF 1005H and 1006H).
• 2.5 required FCEs (INF 1501H, INF 1502H, INF 2241H, INF 2243H, and either INF 2331H or INF 2320H).
• 5.0 elective FCEs or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

Concentration: Information Systems and Design (ISD)

• 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 or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs or executive delivery option and INF 3910Y Work Placement Project (1.0 FCE) plus 4.0 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 or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

Concentration: User Experience Design (UXD)

• 0.5 core FCE (INF 1005H and 1006H).
• 2.5 required FCEs (KMD 1001H, INF 2169H, INF 2170H, INF 2191H, and INF 2192H).
• 5.0 elective FCEs or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.
Concentration: Library and Information Science (LIS)

- 0.5 core FCE (INF 1005H and 1006H).
- 2.0 required FCEs (INF XXXH, INF XXXXH, INF XXXXH, INF XXXXH).
- 5.5 elective FCEs or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

General Program Pathway (No Concentrations)

Coursework Option

- 2.0 core FCEs (INF 1001H, INF 1003H, INF 1005H, INF 1006H, and INF 1240H).
- 6.0 elective FCEs.
- Students choosing the coursework option must have their program of study approved by the Graduate Coordinator.

Thesis Option

- 2.0 core FCEs (INF 1001H, INF 1003H, INF 1005H, INF 1006H, and INF 1240H).
- 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 required FCE reading course with a student’s intended supervisor, with a final grade of at least A-
- 2.0 thesis FCEs.
- 3.0 elective FCEs (six 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.
- For information about completing a thesis in the concentration option, please see the program requirements above for the concentration pathway.

Program Length

4 sessions (2 years) full-time (typical registration sequence: F/W/F/W);
CCO and executive delivery 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
1. Information

2. Faculty Affiliation

3. Degree Programs

4. Information

**MI**

- Concentrations:
  - Archives and Records Management (ARM)
  - Critical Information Policy Studies (CIPS)
  - Culture and Technology (C&T)
  - Information Systems and Design (ISD)
  - Knowledge Management and Information Management (KMIM)
  - User Experience Design (UXD)
  - Library and Information Science (LIS)

Concurrent Registration Option (MI / MMSt)

5. Information Studies

**PhD**

- Concentrations:
  - Archives and Records Management
  - Critical Information Policy Studies
  - Cultural Heritage
  - Information Systems and Design
  - Knowledge Management and Information Management
  - Library and Information Science
  - Philosophy of Information

6. Museum Studies

**MMSI**

Concurrent Registration Option (MMSt / MI)

7. Combined Degree Programs

- Communication, Information and Technology (Major), Honours BA / MI
- Digital Enterprise Management (Specialist), Honours BA / MI
- Interactive Digital Media (Specialist), Honours BA / MI
- Law, JD / MI
8. Diploma Program

9. Information Studies

Graduate Diploma of Advanced Study in Information Studies (GDiplSt, a post-master's diploma)

10. 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, please visit www.ischool.utoronto.ca.

11. 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 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. Within the concentration pathway, students may complete the concentration(s) only, or concentration(s) plus a thesis, or concentration(s) plus a co-op placement. The Combined Degree Program in Communication, Culture, Information and Technology (Major), Honours Bachelor of Arts / Master of Information allows students to complete two degree programs in less time than it would take to acquire them separately. For full details, see the Combined Degree Programs section of this calendar.

The Combined Degree Program in Digital Enterprise Management (Specialist), Honours Bachelor of Arts / Master of Information allows students to complete two degree programs in less time than it would take to acquire them separately. For full details, see the Combined Degree Programs section of this calendar.

The Combined Degree Program in Interactive Digital Media (Specialist), Honours Bachelor of Arts / Master of Information allows students to complete two degree programs in less time than it would take to acquire them separately. For full details, see the Combined Degree Programs section of this calendar.

The Combined Degree Program in Law, Juris Doctor / Master of Information program allows students to complete two degree programs in less time than it would take to acquire them separately. 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 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 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.

12. Contact and Address

Web: www.ischool.utoronto.ca
Email: inquire@ischool.utoronto.ca
Telephone: (416) 978-3234
Fax: (416) 978-5762
Faculty of Information
University of Toronto
140 St. George Street
Toronto, Ontario M5S 3G6
Canada

13. Degree Programs

14. Information

15. 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 and may complete:
    - concentration(s) only,
    - concentration(s) plus a thesis, or
• concentration(s) plus a co-op (CCO)
  o general program pathway (no concentrations), including coursework-only or thesis options.

16. 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.

17. Concentration-Plus-Co-operative Option (CCO)
To be considered for the CCO, Year 1 full-time MI program students must apply during the first (Fall) session of Year 1. For more information, visit www.ischool.utoronto.ca. Acceptance is limited and not guaranteed. Inquiries about the CCO may be emailed to iSchoolCoop@utoronto.ca.

18. 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.

19. Concentration-Plus-Executive-Delivery Option (ISD Only)

- Applicants interested in completing the Master of Information degree in the executive delivery option must submit application documents (transcript, a minimum of two references, personal statement). For more information, visit www.ischool.utoronto.ca. Additionally, one (of the two) reference letters must be from the applicant's current place of employment stating:
  - commitment to workplace project
  - supervisory support.

- Proof of employment (minimum two years) full-time (35 hours a week) in an area that requires interacting with the creation and design of information systems (ISD).

20. 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 of Information expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.

21. 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. User Experience Design
  7. Library and Information Science.
• Each concentration requires a total of 8.0 full-course equivalents (FCEs).

• **Concentration-only option:**
  - Two quarter-weight core courses (0.5 FCE total).
  - Four or Five-five required half courses depending on the concentration (2.0 or 2.5 FCEs total, as specified to for each concentration).
  - Plus 10 additional elective half courses (5.0 FCEs total).

• **Concentration-plus-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.
  - Two quarter-weight core courses (0.5 FCE total).
  - Four or Five-five required half courses depending on the concentration (2.0 or 2.5 FCEs total, as specified to for each concentration).
  - One research methods course (0.5 FCE total).
  - One reading course (0.5 FCE total).
  - A thesis (2.0 FCEs total).
  - Plus four or five additional elective half courses as specified by the concentration (2.0 or 2.5 FCEs total as specified by the concentration).
  - Faculty approval is required to enter the thesis option.
  - For information about completing a thesis in the General Pathway, please see the General Pathway program requirements below.

• **Concentration-plus-co-op option:**
  - Two quarter-weight core courses (0.5 FCE total).
  - Four or Five-five required half courses depending on the concentration (2.0 or 2.5 FCEs total, as specified to for each concentration).
  - INF 3900H *Workplace Integrated Learning* (0.5 FCE).
  - Two 12-week co-op courses (1.0 FCE total).
  - Plus seven or eight additional elective half courses depending on the concentration (3.5 or 4.0 FCEs total, as specified for each concentration).

• **Concentration-plus-executive-delivery option (ISD only):**
The executive delivery option is specifically for students who are full-time working professionals and who have the support of their employer to participate in an executive program delivery model. This option is currently only available for the Information Systems & Design (ISD) concentration.
  - Two quarter-weight core courses: INF 1005H and INF 1006H (0.5 FCE total).
o Five required half courses: INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H (2.5 FCEs total).

o 1.0 FCE MI work placement project (INF 3910Y).

o Plus eight additional elective half courses (4.0 FCEs total).

22. **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 or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

23. **Concentration: Critical Information Policy Studies (CIPS)**
   - 0.5 core FCE (INF 1005H and 1006H).
   - 2.5 required FCEs (INF 1001H, INF 2181H, INF 2240H, INF 2243H, and INF 2242H).
   - 5.0 elective FCEs or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

24. **Concentration: Culture and Technology (C&T)**
   - 0.5 core FCE (INF 1005H and 1006H).
   - 2.5 required FCEs (INF 1501H, INF 1502H, INF 2241H, INF 2243H, and either INF 2331H or INF 2320H).
   - 5.0 elective FCEs or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

25. **Concentration: Information Systems and Design (ISD)**
   - 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 or co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs or executive delivery option and INF 3910Y *Work Placement Project* (1.0 FCE) plus 4.0 elective FCEs.

26. **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 or
  - co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

27. **Concentration: User Experience Design (UXD)**

- 0.5 core FCE (INF 1005H and 1006H).
- 2.5 required FCEs (KMD 1001H, INF 2169H, INF 2170H, INF 2191H, and INF 2192H).
- 5.0 elective FCEs or
  - co-op (1.0 FCE), INF 3900H (0.0 FCE), and 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

28. **Concentration: Library and Information Science (LIS)**

- 0.5 core FCE (INF 1005H and 1006H).
- **2.52.0** required FCEs (INF 1230H, INF 1240H, INF 1300H, INF 1310H, and INF 1231H, INF1232H, INF1323H, and INF1324H).
- **5.05.5** elective FCEs or
  - co-op (1.0 FCE), INF 3900H (0.0 FCE), and **4.03.5** elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus **2.02.5** elective FCEs.

29. **General Program Pathway (No Concentrations)**

30. **Coursework Option**

- 2.0 core FCEs (INF 1001H, INF 1003H, INF 1005H, INF 1006H, and INF 1240H).
- 6.0 elective FCEs.
- Students choosing the coursework option must have their program of study approved by the Graduate Coordinator.

31. **Thesis Option**

- 2.0 core FCEs (INF 1001H, INF 1003H, INF1005H, INF 1006H, and INF 1240H).
- 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 required FCE reading course with a student's intended supervisor, with a final grade of at least A-.
- 2.0 thesis FCEs.
3.0 elective FCEs (six 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.

For information about completing a thesis in the concentration option, please see the program requirements above for the concentration pathway.

32. Program Length

4 sessions (2 years) full-time (typical registration sequence: F/W/F/W);
CCO and executive delivery option: 6 sessions (2 years) full-time (typical registration sequence: F/W/S/F/W/S);
11 sessions (5.5 years) part-time

33. Time Limit

3 years full-time;
6 years part-time

34. 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:
  o For students who choose the concentration pathway to fulfil 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 or 2.0 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 or 2.5 FCEs in elective courses in the MI program (as specified by the concentration), to be counted towards the MI degree;
    • at least 3.0 FCEs in elective courses in the MMSt program, to be counted towards the MMSt degree;
    • an additional 3.0 or 3.5 FCEs (as specified in the concentration) in elective courses chosen from the MI program, the MMSt program, or from other programs (maximum 2.0 FCEs from other programs), to be counted towards both the MI and the MMSt degree.
  o For students who choose the general program pathway to fulfil the MI requirements:
    • 2.0 core FCEs (INF 1001H, INF 1003H, INF 1005/1006H, INF 1240H) in the MI program, counted towards the MI degree;
3.5 FCEs in required courses in the MMSt program, counted towards the MMSt degree;

at least 3.0 FCEs in elective courses in the MI program, to be counted towards the MI degree;

at least 1.5 FCEs in elective courses in the MMSt program, to be counted towards the MMSt degree;

an additional 3.0 FCEs in elective courses chosen from the MI program, the MMSt program, or from other programs (maximum 2.0 FCEs from other programs), to be counted towards both the MI and the MMSt degree.

Path to completion—Students complete Year 1 in 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.

35. Program Length

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

36. Time Limit

4 years full-time

37. Diploma Program

38. Graduate Diploma of Advanced Study in Information Studies

39. 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 Graduate Coordinator (FI). Complete details are available on the Information website.

40. 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.

41. Program Length

2 sessions full-time; 4 sessions part-time

42. Time Limit

2 years full-time; 3 years part-time

43. 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.

INF 1001H  Knowledge and Information in Society
INF 1002H  Representation, Organization, Classification, and Meaning-Making
INF 1003H  Information Systems, Services, and Design
INF 1005H  Information Workshop I
INF 1006H  Information Workshop II
INF 1230H  Management of Information Organizations
INF 1240H  Research Methods
INF 1300H  Foundations in Library and Information Science
INF 1310H  Introduction to Reference
INF 1320H  Knowledge Organization
INF 1325H  Online Information Retrieval
INF 1330H  Archives Concepts and Issues
INF 1331H  Archival Arrangement and Description
INF 1340H  Introduction to Information Systems
INF 1341H  Systems Analysis and Process Innovation
INF 1342H  System Requirements and Architectural Design
INF 1343H  Data Modeling and Database Design
INF 1501H  Culture and Technology I
INF 1502H  Culture and Technology II (prerequisite: INF 1501H Culture and Technology I)
INF 1601Y  KMD Capstone Project (CR/NCR) (prerequisite: KMD 1001, KMD 1002, KMD 2001, INF 2040, or equivalent)
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<tr>
<th>Course Code</th>
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<tr>
<td>INF 2010H</td>
<td>Reading Course</td>
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<td>INF 2011H</td>
<td>Reading Course</td>
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<td>INF 2040H</td>
<td>Project Management</td>
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<td>INF 2102H</td>
<td>Geographic Information Systems (GIS) in Libraries</td>
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<td>INF 2103H</td>
<td>Diplomats and Genre Theory: Understanding Forms and Functions of Traditional and Contemporary Records</td>
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<td>INF 2110H</td>
<td>Design and Evaluation of Information Literacy Programs</td>
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<td>INF 2115H</td>
<td>Data Librarianship</td>
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<tr>
<td>INF 2120H</td>
<td>Conservation and Preservation of Recorded Information</td>
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<td>INF 2121H</td>
<td>Specialized Archives</td>
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<tr>
<td>INF 2122H</td>
<td>Digital Preservation and Curation (prerequisite: INF 2175H or INF 2186H)</td>
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<td>INF 2124H</td>
<td>Surveillance and Identity</td>
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<td>INF 2125H</td>
<td>Information and Culture in a Global Context</td>
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<td>INF 2126H</td>
<td>Public Library Services to Culturally Diverse Communities</td>
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<td>INF 2127H</td>
<td>Collection Development, Evaluation, and Management</td>
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<td>INF 2128H</td>
<td>Serials Management</td>
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<td>INF 2129H</td>
<td>Graphic Novels and Comic Books in the Library</td>
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<td>INF 2131H</td>
<td>The Literature of the Humanities and Social Sciences</td>
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<td>INF 2133H</td>
<td>Legal Literature and Librarianship</td>
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<td>INF 2134H</td>
<td>Business Information Resources</td>
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<td>INF 2135H</td>
<td>Health Sciences Information Resources</td>
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<td>INF 2136H</td>
<td>Government Information and Publications</td>
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<td>INF 2137H</td>
<td>International Organizations: Their Documents and Publications</td>
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<td>INF 2141H</td>
<td>Children's Cultural Texts and Artifacts</td>
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<td>INF 2143H</td>
<td>Issues in Children's and Young Adults' Services</td>
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<td>INF 2145H</td>
<td>Creation and Organization of Bibliographic Records</td>
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<td>INF 2146H</td>
<td>Trusting Records</td>
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<td>INF 2149H</td>
<td>Administrative Decision-Making in Information Organizations</td>
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<td>INF 2150H</td>
<td>Legal Issues in Archives</td>
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<td>INF 2152H</td>
<td>Advocacy and Library Issues</td>
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<td>INF 2155H</td>
<td>The Public Library in the Community: Developing a Critical Practice</td>
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<td>INF 2156H</td>
<td>Reading and the Reading Public in North America and Around the World</td>
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<td>INF 2157H</td>
<td>Theory and Practice of Intellectual Freedom in Libraries</td>
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<td>INF 2158H</td>
<td>Management of Corporate and Other Special Information Centres</td>
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<td>Analytical and Historical Bibliography</td>
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<td>History of Books and Printing</td>
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<td>Rare Books and Manuscripts</td>
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<td>INF 2165H</td>
<td>Social Issues in Information and Communication Technologies</td>
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<td>INF 2169H</td>
<td>User-Centred Information Systems Development</td>
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<td>INF 2170H</td>
<td>Information Architecture</td>
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<td>INF 2171H</td>
<td>Major Subject Heading and Classification Systems</td>
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<td>INF 2172H</td>
<td>Readers' Advisory: Reference Work and Resources</td>
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<td>INF 2173H</td>
<td>Information Professional Practicum</td>
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<td>INF 2174H</td>
<td>History of Records and Records-Keeping</td>
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<td>INF 2175H</td>
<td>Managing Organizational Records I</td>
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<td>INF 2176H</td>
<td>Information Management in Organizations—Models and Platforms</td>
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<td>INF 2177H</td>
<td>Information Management and Systems</td>
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<td>INF 2180H</td>
<td>Archives: Access, Advocacy, and Outreach</td>
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<td>INF 2181H</td>
<td>Information Policy, Regulation and Law</td>
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<td>INF 2183H</td>
<td>Knowledge Management and Systems</td>
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<td>INF 2184H</td>
<td>Appraisal for Records Retention and Archives Acquisition</td>
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<td>INF 2186H</td>
<td>Metadata Schemas and Applications</td>
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<td>INF 2188H</td>
<td>Advanced Arrangement and Description: Archival Representational Practices</td>
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<td>INF 2189H</td>
<td>Managing Organizational Records II: Digital Environments</td>
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<td>INF 2190H</td>
<td>Data Analytics: Introduction, Methods and Practical Approaches</td>
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<td>INF 2191H</td>
<td>Interface Design</td>
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<td>INF 2192H</td>
<td>Representing UX</td>
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<td>INF 2194Y</td>
<td>Information Systems Design Project</td>
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<td>Special Topics in Information Studies</td>
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<td>INF 2199H</td>
<td>Special Topics in Information Studies</td>
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<td>INF 2221H</td>
<td>Digital Divides and Information Professionals: Developing a Critical Practice</td>
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<td>INF 2225H</td>
<td>Digital Discourse</td>
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<td>INF 2240H</td>
<td>Political Economy and Cultural Studies of Information</td>
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<td>INF 2241H</td>
<td>Critical Making: Information Studies, Social Values, and Physical Computing</td>
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<td>INF 2242H</td>
<td>Studying Information and Knowledge Practice</td>
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<td>INF 2243H</td>
<td>Critical Histories of Information and Communication Technologies</td>
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<td>Managing Audiovisual Materials</td>
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<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 2325H</td>
<td>Launching Information Ventures</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 3900H</td>
<td>Workplace Integrated Learning</td>
</tr>
<tr>
<td>INF 3901Y</td>
<td>Co-operative Workplace Placement I</td>
</tr>
<tr>
<td>INF 3902H</td>
<td>Co-operative Workplace Placement II</td>
</tr>
</tbody>
</table>
44. Information Studies

45. Doctor of Philosophy
46. 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.

- Average of at least A- in an appropriate master's degree program, or equivalent. Equivalency is normally determined by the number of courses and/or credits taken. Applicants holding an MLS or other master's degree earned in two or three sessions, or by completing 5.0 to 7.5 full-course equivalents (FCEs), will normally be required to take additional courses in the MI program.

- Admission is limited to graduates of high intellectual ability who have an interest in research. Evaluation of applicants is based on academic records, a statement of research interest, and three academic letters of reference. A personal interview may be requested.

- Applicants whose first language is not English should consult the English-Language Proficiency section of the Faculty's calendar.

- Admission procedures are described in the General Regulations section of this calendar.

- Doctoral students are admitted in September.

- Meeting the minimum requirements of the Faculty of Information and of SGS does not guarantee admission.

47. Program Requirements

- PhD students come to advanced research in Information from different backgrounds and with different areas of interest. Therefore, the curriculum both fosters a common conversation about the field of Information and supports the development of individual (even idiosyncratic) research projects. The focus of the program is to enable the student to achieve competence in order to carry out the research and writing of an original thesis in Information.

- To achieve candidacy, students must:
  - complete the following 4.0 FCEs:
    - INF 3001H Research in Information: Foundations
    - INF 3002H Research in Information: Contemporary Issues
    - INF 3003H Research in Information: Frameworks and Methods
    - INF 3006Y Thesis Proposal Preparation
  - 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.

48. 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.

49. 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 fulfil 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.

50. Program Length

4 years full-time; 6 years flexible-time

51. Time Limit

6 years full-time; 8 years flexible-time

52. Course List

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF 3001H</td>
<td>Research in Information: Foundation</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 3015H</td>
<td>Reading Course</td>
</tr>
</tbody>
</table>

53. Museum Studies

54. Master of Museum Studies

55. 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.

56. 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.

57. 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%.

58. Program Length

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

59. Time Limit

3 years full-time

60. 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 (26 half courses) as follows:

  o For students who choose the concentration pathway to fulfil 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.

  o For students who choose the general program pathway to fulfil 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.

61. Program Length

8 sessions full-time (typical registration sequence: F/W/S/F/W/S/F/W)

62. Time Limit

4 years full-time

63. 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).
### 64. MMSt Required Courses

(3.5 FCEs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</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: Context and Critical Issues</td>
</tr>
</tbody>
</table>

*either*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL 2350H</td>
<td>Museum Planning and Management: Projects and Fundraising</td>
</tr>
</tbody>
</table>

*or*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF 2040H</td>
<td>Project Management</td>
</tr>
</tbody>
</table>

*either*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSL 4000Y</td>
<td>Exhibition Project</td>
</tr>
</tbody>
</table>

*or*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis option</td>
<td>Thesis option</td>
</tr>
</tbody>
</table>

### 65. MMSt Elective Courses

### 66. Internal (Museum Studies) Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<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 2301H</td>
<td>Special Topics in Museum Studies</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 2500H</td>
<td>Constructing and Curating Digital Heritage</td>
</tr>
<tr>
<td>MSL 3000Y</td>
<td>Internship</td>
</tr>
</tbody>
</table>
67. External Elective Courses

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

68. 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.

C&T 1006H  Media, Mind, and Society I
C&T 1008H  Media, Mind, and Society II
C&T 1009H  New Media and Policy

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.

69. Graduate Faculty

70. Full Members

Becker, Christoph - BSc, MSc, DSc
Boase, Jeffrey - BA, MA, PhD
Brower, Matthew - PhD
Caidi, Nadia - PhD
Caraway, Brett - BA, MA, PhD
Chignell, Mark - BSc, PhD
Choo, Chun Wei - BA, MSc, PhD
Cohen, Nicole - BA, MA, PhD
Delfanti, Alessandro - PhD
Dilevko, Juris - MLIS, MA, PhD, PhD
Duff, Wendy - BA, BA, MLS, PhD (Dean)
Foscarini, Fiorella - PhD
Galey, Alan - PhD
Grimes, Sara - PhD
Hartel, Jenna - PhD
Howarth, Lynne - BA, MLS, PhD
Keilty, Patrick - BA, MLIS, PhD
Krmpotich, Cara - PhD
Lyons, Kelly - BSc, MSc, PhD
MacNeil, Heather - PhD
Mihalache, Irina - BA, MA, PhD
Munteanu, Cosmin - MSc, MAsc, PhD
Packer, Jeremy - BA, MA, PhD
Phillips, David - PhD
Ratto, Matthew - PhD
Ross, Seamus - BA, MA, DPhil
Shade, Leslie - BA, MLIS, PhD
Sharma, Sarah - BA, MA, PhD
Smith, Brian Cantwell - BS, MS, PhD
Stanbridge, Alan - BSc, AM, DA
Stevenson, Siobhan - PhD
Yu, Eric - BSc, MMath, PhD

71. Members Emeriti

Cherry, Joan - BSc, MLS, PhD
Clement, Andrew - BSc, MSc, PhD
Craig, Barbara - AM, PhD
De Kerckhove, Derrick - BA, MA, PhD
Fleming, E Patricia - BA, BLS, MLS
Teather, Lynne - BA, MA, PhD
Williamson, Nancy - BA, BLS, MLS

72. Associate Members

Carding, Janet - MA
Castle, Christine - PhD
Gibson, Twyla - PhD
Ilerbaig-Adell, Juan - PhD
Kim, Yunhyong - PhD
McLaughlin, Hooley - BA, MS, PhD
Soren, Barbara - BPHE, BEd, MSc(T), PhD
Szigeti, Stephen - PhD
Takhteyev, Yuri - PhD
NEW! Winter follow-up visits 2017:

- Conducted return visits at UTM, UTSC, Queen’s, Western, Laurier, York, McMaster. Connected with over 120 prospects.

NEW! Reading Week activities:

- A series of recruitment and conversion activities from February 23 – 27
- 35 prospective students visited the iSchool
- Activities included: iSchool tours, mini lecture, Semaphore, Inforum, Thomas Fisher tours, meet and greet, general admissions presentations, Information Day

Information Day – February 25:

<table>
<thead>
<tr>
<th></th>
<th>2015/16</th>
<th>2016/17</th>
<th>Volunteer student ambassadors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>135</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Executive Masters Information Night – February 15

- 10 prospective students attended
- Further promotion of the Executive Masters option and upcoming information sessions is underway (LinkedIn advertising campaign and postings on relevant pages, direct email campaign to relevant industries/companies, subway advertising, local in person visits)

Webinars:

- Graduate Admissions (3 webinars) – 33 guests signed on
- Student Experiences Panel – 9 guests signed on
- Upcoming webinars: Executive Masters, Collaborative Specializations, Financing Your Education, General Admissions

Upcoming activities:

Meet & Greet: Saturday April 1, 2017
Getting Started: Saturday July 8, 2017
Orientation: Thursday September 7, 2017
During the Winter term the efforts of the PhD Recruitment and Admissions Committee (PRAC) have focused on reviewing applications to the PhD program.

For the 2017-18 intake we received a total of 64 applications. Of that number, 30 were domestic applicants; 34 international.

After reviewing all the applications, we sent letters of offer to 11 applicants: 10 domestic, 1 international.

The number of applications is up this year. For the 2016-17 intake we received a total of 47 applications, of which 24 were domestic applicants and 23 international applicants.

I would like to thank the PRAC members for all their hard work on reviewing the applications as well as the faculty members who responded so quickly and effectively to our requests to assess particular application files.

Submitted by:
Heather MacNeil (Chair)
Periklis Andritsos
Costis Dallas
Cosmin Munteanu
Jeremy Packer
Siobhan Stevenson
Eric Yu
REPORT TO COUNCIL

by Prof Sarah Sharma March 20 2017

(Activity from Jan 1-March 20)

My appointment as Director of the McLuhan Centre began in January just a few months before the end of the budgetary year.

This report is based on additional activities I initiated during this short period of time with the remaining budget/resources available.

Maintenance/Repair of the McLuhan Centre

- Carpeting replaced in the main floor of the building
- New A/V system
- The interior of the building was repainted (except for the staircase)
- Bathroom plumbing repaired
- Bathroom floor repaired
- Carpeted bathroom floor replaced with rubber flooring
- Creation of a co-working space on the top floor (McLuhan’s former office)
- Storage room turned into shared office on the main floor
Events/Upcoming Events within Budgetary Cycle Ending April 30

1. **Art + Feminism Wikimedia Edit-a-Thon in collaboration with the Black Lunch Table on Saturday March 18 11-5.**

   - **EVENT DESCRIPTION/RATIONALE:** Wikimedia’s gender trouble is well-documented. While the reasons for the gender gap are up for debate, the practical effect of this disparity, however, is not. Content is skewed by the lack of female participation. This represents an alarming absence in an increasingly important repository of shared knowledge. Let’s change that. Join us at the McLuhan Centre for Culture and Technology on Saturday, March 18, 2017 from 11am to 5 p.m. for a communal updating of Wikipedia entries on subjects related to art and feminism.

2. **Student Led Monday Night Seminar March 27: Technologies of Time and Space in Toronto**

   This Monday Night Seminar (last of the season) showcases the work of undergraduate students taking a course (Technologies of Time and Space in Toronto) at the McLuhan Centre this semester with Professor Sarah Sharma (new Director of the McLuhan Centre). Students started the term with seminal readings of McLuhan and other Toronto School theorists. The course culminates in an application to these on media, time and space to a specific site (imaginary and real) within the city of Toronto! Join us on Monday March 27th as they share their imaginative projects on the soundscapes at Yonge and Dundas Square, the corporate stampede in the Path, the gender politics of TTC ridership, gentrification at Moss Park, issues related to perspectival landscapes and vertical living, ride sharing apps, and the politics of waste/information collection.

3. **2017/ 2nd Annual FOR WHOM THE MEDIUM MATTERS Symposium for McLuhan Centre’s Affiliated Faculty.**

   This event highlights faculty from the University of Toronto and other scholars who reside and think from Toronto on issues related to technology and culture. This area is so rife with such critical scholars of that it seems fitting that we gather annually and share our work. This year’s event as well as last year’s event is a first step in creating a repository/data base of affiliated faculty across the iSchool, ICCIT, Media Studies at UTSC and other scholars who approach culture and technology from the critical lens McLuhan inspired. Establishing this group is necessary as it also breaks with the strange myth that there are not McLuhan/McLuhanesque scholars of technology on campus! Further to this, it establishes the centre as a legitimate research institute that highlights the scholarship of iSchool Faculty in dialogue with others across UoT, other universities (nationally and internationally) and with the public at large.

   The theme of the one-day event is titled “For Whom The Medium Matters.” It aims to highlight a powerful strand of an updated contemporary “Toronto School” treatment of technology and culture. It is also
a double play on “for whom”: who are the people that foreground the medium in their work and secondly, how do they (or can they) take greater account of difference and power in their analysis of media-technologies. This annual event is purposefully broad in scope.

Keynotes
1. Kim Sawchuk (Concordia)
2. Jennifer Pybus (Winchester School of Art)

Pecha Kucha Presentations
3. Mark Hayward (York) Glog, or Technophany
4. Alessandro Delfanti (UTM) You’re Deactivated
5. Sarah Sharma (UTM) sExit Strategies
6. Alex Boutrous (Laurier) Alt.Health/Zombies
7. TL Cowan (UTSC) Transmedial Drag
8. Jasmine Rault (UTM) Codes/Screens/Filters
9. Alex Hanna (UTM) Protest Data Futures
10. David Nieborg (UTSC) The Platform is the Message
11. Lilian Radovac (UTM) Outside the Box
12. Lily Cho (York) Affordances, Apparatus, Assemblage
14. Gary Genoska (OUIT) Undisciplinable
15. Michael Petit (UTSC) The Attraction of Distraction
16. Ian Milligan (St. George) The Infinite Archive

Student Opportunities
- Three ICCIT undergraduate students joined the centre for a semester as interns for their work-study credit course: Jana Jaffi, Justin Apresto, and Syed Ali.
- Together these students designed posters/flyers/ads for next year’s programming and calls for varioius projects. They updated the website and social media accounts.
- Jana Jaffi also designed the very popular series of iconic McLuhan images with digital cultural artifacts.
- Justin Apresto started an undergraduate student blog for the centre that can become a permanent research opportunity for affiliated undergrads at Book and Media, ICCIT, and other related departments invtsted in critical perspectivies in digital technology and culture.

Future Planning
I look forward to beginning a new year of programming for 2017/2018 which will include public outreach and opportunites for students but also establishes the centre locally and internationally as a legitimate research centre that extends McLuhan’s formative insights of media into contemporary technoculture.
Some activities include:
- PhD Summer Residency
- Revised Strategic/Development Plan/Vision Statement
- McLuhan Centre Working Groups to generate new collaborative research specifically for/at the centre
- Collaboration with St. Mike’s and McLuhan Salons in Berlin specifically on McLuhan’s work
- A new Monday Night Seminar series with an expectation of major research output (research based public dialogue)
- Establishing a McLuhan Centre Affiliated Faculty to build research capacity
REPORT TO COUNCIL
by Prof Christoph Becker, March 21st, 2017. christoph.becker@utoronto.ca

This is a short report on updates following the recent report in February.

- **Fellowship applications** have closed, and a number of excellent applications from four countries is currently being reviewed by the Selection Committee. The second Fellow will be announced soon.
- **Three events** took place since the last report:
  - In the collaborative presentation *How are Web Archives Made and Used?*, Emily Maemura, McLuhan Fellow Prof. Ian Milligan and Prof. Christoph Becker discussed their current research in an informal setting.
  - The DCI panel *Studying the Past Through Technology*, moderated by McLuhan Fellow Prof. Ian Milligan, brought together three scholars at UofT – the iSchool’s Prof. Periklis Andritsos; the Chair of History, Prof. Nick Terpstra; and Prof. Michelle Alexopoulos, Professor of Economics – to discuss the question of how we can study the past through new and emerging technology.
  - The DCI lecture *Unleashing the Infinite Archive* by Prof. Ian Milligan focused on credit, collaboration, outreach and pedagogy in interdisciplinary work crossing humanities, computing disciplines and information studies.
Identity, Privacy and Security Institute (IPSI)

Interim Report
March 2017
### Table 1: IPSI activities and deliverables

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Type of activity</th>
<th>Status/Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>Organization/Communications</td>
<td>Continued the operation and maintenance of a web page and of a list serve to promote events on Identity, Privacy and Security. Organized the public lecture series which ran from September to April and was once again a success attracting attendees from academia, the private sector and government. Offered for the 10th year in a row the graduate level interdisciplinary course JIE1001/ECE1518 “Seminar in Identity, Privacy and Security” in Winter 2017 having a mixed student population from the two faculties. This year’s attendance was the highest ever (approximately 40 students with 80% from Faculty of Applied Science and Engineering, 20% from Faculty of Information). Continued the offering of joint Master degrees (M.Eng. and MI with concentration in security technologies and policies).</td>
</tr>
<tr>
<td></td>
<td>Academic Programs</td>
<td>Development Activities</td>
</tr>
<tr>
<td></td>
<td>• Deliver forums, seminar series, courses and graduate level concentrations.</td>
<td>Organized meeting between FASE, FI and 4 other units (CS, Law, Math and Rotman school) to discuss the creation of an expanded collaborative specialization in Identity, Privacy and Security. Continued the efforts for the attraction of new partners and enlargement of membership database.</td>
</tr>
<tr>
<td></td>
<td>Development Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Build partnerships: local/international</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Development activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop industry membership program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Personnel</td>
<td>A teaching assistant was hired to help with course delivery and preparation of Lab exercises and manuals. A part time administrative assistant was hired to help with web updating, respond to e-mail and other simple administrative duties.</td>
</tr>
</tbody>
</table>

Table 1 provides an overview of IPSI activities during the reporting year. Details can be found in the IPSI’s website [www.ipsi.utoronto.ca](http://www.ipsi.utoronto.ca).
**Progress in creating a new Collaborative Specialization in Identity, Privacy and Security.**

During the academic year 2015-16, we held two meetings with representatives from a number of academic units from UofT.

Meetings were held in November 2015, May 2016 and November 2016 with the following participants:

- Professors Dimitrios Hatzinakos, and Kostas Plataniotis from FASE
- Professors David Philips, Leslie Regan Shade and Kostis Dalas from FI
- Professor Kumar Murty from Dept of Mathematics
- Professor Lisa Austin from Faculty of law
- Professor Khai Truong from Dept. of Computer Science
- Professor Avi Goldfarm from the Rotman School of Management.

Individual meetings between Prof. D. Hatzinakos and the above unit representatives are held on a continuing basis. During the meetings, we have discussed the basic structure and wishes/options for the specialization including:

1. M.A.Sc and/or PH.D. options
2. Degrees will be completed under participating units requirements.
3. Enhance the scope of IP in IPS
4. Introducing one half or full year mandatory/core course (e.g. a seminar course)
5. Multidisciplinary training to be accomplished via a capstone project
6. Prepare specialized courses
7. Consider a floating Ph.D. option
8. Form an admissions committee to oversee/guide individual student course/degree selections

Also, we have debated the possibility and feasibility of a professional degree option instead of a collaborative program. However, we concluded that this option requires careful consideration and justification, including market analysis and the allocation of more substantial resources, preparation time and support.

After careful consideration, It has been proposed to go ahead with the collaborative specialization option and keep the professional degree as a future option and part of the collaborative degree endeavors. This will provide able time to work out the professional degree option while at the same time have the collaborative specialization in place and running.

Professor Dimitrios Hatzinakos volunteered in preparing a draft prospectus for the specialization by incorporating and balancing the ideas discussed during the meetings.

Taking into account the Faculty of Applied Science and Engineering cycles of governance, we will target submitting our proposal by the summer of 2017. The specialization needs to be approved by the governing councils of all participating units. Tentative launch date for the Specialization is January 2018.
BUDGET

The budget and expenditures for the reporting period are given in Table 2.

### Table 4. IPSI expenditures for 2016-2017

<table>
<thead>
<tr>
<th>Planned activity</th>
<th>Budgeted</th>
<th>Expenses to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff (salary + benefits)</td>
<td>$20,000.00</td>
<td>$10,654.3</td>
</tr>
<tr>
<td>Part time secretarial support, part time lab technician, Directors stipend, Instructor for JIE1001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment &amp; Software</td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>Equipment and software needed for courses and projects in the undergraduate courses and dual M.Eng, M.I. programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating/Supplies</td>
<td>$5,000.00</td>
<td>$61.01</td>
</tr>
<tr>
<td>Maintenance of equipment, office rental fees and supplies, phone, computer support, conference support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td>$1,000.00</td>
<td>$1,374.00</td>
</tr>
<tr>
<td>Webcasting, website development, design &amp; printing of brochures, annual report, letterhead, consultant fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar Series</td>
<td>$3,000.00</td>
<td>$330.57</td>
</tr>
<tr>
<td>Support for the common seminar course/ series (weekly seminars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (expenses)</strong></td>
<td>$30,000.00</td>
<td>$12,419.97</td>
</tr>
</tbody>
</table>

### REVENUE

Carry-over from 2015-2016: $69,418.25

**Balance on March 15, 2017**: $56,998.28

Date: March 15, 2017

**For The IPSI Managing Committee**

[Signature]

Professor Dimitrios Hatzinakos, ECE, IPSI Director
KMDI Report to Faculty Council
March 21, 2017

1. Introduction
KMDI continues to develop and sustain a community promoting the theory and practice of knowledge media design. Our courses, events and people exemplify a collaborative and interdisciplinary approach to research and scholarship. At the core of the institute are the relationships among our students, staff, faculty and members who hail from diverse backgrounds including, but not limited to: engineering, education, art, healthcare and information studies. Our students in the KMD Collaborative Program play an active role in our community as they work and learn together from a shared interest in a human-centred approach to technology and communication.

Executive Summary

With nine months left in the current Director’s term the emphasis in the past year has been on continuing to focus the teaching program, enhance the quality of the KMD 1001 offering and look for efficiencies in what we do. We have also begun the job of re-invigorating the KMDI research program with an initial focus on research relating to dementia care but with the longer term goal of reducing teaching costs while still providing a quality collaborative specialization and using more of the budget to support quality research. Our work on technologies for people with dementia included a workshop for industry stakeholders in September 2016, a CBC (Regina) radio interview on the topic on March 13, 2017, another workshop to be delivered to University of Toronto Family Services on March 30, 2017, and a workshop on mental and cognitive health assessment for aging people, to be held at World Wide Web 2017 conference in Perth, Australia, on May 4, 2017.

It has been a busy year for the institute with seven visiting speakers (including one from Japan and two from the United States) speaking on a broad range of topics that reflects the multidisciplinarity of the institute.

With the assistance of the Faculty of Information the institute was able to hire an excellent instructor to teach two offerings of KMD 1001 in a 1/3 share of a CLTA position. The institute also celebrated the work of its students in two well-attended poster receptions, as well as in a special poster session on open government applications that was attended by members from agencies in the Ontario provincial government.

Through the efforts of Carol Lee the institute worked to enrich the KMDI student and faculty community, holding a regular Monday afternoon coffee club and occasional graduate student seminars.

The institute also rebranded its Website and added a number of new blog posts highlights members of the KMDI community. This supplements the large number of
videos of KMDI seminars that are available on the website and also on the KMDI Youtube channel.

2. Activities – May 2016 to March 2017

KMDI Speaker Series
KMDI hosted its fifth year of the KMDI Speaker Series which provides an opportunity for our students, members and the wider university community to engage with researchers in academia and the private sector. Our guest speakers shared knowledge and insights from a wide range of areas including the humanities, computer science, tourism and healthcare. KMDI joined forces with some of our collaborating units to co-host several talks that brought in a larger audience and inquisitive questions and discussions to each talk. The co-sponsoring units were: Landscape Architecture, the iSchool, and the Department of Computer Science.

May 2016
Blowin’ Up: Rap Dreams in South Central - Dr. Jooyoung Lee, Department of Sociology, U of T
Dr. Lee shared insights as an ethnographic researcher and excerpts from his recently published book about hip hop culture and its role as resistance to the dangers of gang violence.

Fall 2016
Responsive Landscapes. Curated Complexity –Brad Cantrell, Associate Professor of Landscape Architecture, Harvard University
Brad Cantrell discussed the technologies, systems and design solutions in response to the shifts in the field of landscape architecture

Using Vision Sensor for Innovative HCI (human computer interaction) –Hideki Koike, Tokyo Institute of Technology
Professor Koike introduced research using advanced vision sensors that can make water surfaces interactive, gaze navigation for online shopping and camera-embedded spheres in sport.

From Features to Patient Safety: Opportunities for Human Factors –Yan Xiao, Baylor Health Care Systems, and Adjunct Professor, University of Texas at Arlington
Dr. Xiao shared insights on human computer interaction and the translation of features, such as barcoding and smart infusion pumps, into safety gains for patients and healthcare as a whole.

Winter 2017
Grab, Dump, Capture: Screenshot Genealogies - Jacob Gaboury, Assistant Professor of Digital Media and Visual Culture at Stony Brook University
Dr. Gaboury explored the history of the screenshot from its origins in computer graphics labs in the 1960s to contemporary methods for digital archiving and preservation.

*Design Constraints of Driving: Communication and Entertainment vs Distraction and Mortality* – Jeff K. Caird, University of Calgary
Professor Caird discussed the research of driver interactions with communication and entertainment systems.

*Computational Kids: Research, Intervention, and Practice for Child Development in a Digital World* - Gillian R. Hayes, University of California at Irvine
Professor Hayes described the interplay between Human Computer Interaction and child development, including the opportunities and challenges for childhood technologies.

**KMDI Seminars – graduate students and guest presenters spring-summer 2016**
The KMDI Community benefitted greatly from a variety of seminar speakers, both graduate students and visiting scholars. Our graduate seminars provided students with a rich discussion and feedback on their research from students hailing from different areas of study.

*PracticeCactus – A Mobile App for Piano Students and Teachers*, Heather Birch, PhD candidate, Ontario Institute for Studies in Education
*FlipFinance – a mobile app for financial literacy education*, Yeijean Lee, MEd student, Ontario Institute for Studies in Education
*Non-Confidential Clinical Prediction with Summarized Data*, Mahsa Rouzbahman, PhD candidate, Mechanical and Industrial Engineering
*Mobile-based assessment of gait and executive function in a neurorehabilitation setting*, Jenna Blumenthal, MASc candidate, Mechanical and Industrial Engineering
*How to design and orchestrate a MOOC as a collaborative knowledge community*, Stian Håklev, PhD candidate, Ontario Institute for Studies in Education
*Exponential Technologies and Organizations*, Dr. Clarence Tan, Singularity University graduate, Adjunct Professor, Bond University and Griffith University
*Place Oriented Services for Guide, Tour, and Culture*, Katsuhiko Ogawa (Professor, Faculty of Environment and Information Studies, Keio University), Ayaka Ito (PhD candidate, Keio University), Ni Zhang (Master’s candidate, Keio University)

The KMDI Speaker Series and Seminars attract attendees from many parts of campus and recordings are available for viewing on the KMDI YouTube channel: [https://www.youtube.com/channel/UCoAWoYkU6OelH0Jml_x3MTg](https://www.youtube.com/channel/UCoAWoYkU6OelH0Jml_x3MTg)

**Joint Workshop Series: KMDI & Inforum**
In partnership with the Inforum, KMDI co-sponsored several iSkills workshops that were available to all KMD students. The iSkills workshop were a valuable opportunity for
KMD collaborative students to develop technical and design skills outside of their regular courses. The following workshops were offered:

- 3D Printing
- Design Basics
- Internet of Things and Opennes with Arduinos
- Intro to Illustrator
- Intro to InDesign
- Intro to Photoshop
- Raspberry Pi Hack-athon
- Wearables and the Body

KMDI Poster Sessions
Poster session are an exciting showcase for KMDI teaching. Student teams exercised academic rigour in designing their research projects, with attention to communication through effective visual design of their posters. As in previous years, we hosted a poster session at the end of each semester (in April and in December) and recognized winning posters with an Award for Course-Based Research in Knowledge Media Design.

The December 2016 competition saw two prizes awarded, one from each class participating, KMD1001 and KMD2002. The winning posters were:

- **Cycle Toronto – A Knowledge Media Design Solution for Toronto Cyclists**
- **Opening Doors to Data – Using Design Thinking to Improve Data Literacy**

Upcoming in April 2017, we look forward to hosting our Spring competition which will include entries from KMD1001, KMD1002, and the KMD Capstone course.

**KMD2002 Poster Session with the Government of Ontario Open Government initiative**

Through a special collaboration with the Government of Ontario, students of KMD2002 (Technologies for Knowledge Media Design) had the opportunity to propose a knowledge media design project based on a real world need of a real client. KMDI hosted a poster session in December 2016 where the student teams presented their work to a large audience of provincial government project managers, staff, and representatives. A very successful event, students were asked to visit the Open Government office and present their research to other government teams and stakeholders.

Posters from past sessions are available for viewing on our website: [http://kmdi.utoronto.ca/poster-session-gallery-from-past-to-present/](http://kmdi.utoronto.ca/poster-session-gallery-from-past-to-present/)

**Dementia Workshops**

On September 30, 2016, KMDI hosted a workshop on technologies for managing behaviour in people with dementia. The workshop was organized by Director Mark Chignell and featured Andrea Wilkinson (a postdoctoral fellow in the department of Mechanical and Industrial Engineering, and Marc Kanik, President of Keebee Play and
founder of Ambient Activity Technologies, a startup developing technologies for managing responsive behaviours in dementia using Montessori methods. The workshop was attended by members of the university community as well as representatives of the long term care home industry and there was also representation from the Ministry of Health and Long Term Care. After opening remarks from the Dean of the Faculty of Information, Mark Chignell reviewed the science behind the technological approach, Marc Kanik, introduced the product prototypes, and Andrea Wilkinson reviewed the research design for evaluating the technology. Demonstrations were provided of the current (at that time) Ambient Activity Technology, as well as the Centivizer technology for rewarding appropriate physical and cognitive activity (being developed in the Interactive Media Lab in the Department of Mechanical and Industrial Engineering). The presentations and technology demos were followed by discussion which reviewed the challenges and opportunities for using interactive technologies to help manage behaviour in late stage dementia. The workshop was attended by around 30 people.

A second dementia workshop will be held with University of Toronto Family Services on March 30, 2017 and is targeted to members of the University Community who have family members living with dementia.

Workshop at WWW 2017

Mark Chignell is organizing the workshop on Aging Well with Technology for Maintaining Good Mental and Cognitive Health at the World Wide Web Conference (WWW 2017) to be held in Perth Australia on April 4, 2017. The workshop was co-organized with King Mongkut’s University of Technology, Thonburi (KMUTT) in Thailand, with Professor Jonathan Chan as co-chair. The call for papers for the workshop may be found on the KMDI website (http://kmdi.utoronto.ca/projects/aging-research/).

CBC Radio Interview

Mark Chignell was interviewed by Sheila Coles on CBC Radio Regina on March 13, 2017. The title of the interview was: “Professor Mark Chignell Explains How Technology Can Help Dementia Patients”. A recording of the interview is available on Youtube (https://www.youtube.com/watch?v=2Zsh0JLXQus).

KMDI Coffee Club

Initiated in January 2016, the KMDI Coffee Club has contributed to building our community and laying the foundations for future collaborations by bringing together students, staff and faculty for conversation and informal discussion of research interests and life as graduate students. The Coffee Club hour also serves as a vital outreach and recruitment opportunity as collaborating units referred prospective students to this timeslot to ask questions and learn more about our programs.
Social Media & Website
We were fortunate to hire a Workstudy student to create content for the KMDI website and social media channels. We also underwent a re-vamp of the web site with a more user-friendly interface and attractive design. Through a weekly e-newsletter feature articles, promotional videos, event reports and photographs and consistent presence on Twitter and Facebook, our profile has grown as awareness of our activities and the people in our community have increased.

3. Collaborative Program in Knowledge Media Design
Our collaborative program continues to maintain a healthy enrollment of graduate students from many collaborating degree programs. Our current roster comprises 22 students from 7 departments:

- Biomechanical engineering – 1 (non-standard collaborating unit)
- Computer Science – 1
- Curriculum, Teaching & Learning (OISE) – 8
- Drama – 2
- Information Studies – 6
- Mechanical and Industrial Engineering - 2
- Public Policy – 1 (non-standard collaborating unit)
- Social Justice Education (OISE) – 1 (non-standard collaborating unit)

Highlights

In 2016, the Masters of Information KMD concentration evolved into the UXD Concentration. The new concentration embodies much of what KMDI has been offering in its courses, but packaged in a well thought out curriculum. The concentration also has a more extensive set of courses than could be offered as part of the KMD collaborative program. The new UXD concentration has been successful from the outset, and at least some of that rapid success seems likely due to being able to build off the experience that the faculty has with the KMD collaborative program.

In collaboration with the Faculty of Information, KMDI hired Olivier St. Cyr as a CLTA not only for the UXD concentration, but also to teach KMDI’s flagship KMD 1001 course. Olivier is a hugely experienced instructor in UXD and HCI and his presence has greatly strengthened teaching in these areas for both KMDI and the Faculty.

KMDI has also continued its partnership with the Translational Research Program (TRP) in the Faculty of Medicine. KMDI teaches an additional section of KMD 1002 for the TRP program. In 2016 KMDI negotiated a new funding arrangement with TRP where TRP pays KMDI $735 for each student in the course. In winter 2017, 21 TRP students enrolled in KMD1002, providing a modest profit to KMDI for running the course. The winter 2017 version of KMD 1002 is being run in two sections. One by Jeff Boase (CCIT) with more of a research emphasis and one by Semaphore Lab Graduate Ginger Coons, who is providing more of a practitioner and healthcare focus. Due to the
diverging nature of the two sections of KMD 1002 we will be examining the question of whether the two versions of the course should have different course codes and syllabi at the Spring 2017 meeting of the KMDI Collaborative Program committee.

The university has recently required that collaborative programs such as KMD switch from being a Collaborative Program to a Collaborative Specialization. We have identified the disposition of KMD 1001 with respect to Faculty of Information students as a key issue to be addressed. The relevant new requirement for the specialization is as follows.

“The collaborative specialization must have: At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.”

In our view KMD 1001 is functioning well both as a course for KMDI students and as a required course in the UXD concentration and we propose to develop a new course, KMD 1000, say, that would be the “core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs.” One possibility would be to transform the current research section of KMD 1002 into this new KMD 1000 course.

**Summary of courses and enrollment**

### Fall 2016

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMD 1001H Theory and Methods in Knowledge Media</td>
<td>Dr. Olivier St-Cyr</td>
<td>48</td>
</tr>
<tr>
<td>KMD 2002H Technologies for Knowledge Media Design</td>
<td>Dr. Steve Szigeti</td>
<td>14</td>
</tr>
</tbody>
</table>

### Winter 2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KMD 1001H Theory and Methods in Knowledge Media</td>
<td>Dr. Olivier St-Cyr</td>
<td>25</td>
</tr>
<tr>
<td>KMD 1002H Applications in Knowledge Media (2 sections)</td>
<td>Prof. Jeffery Boase Dr. ginger coons</td>
<td>31</td>
</tr>
<tr>
<td>KMD 2001H Human-Centred Design (cross-listed as INF2169)</td>
<td>Dr. Vicky McArthur</td>
<td>1</td>
</tr>
</tbody>
</table>
4. Planned Activity For the Remainder of the Director’s Term

This section documents our plans in the remainder of the current Director’s term which finishes at the end of 2017. With the encouragement of the Dean of the Faculty of Information, KMDI is looking to expand its research footprint. After extracting efficiencies and operating with a modest surplus for the last few years, we believe that a portion of the existing budget can be allocated to research BIN costs, as suggested to us by the Dean in 2016. To this end, our proposed budget for 2017-2018 includes a competitive award for seed funding to prepare a research proposal, and an amount to cover BIN costs for a research project to be run through KMDI.

Since the Current Director is in the final year of his five-year term, a major task in this coming year will involve carrying out the search to find the new Director.

We will also make the curriculum changes required to change KMD from a collaborative program to a collaborative specialization, and this may include the rebranding of one section of KMD 1002 and a refocusing of that course on knowledge media design as practiced by the different disciplines represented in our collaborating units.

We also plan to continue with our successful seminar series, and other community building activities such as the spring and end of year poster receptions, and the KMDI coffee club.

The past five years was a period of change for KMDI with restructuring of the budget and a reformulation of practices and policies to align more closely with Faculty of Information practices. We believe that the institute is in a much more stable position than it was five years ago and is well positioned for advancement in the next five years after the new Director takes over.
COMMUNICATIONS
Publicity/Media Relations/Strategic Consultation

- Posted on social media re faculty research projects or media mentions
- Added events to online calendar; sent weekly event blasts; designed several plasma screens
- Wrote bi-annual iSchool update on activities for Ex-Libris round up of library schools
- Continue to make changes and updates to website
- Participated in Field Day, professional development for communications practitioners
- Checked into logo approval for Faculty rebranding project
- Wrote story on passing of Barry Lord and arranged for card and donation
- Working with Anna to co-ordinate photo session for faculty members
- Coordinated full page advertisement for Archives Association of Ontario Conference

DEVELOPMENT
Stewardship/Alumni Relations/Event Management

- Helped host Museum Studies student reception with alumni and industry professionals in Ottawa (60 guests). Took photos and posted to social media
- Helped draft nomination letter for HBC to be put forward for a competitive Corporate Award offered by Archives Association of Ontario (HBC won in this division)
- Sent alumni e-newsletter to graduates containing our news
- Reviewed copy for Boundless campaign solicitation and made changes
- Helped launch Job Shadowing for students
- Set up representative to present a picture of Faculty for student donation callers
- Attended ADO roundtable session
- Coordinating reception for In Memory of Brian Land, for UNESCO summer internship
- Set up Recruitment Officer to speak to student callers for donations
Report to Faculty Council
March 23, 2017
4p.m. – 6p.m.

Updates

Carnival Arts in Canada: MUSSA had a new opportunity this year to co-host an event with the Festival Committee from the Toronto Caribbean Carnival. We did not see the attendance we were expecting, primarily due to weather constraints, but the event consisted of important discussions about the role of carnival arts in Canada and was accompanied by Calypso performances, lectures, and a reception.

Resume Workshop: MUSSA hosted a professional development resume workshop. Students found it useful and MUSSA shared strategies and tips over social media with the rest of the student body.

Class Trip to Ottawa: Over Reading Break, MUSSA went to Ottawa! We had our first full day at the Canadian Museum of History with lectures and tours from staff in different departments, as well as free time to explore the Museum. Our second full day was at the National Gallery of Canada, also with lectures from senior staff and a tour of the Alex Janvier exhibition. The last day was spent either at the Bytown Museum or the Canada Aviation and Space Museum.

A notable success of the trip was the Alumni Pub Night that was very well attended and was a great opportunity for networking and building relationships with professionals and alumni outside of Toronto.

Student Conference: MUSSA helps support the student conference and this year we were amazed by the breadth of different interests in the presentations. We thank the Faculty, MISC, and the Student Conference Committee for all the work they put into making the conference such a success.

Merchandise/Fundraising: Orders for MUSSA merchandise have been placed, so we will start to see hoodies and t-shirts around the halls of Bissell in the next couple of weeks.

Social Media: One of the many things we are proud of this year as a Council is our use of social media accounts to share information and engage with the broader iSchool student body. Past Councils have not engaged with social to the same extent, and we have noticed a significant increase in engagement both digitally and physically, as a result.

Upcoming Business

End of Term Party: MUSSA is co-hosting the End of Term Party with the MSL4000 Exhibition Class. This event will be at Hart House in the Debates Room and is to celebrate the many exhibition projects as well
as the completion of the 2016/2017 year for first year students, second year students, and CRO students.

**Elections:** The MUSSA election period runs from Monday, March 20 – Friday, March 31.

Submitted by Maya Donkers, President | Thursday, March 16, 2017
Doctoral Students Association Report to Faculty Council, March 23, 2017

Activities of the DSA since February 9, 2017

Tech Fund successfully ran an NVivo workshop for doctoral students. Overall Tech Fund has made many successful purchases this year and redone the process for request and approval of procurements.

We are beginning to set up our website initiatives, as we now have a WordPress space on the Ulife domain. More updates will follow when content has been migrated.

Karen Dewart-McEwen has been appointed to fill a second (previously undiscovered) spot as a CUPE steward until general elections in September.

DSA has discussed and affirmed our commitment to the action items of the Canadian Truth and Reconciliation Committee, and are enthusiastic to begin planning initiatives and are very open to collaborating with corresponding with the faculty council. We have struck a Working Group on Truth and Reconciliation.

The PhD Research Days Planning Committee has been struck to set a date for the event and begin planning.