COUNCIL

2015-2016 Session – 4th Regular Meeting

AGENDA

Wednesday March 30, 2016

4:00pm-6:00pm

Room 728, Claude Bissell Building

1) Call to order and acceptance of the Agenda

2) Approval of the Minutes of February 4, 2016 (attached)

3) Business arising from the Minutes

4) Dean’s report
   • Gender Neutral Washrooms

5) Council Committees’ reports
   a) Executive Committee (attached)
      Proposed Bylaw Recommendation No. 9:

   b) Standing Committees
      • Awards Committee (attached)
      • Committee on Standing (attached)
      • Information Services Committee (attached)
         1) Major Modification (MI Program) Renaming the Knowledge Media Design (KMD) concentration to User Experience Design (UXD)
         2) Major Modification (MI Program) Information Systems and Design Concentration Executive Delivery
      • Programs (attached)
      • Recruitment and Admissions
         • Master’s (attached)
         • Doctoral

6) Reports from Institutes

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

8) iSchool Students
   a.) MISC
   b.) MUSSA
   c.) DSA (attached)

9) iSchool Alumni (attached)

10) Other Business

11) Question period

12) Announcements

13) Adjournment
COUNCIL

2015-2016 Session – 3rd Regular Meeting

MINUTES

Thursday February 4, 2016
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. Christoph Becker, Prof. Matthew Brower, Prof. Jenna Hartel, Prof. Cara Krmpotich, Prof. Kelly Lyons, Prof. David Phillips, Prof. Matt Ratto, Prof. Siobhan Stevenson, Prof. Anthony Wensley, Prof. Eric Yu.

Professional Librarians: Ms. Lari Langford, Ms. Elisa Sze

Senior Administrative Officers: Ms. Barbara Brown, Mr. Glenn Cumming, Ms. Anna Pralat

Associated Instructor or Sessional Lecturer:

Administrative Staff:

Students:

Doctoral: Mr. Allen Kempton

Masters (MI): Ms. Stephanie Abba, Ms. Emily Deere, Ms. Victoria Hawkins, Ms. Christopher Hogendoorn, Ms. Danielle Klein, Ms. Chelsea Misquith, Ms. Shevaun Ruby.

Masters (MMSt): Ms. Dylan Dammermann, Ms. Sanja Ljaskevic

Alumni/Alumnae: Ms. Angela Henshilwood

External Members:

Assessors: Ms. Rebecca Raven
Observers: Ms. Isidora Petrovic

Recorder: Ms. Mary-Marta Briones-Bird

REGRETS: The President of the University of Toronto, Vice-President and Provost, Chief Librarian of the University, Dean of the School of Graduate Studies, Prof. Nadia Caidi, Prof. Costis Dallas, Prof. Alan Galey, Prof. Sara Grimes, Prof. Patrick Keilty, Prof. Heather MacNeil, Prof. Irina Mihalache, Ms. Nalini Singh, Ms. Kathleen O’Brien, Ms. Sari Gutman, Mr. Tristan Smyth.

ON LEAVE: Prof. Lynne Howarth, Ms. Kathleen Scheaffer, Prof. Victoria McArthur, Prof. Seamus Ross, Prof. Aviv Shachak.

ABSENCES: Prof. Jeffrey Boase, Prof. Kenzie Burchell, Prof. Brian Cantwell Smith, Prof. Brett Caraway, Prof. Mark Chignell, Prof. Chun Wei Choo, Prof. Nicole Cohen, Prof. Allesandro Delfanti, Prof. Juris Dilevko, Prof. Dimitrios Hatzinakos, Prof. Mike McCaffrey, Prof. Rhonda McEwen, Prof. Cosmin Munteanu, Prof. Jeremy Packer, Prof. Sarah Sharma, Prof. Alan Stanbridge, Ms. Susan Maltby, Ms. Rotem Anna Diamant, Ms. Ling Lam, Ms. Stephanie Pegg.

1) Call to order and acceptance of the Agenda
   Welcome and call to order from Prof. Leslie Shade.

2) Approval of the Minutes of November 26, 2015.
   Prof. Shade – The first order of business is to review the minutes of the previous meeting.

   MOTION: Prof. Kelly Lyons moved to approve the minutes, seconded by Prof. Siobhan Stevenson.
   Ms. Elisa Sze wanted to add a revision to page 6 of the minutes that for the summer construction, the Inforum collection will reside on the 13th floor and services on the 1st floor of Robarts Library.
   The majority were in favour, with one abstention, the motion was CARRIED.

3) Business arising from the Minutes
   No business arising.

4) Dean’s report
   Prof. Shade welcomed Dean Wendy Duff. Prof. Duff – Thanked everyone for the welcome.

   UTM party: Dean Duff – We are going to have a party with UTM have a bus to have faculty come out and meet the colleagues at UTM. Looking for a date sometime in March.

   Cycle of accreditation: We are going to be reviewed for accreditation next year. Every 7 years there is an accreditation review by the American Library Association (ALA). First we need to submit a plan on how we will write the self-study that is due the end of March 2016, the plan will document what’s already available out there. It will pull from a number of data sources, it is a very structured report and it breaks down into the categories to report on. As well we will pull together a committee for the plan and ask the MI students to send a representative. Can also report that Professor Linda C. Smith, Professor and Associate Dean for Academic Programs at the iSchool at Illinois, will be the Chair of our Accreditation Review Committee. The site visit is scheduled for March 27th to 28th of 2017. Normally there would be a Canadian Library Association member however it has been recently dissolved.
**Health Informatics Executive Program:** As you may know we provide some classes to the Health Informatics program. The Institute for Health Policy, Management, and Evaluation (IHPME) has developed a new Executive program that will be offered during the day on Fridays and Saturdays, it’s a two year program. And so we will begin to teach some of our courses in modular format.

**Archives Canada:** A partnership with a number of institutions, been in a conversation in some places at the University level and they have many partnerships and with the UTL with digitization. Dean Duff attended a meeting with the Mr. Larry Alford, Chief Librarian, UTL and Archives Canada to discuss future projects.

**CARL Conference:** The Deans and Directors of iSchool’s met at the CARL conference and discussed different ways to collaborate. One of the things that the academic librarian reported on was that often when enrolled in the research methods course as a Master student it appears it is not that apparent how useful it will be, but once in the field is has proved invaluable when working. So thought the student’s might be interested to note that finding.

**Ontario Library Association (OLA) Alumni Event:** This was an amazing event, tremendous thanks to Ms. Kathleen O’Brien and the Alumni for organizing a fantastic event. A big thanks as well to Ms Petrovic who was also there to help the students and coach them on networking.

**Gender Neutral Washrooms (Mr. Glenn Cumming):** The issue was raised by two students and they have been working with the Dean and Chief Administrative Officer to pursue the project. The gender neutral washroom issue touches on accessible washrooms as well. It is possible, although not necessarily a sure thing, that we might be able to convert some of the washrooms in Bissell to not only gender neutral washrooms but also accessible washrooms. The ability to create accessible washrooms out of this exercise will be determined by whether existing washroom entrances will allow wheel chairs to enter the washroom and make the turn into the proper area of the washroom. Funding for this work will be largely, if not totally, paid out of centrally-sourced funds. The Dean will be asked to approve this project before work commences.

**Council Committees’ reports**

**Executive Committee**

Prof. Leslie Shade – The Executive Committee met on February 3, 2016 to review the Faculty Bylaws and Constitution, the committee also invited Prof. Cara Krmpotich, Chair of the Information Services Committee and Prof. Kelly Lyons, Associate Dean Academic and Chair of Programs to attend. The committee have reviewed the Bylaws and are making the following recommendation to Council.

**Recommendation No. 9:** To recommend that the Information Services Committee be dissolved, that the head of the Inforum provide a report to each Faculty Council meeting, that the Faculty website be handled by the Dean’s Office, and that the Constitution and Bylaws be amended to reflect this change (Article 2, Sec. 4).

Discussion. Prof. Krmpotich – The Information Services Committee met on Oct. 28th, to discuss how the Information Services Committee functions, as it helped and directed three areas, the Inforum library, Information Technology services and the website. Because Information Technology services are being managed centrally, we can’t provide direction through a committee. In terms of the Inforum, the ISC evaluated that it was unusual to make
suggestions to the department itself and felt the librarians are very qualified to provide advice
when needed. Talking with Ms. Lari Langford, Director of Information Services, she raised the
point that Academic libraries very often have some form of advisory body. Regarding the
website the recommendation is that there is the need to resolve the website problem soon, that
there has been enough discussion, and this cannot be done in house. We thought the model of
the renovations wherein a smaller committee can be struck and put to tender, is the way
forward, and that this doesn’t need to be the Information Services Committee.

Please provide any feedback on recommendation no. 9 by March 1st to Council Chair Prof.
Leslie Shade. It will be voted on at the next Council meeting.

Prof. Shade – Coming out of the Nov. 26, 2015 meeting there were a series of
recommendations that were made to Council that there is the need to vote on and were also a
topic of discussion at the Feb. 3, 2016 Executive meeting.

**Recommendation No. 1:** To remove the iSchool Institute Director as a voting member of the
Information Services Committee.

**MOTION:** Prof. David Phillips moved to accept executive recommendation No. 1, Prof. Cara
Krmpotich seconded the motion, all were in favour and the motion CARRIED.

**Recommendation No. 2:** To replace the member Director of Student Services with Assistant Dean,
Registrarial and Student Services on the following Committees of Council: Awards Committee,
Committee on Standing, Information Services Committee, Programs Committee, Recruitment and
Admissions Committees.

**MOTION:** Prof. Matt Ratto moved to accept executive recommendation No. 2, Dean Wendy
Duff seconded the motion, all were in favour and the motion CARRIED.

**Recommendation No. 3:** To increase the membership of the Awards Committee. To revise Article
2, Sec. 2, subsection a) from two full-time regular members of the Teaching Staff with at least one
holding professorial rank; to three full-time regular members of the Teaching Staff with at least two
holding professorial rank;

**MOTION:** Prof. David Phillips moved to accept executive recommendation No. 3, Prof. Kelly
Lyons seconded the motion, all were in favour and the motion CARRIED.

**Recommendation No. 4:** To revise the mandate of the Awards Committee as follows: To revise
Article 2, Sec. 2, subsection 4.) 4. Oversee annual awards event(s) that recognize outstanding student
achievement; and to promote the discovery and applications of internal and external awards for alumni,
faculty, staff and students; and

**MOTION:** Prof. Kelly Lyons moved to accept executive recommendation No. 4, Dean Wendy
Duff seconded the motion, the majority were in favour, and there was one abstention, the motion CARRIED.

Prof. Matt Ratto – The term is ‘promote’ which is not to do, just make sure that activity is going
on, petition the Dean and others to make administrative resources. Prof. Brower – What about
something like a 3M teaching award support coming from Awards Committee? Prof. Ratto –
Perhaps if there are multiple candidates coming forwards, Awards could assist with evaluating but not with preparing the submissions for awards per se.

**Recommendation No. 5:** To remove the Professional Librarian from the Awards Committee membership.

**MOTION:** Dean Wendy Duff moved to accept executive recommendation No. 5, Ms. Lari Langford seconded the motion, and all were in favour and the motion CARRIED.

**Recommendation No. 6:** Remove the SGS Dean's Representative for all committees of Council.

**MOTION:** Prof. Siobhan Stevenson moved to accept executive recommendation No. 6, Mr Chris Hogendoorn seconded the motion, all were in favour and the motion CARRIED.

**Recommendation No. 7:** To revise the mandate of the Program Committee as follows: To revise Article 2, Sec. 5, subsection b) point 8.) 8. For each degree program of the Faculty, either in the Committee as a whole or in a subcommittee established for that purpose, oversee the operations, and procedures, accreditation and review of such degree program.

Discussion. Prof. David Phillips – The motion was discussed at length in both the Programs and Executive Committees and ultimately it was decided to recommend against supporting the motion. That is because it was felt that the actual procedures and administration of these accreditation processes are best done elsewhere. Dean Duff – Mentioned that it was also within the Faculty of Information Constitution to create a Special Committee of Council, perhaps not this year, maybe next year.

**MOTION:** Prof. David Phillips moved to accept executive recommendation No. 7, Dean Wendy Duff seconded the motion, all were opposed and the motion was DEFEATED.

**Recommendation No. 8:** Replace the Provostial policy cited from Policy on Interdisciplinary Education and Research Planning (2007) to the revised policy, University of Toronto Guidelines for Extra-Departmental Units (January 2015) in Article 2, Section 2, Subsection O).

**MOTION:** Ms. Chelsea Misquith moved to accept executive recommendation No. 8, Prof. Cara Krmpotich seconded the motion, the majority were in favour, one member abstained and the motion CARRIED.

b) **Standing Committees**

Awards Committee

Prof. Ratto - Thanks to Ms. Brown for her tremendous guidance, CGS-M went out today and we submitted the top 5 +1. One doctoral student nominated for Adel S. Sedra Award, nominated didn’t win but an excellent candidate nonetheless. One professor will be nominated for the JJ Berry Doctoral Supervision Award. This is a sign of the ongoing and active promotion of all times of awards as part of the ongoing activity of the Awards Committee.

Committee on Standing

Prof. Lyons – It’s been a busy couple of meetings, we approved 5 course work extensions, 2 late withdrawals, supported one request for a 2nd course work extension and denied one course work extension. We have also approved to Qualifying Exam Committees (Mr. Zia Babar, Mr.
Vik Pant) and two Doctoral Thesis Committees and Thesis Titles (Mr. Matthew Bouchard, Mr. Hervé St. Louis).

**Information Services Committee**
Prof. Krmpotich – Fairly summarized in the Executive report. Can provide an update on the renovations. We recognized that we needed to create a broader communication strategy, so have been working with Mr. Glenn Cumming, Ms. Kathleen O'Brien, Mr. Glen Menzies, and Ms. Barb Brown on communications, both regular and multimedia to reach the different members of our community and to keep everyone informed.

**Programs Committee**
Prof. Lyons – It has been very active in the Program Committee. Some of the highlights include posting the updated guidelines for course evaluations. The approval of a new shared course with Music, likely to be offered in 2016-17 and removing INF 3007Y and 3008Y as required courses in the doctoral program.

**Recruitment and Admissions**
**Master's Recruitment and Admissions Committee (M-RAC)**
Prof. Hartel asked Ms. Barb Brown to speak on the committees behalf. Ms. Brown – Had a really great event, ran concurrent events, one for students interested in the Master of Information and one for prospective students interested in the Master of Museum Studies. We saw a spike of applications afterwards. Kudos to all our staff, and students who participated. We look forward to February 27th Meet and Greet. We are reaching out at UTM and UTSC. Making Feb. 27th a very special day, one general and one for specific UofT. Will be implementing a new format, when students come if they are A- and above, they give us ROSI permission to look at their grades, allow a fast track. They can come back within a week. Meet with the Dean, bring their CV. A quick understanding of how they can present themselves. It will be a normal Information Day session but with an alternate approach. Ms. Brown – Seeing more paid applications are more indicative, we are up MI 90 (218 to 306), MS (94 to 153), significant advancements being made.

**Doctoral Recruitment and Admissions (P-RAC)**
Prof. Shade noted that Prof. MacNeil, Director of the PhD Program had sent regrets for the meeting. Ms. Barb Brown presented that the committee was underway in reviewing 25 domestic applications for the PhD program, 48 applications in total.

5) **Reports from Institutes**
**Digital Curation Institute (DCI)**
Prof. Becker – Pleased to announce a 7 year, yearly Marshall McLuhan Centenary Fellowship in Digital Curation, putting together information on that and thanked the Coach House Executive Committee.

7) **Other reports**
**Careers**
Ms. Petrovic reported that she and Professor Stevenson were very busy working on the Co-op program.

**Communications and Alumni Relations**
Ms. Kathleen O’Brien has sent regrets. The report is included in the package.
Development and Advancement Initiatives
Prof. Shade – Reported that Ms. Audrey Johnson had provided a final report and members were so grateful for her contributions to the Faculty, and to welcome Ms. Robin Kester back in mid-February from leave. Prof. Stevenson noted that she would be meeting with Ms. Johnson on the UNESCO initiative the following week to shortlist the candidates.

8) iSchool Students
MISC
Mr. Christopher Hogendoorn – A lot of activity in MISC.

i.) Firstly thanks to everyone the iBall was a very successful and well attended event.

ii.) MISC has decided to open the 7th floor lounge to ICCIT student from Mississauga. Prof. Wensley – Thank you for doing this, it is wonderful for the students to have a home downtown.

iii.) After much thought and consultation, MISC have decided to remove the class rep structure and to instead of students liaise with our Academic Affairs Committee Chair. The message was getting lost and students were largely bypassing class reps and going directly to the President and Vice-President.

iv.) Coffee Chats with Ms. Barb Brown are very successful and another way to connect with the administration.

MUSSA

i.) Ms. Dylan Dammerman - Like in MISC, MUSSA will also be evaluating value of class rep system. A much smaller program, may be easier to access Program Director and Instructors directly.

ii.) Bringing back to students the importance of constructive criticism on course evaluations.

iii.) May be abandoning student survey, hasn’t worked as effectively as would like.

iv.) Reporting on a great holiday part and a great trip to Niagara region with a tour of 3 museums. Two more upcoming trip, Hamilton trip on the 19th, fully booked. Two museums. A trip in March, a go bus to visit PAMA, opening up to MISC. Peel Art Gallery Museum and Archives.

a.) DSA

i.) Mr. Allen Kempton – Hosted a mid-term party, it was well attended however encouraging more faculty members to please join.

ii.) Getting PhD research days thought and planned out. Having met with the Prof. Heather MacNeil and talked about the format PhD research days. Lightning talks instead of posters. Submission deadline Jan. 29th. Getting a keynote speaker right now. We are inquiring now to speakers including Prof. Grieg de Peuter from Wilfred Laurier in the Department of Communication Studies.

iii.) DSA reports that they are supportive re: removing of INF 3007Y and INF 3008Y in colloquia.

iv.) Forum Fridays has made a return with Prof. Rhonda McEwen.

9) iSchool Alumni

Ms. Henshilwood – Echoing the comments of the students, the OLA evening event at Baton Rouge was great and well attended, thanks to Dean Wendy Duff and Ms. Kathleen O’Brien, the students and others who participated to make the event so successful.

10) Other Business

11) i. Truth and Reconciliation Committee.

Ms. Dammerman – The iSchool Truth and Reconciliation met and took suggestions and it was a very constructive meeting. Prof. Krmpotich outlined a lot of areas for realignment for priorities and will speak to those at a future meeting. One of the proposals that the Dean is supporting is a $500 a
year decanal fund. Additionally Dean Duff has submitted the names of two faculty members in the hopes that they can serve on the University wide Truth and Reconciliation Committee.

**MOTION:** Motion to accept the recommendations outlined in the report and to encourage the faculty to move on the recommendations. The motion was moved by Mr Chris Hogendoorn and seconded by Prof. Siobhan Stevenson.

Discussion on the motion. Prof. Phillips – How do we really ensure this actually happens. Prof. Stevenson – For example with student learning outcomes. Prof. Brower – We are already incorporating more talks by Aboriginal scholars. Prof. Phillips – Recommended having each committee of council report on how it was undertaking to implement these proposals. Prof. Stevenson – Also stressed needing to pursue a stronger recruitment strategy as well.

**FRIENDLY AMENDMENT TO THE MOTION:** That the committees of council are asked to consider the faculty’s commitment specified in this report and to report on how they can address those commitments. Prof. David Phillips moved the friendly amendment, and Mr Christopher Hogendoorn accepted. All were in favour and the amended motion was CARRIED.

ii. **Public Library Leaders Fellowship Program (PLLF)** – Ms. Rebecca Raven – Happy to report on the PLLF program; it is offered as a continuing education program, through the iSchool. Recently had the graduation of the last class, Dean Wendy Duff, Associate Dean Academic Kelly Lyons and Mr Glenn Cumming all were in attendance at the ceremony. There are currently 19 new students in the program. We hope it will become accepted as a preferred requirement for senior positions in the field. In the process of evaluating the second cohort. Producing a report that will come here in advance of gaining support for a third cohort. If all goes well will launch a third cohort in September 2016. Getting the word out.

12) **Question period**
   No questions.

13) **Announcements**
   Prof. Shade noted that the April 14th, 2016 Faculty Council meeting may move up to Thurs. March 17th, 2016, based on moving some business that requires Council approval that has a March deadline.

14) **Adjournment**
   Prof. Eric Yu motioned to adjourn the meeting.
Executive Committee 2015-2016 Meeting #2

University of Toronto
Faculty of Information
February 3, 1:00pm-2:30pm
Room 212 (DCR), Bissell Building

Attendees: Prof. Leslie Shade, Chair, of Council, Dean Wendy Duff, Mr. Christopher Hogendoorn, MISC President, Ms. Dylan Dammermann, MUSSA President, Mr. Harrison Smith, DSA President, Ms. Nalini Singh, Professional Librarian, Dr. Nadia Caidi, Professor, Dr. David Phillips, Professor, Dr. Matt Ratto, Professor.

Guests: Dr. Cara Krmpotich, Professor and Chair of ISC; Dr. Kelly Lyons, Professor and Chair of Programs and Committee on Standing

The Executive Committee met on February 3, 2016 to review and discuss the Bylaws and Constitution of the Faculty of Information.

The Executive Committee has reviewed the Bylaws of the Faculty of Information and is making the following recommendations to Council:

**Recommendation No. 9:** To recommend that the Information Services Committee be dissolved, that the head of the Inforum provide a report to each Faculty Council meeting, that the Faculty website be handled by the Dean's Office, and that the Constitution and Bylaws be amended to reflect this change. (Article 2, Sec. 4).
Awards Committee

University of Toronto
Faculty of Information

Report to council – March 2016

Prior to the Mar 24 meeting Barbara Brown, Assistant Dean, Registrarial & Student Services, presented us with a document outlining the eligible students for the following awards:

1. RUTH CORNER AWARD (value $4,000)

2. ETHEL AUSTER DOCTORAL STUDENT AWARD  (value $6670 scholarship; $3330 bursary based upon financial need)

3. HBC AWARD (2 awards, each valued at $4475)

The committee chose awardees for all awards. These will be announced soon.

We also received application materials for OGS awards for incoming and current Master’s and PhD students. 9 students were chosen to send forward. Announcements will follow OGS scheduling.

For any questions, please contact Award Chair, matt.ratto@utoronto.ca
Faculty of Information Committee on Standing Report – March 30, 2016

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

- **Since the last meeting of Council, the Committee on Standing has:**
  Approved one late withdrawal request and denied one first course work extension.

- **The Committee on Standing approved the Qualifying Examination Committee (QEC) for Mr. Jack Jamieson as follows:**

  QE Committee:
  Prof. Rhonda McEwen (Supervisor),
  Prof. Prof. Nicole Cohen (Member),
  Prof. Prof. Matt Ratto (Member).
I am unable to attend Faculty Council today as it coincides with a Conference presentation I am giving in Vancouver. I am thankful to Lari Langford for representing ISC at Council.

Since the ISC made its recommendation to Faculty Council to dissolve ISC as a Committee of Council, we have not met. One meeting was cancelled due to a number of absences from members; another was cancelled by the Dean to enable participation in a Faculty retreat. I appreciate this has created some challenges for the Student Councils, given the election cycle. I appreciate their flexibility and patience as the Faculty moves forward, and trust that the Fall election cycle can help align student council structures with Faculty Council structures.

In many ways, ISC is awaiting to hear the decision of Faculty Council at the March 30th meeting so the Committee knows how best to proceed.

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As Chair of the Renovation Committees, reporting through ISC, I can also update Council on the “iReno 2016.” The renovation project is currently out for tender, and we will learn the results of bidding on March 29th, 2016. The successful contractor will begin April 15th.

I would like to thank Kathleen O’Brien for her efforts to develop a communications strategy for the iReno. This is to help with a co-ordinated effort, to maximize consistency and clarity of information. There is now an iReno website with periodic updates, FAQs, and key information: http://current.ischool.utoronto.ca/node/17514

Key dates: April 1st: last day to access Inforum resources within the Inforum itself. Materials and people will be moved to Robarts over the weekend of April 2/3, so services can resume on Monday April 4th.

Careers Officer, Isidora Petrovic, will be relocating to Room 616 for the duration of the Renovation.

April 7th: end-of-term iTea, the “Possibil-i-Tea” in our vacant Inforum!

April 18th: Demolition likely to begin (it will be loud in the building).

Other important information: Access to the 7th floor, including the Student Lounge, will be maintained throughout the Renovation. One elevator will need to be dedicated to the workers; the other elevator will be available for iSchool use. The iSchool’s Convocation Reception will be held in Desautels Hall, Rotman Business School.

I would also like to thank Glenn Cumming, Lari Langford, and Glen Menzies for the hours, hours, and more hours, spent with plans, architects, designers, consultants.

Respectfully submitted,
Prof Cara Krmpotich
Chair, ISC
The Programs Committee has been very busy since the last Council meeting. The following items were approved in the Programs Committee and are brought to the Faculty Council for information:

- Revised policy for PhD Qualifying Exam and revised Policy for the PhD Proposal: These changes are to clarify the processes, to give a sense of the different assessment categories and to tighten up timelines in the process.
- Clean up of Museum Studies List of Courses:
  - Drop MSL 1100H Museology and Theory
  - Drop MSL 2371H Museums and Cultural Heritage II: Society, Responsibility, and Cultural Change
  - Name change: from MSL 2370H Museums and Cultural Heritage I: Context & Critical Issues to MSL 2370H Museums and Cultural Heritage: Context & Critical Issues
  - Change in description for MSL 2000H Curatorial Practice
- Minor Modification: Change in required courses in the Culture and Technology (C&T) Concentration:
  - Remove Research Methods and the Reading course as required course
  - Add INF 2243H Critical Histories of Information and Communication Technologies as a required course
  - Add either INF 2331H Future of the Book or INF 2320H Remix Culture as a required course
- Minor Modification: Change in the required courses in the General Program Option:
  - Replace INF 1002H Representation, Organization, Classification and Meaning-Making with Research Methods INF 1240H
- New course (transition from special topics course which has been taught two times to a regular course): Trusting Records (Heather MacNeil)
- New course proposal: Special topics course: Culture, Technology, and Foucault (Jeremy Packer)
- New course proposal: Workplace Integrated Learning which will become a required course for the Co-op option, replacing the 0.25 credit/non-credit 9 module course.

The following items were approved unanimously at the Programs Committee and are being brought forward to the Faculty Council for approval (see accompanying Major Modification Forms):

- Major Modification: Change the name of the Knowledge Media Design (KMD) Concentration to User Experience Design (UXD) and make the following changes to the required courses:
  - The current program requirements of the Knowledge Media Design (to be renamed User Experience Design) concentration are:
    - KMD 1001H
    - KMD 1002H
    - KMD 2001H
    - INF 1601Y
  - The proposed changes are:
- Remove KMD1002H as a Required Course  
- Add INF2170H Information Architecture (an existing course) as a Required Course  
- Add INFxxxxH Interface Design (a new course) as a Required Course: In this expertise-building course, students will learn interface design principles.  
- Replace the required capstone course INF1601Y KMD Capstone Project with a new half course INFxxxxH Representing UX that provides students with experience with the tools and techniques used in user experience design to understand the user experiences.  
- Replace KMD2001H Human-Centred Design with INF2169H User-Centred Information Systems Development: These are currently the same courses with different designations. It makes more sense to use the INF course for an Information concentration.

**Major Modification:** New Program Delivery Model for the Information Systems and Design (ISD) Concentration:  
- We propose the addition of a second delivery mode option for the full time program that will be offered in a modular format.  
- The “Executive Delivery Option” is intended for full time working professionals who seek a relevant graduate credential in information systems and design. With the support of their employer (in the form of a modified work schedule and ability to conduct a supervised workplace project), a student admitted to the ISD Executive Option (ISD-E) would complete the MI degree requirements in a modular evening/weekend delivery format across 6 sessions (F, W, S, F, W, S) and complete a 1.0 FCE course (INF XXXX Work Placement Project) that would result in a project designed with the support of their work supervisor that would be delivered in their current place of employment. This would create two distinct program delivery options for the full time MI program’s ISD concentration, which will meet the program delivery needs of two very different full time student cohorts. The course content remains unchanged; all program requirements (8.0 FCE) and learning outcomes remain the same (with the exception of the additional requirement of a 1.0 FCE INF XXXX Work Placement Project).
University of Toronto
Major Modification Proposal: Significant Modifications to Existing Graduate and Undergraduate Programs

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

Program being modified:
(Please specify exactly what program and which components of that are being modified, E.g., BA ... Specialist, Major, and Minor components.)
Information, Master of Information (MI)

Proposed Major Modification:
Renaming the Knowledge Media Design (KMD) concentration to User Experience Design (UXD); changing program requirements of the same concentration

Department / Unit (if applicable):
Faculty of Information

Faculty / Academic Division:
Same as above

Dean’s Office contact:
Kelly Lyons, Associate Dean, Academic and Associate Professor Faculty of Information University of Toronto, (416) 946 3839

Proponent:
Same as above

Version Date: (please change as you edit proposal)
March 23, 2016

1 Summary

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

The Faculty of Information proposes to change the name of the Knowledge Media Design (KMD) Concentration to User Experience Design (UXD) and make changes to 2.0 of the 2.5 FCE required courses to better reflect an orientation in the concentration toward professional practice and to enable co-op students to participate in the concentration. The changes ensure the concentration is more relevant and appropriate for the Faculty’s professional Master of Information program and that the knowledge the students gain can be
put into practice upon graduation or in workplace or client engagements during their program.

2 Effective Date

September 2016

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

The overall academic goals of these changes are to better situate our existing user/media design-focused concentration within the current information profession landscape. The proposed changes will better align the concentration with our program goals of being “a research-led faculty, educating the next generation of academic and professional leaders in information, who join us in transforming society through collaboration, innovation, and knowledge creation”. Specifically, the changes will ensure that our design-focused concentration satisfies the following program goal: “to address changes in society, in the marketplace, and in technology by producing graduates who can deliver intellectual and professional leadership in key areas essential to our globalizing knowledge societies”. (see: http://current.ischool.utoronto.ca/system/files/user/108/mi_degree_program_goals_2014.pdf)

There are two changes being proposed:

1) Change in the name of the concentration: The current name of the concentration is Knowledge Media Design (KMD). Since we also have a Knowledge Media Design Institute (KMDI) and a KMD collaborative program there has been confusion about the difference between the concentration and the collaborative program. The institute (Knowledge Media Design Institute) and the accompanying collaborative program (Knowledge Media Design Collaborative Program -- CP) have a long history at the University of Toronto. The Knowledge Media Design name is appropriate for these historical entities and will remain the names of the Institute and the CP. However, for the Faculty of Information concentration, User Experience Design (UXD) is a more common term recognizable to prospective students and prospective employers. User experience design is defined (in Wikipedia) as: “User experience design encompasses traditional human–computer interaction (HCI) design, and extends it by addressing all aspects of a product or service as perceived by users.” The term “user experience” is commonly used in information school. The University of Western Ontario’s Master of Library and Information Science offers a course called “LIS 9706 User Experience Research” which “offers an overview of models and theories of how users interact with
information technology.” The University of Ottawa Faculty of Information offers a course called “ISI6342 Web Architecture and Technologies” that looks at “evaluation of the user experience” in website design and management specifically. The University of Michigan Faculty of Information states that some of their graduates are user-experience researchers and interaction designers. Other terms used to describe the profession of design in this context are: human-computer interaction, user interface design, participatory design, and user-centred design. Human-computer interaction is more frequently studied within computer science. User interface design is often used interchangeably with user experience design (both “user interface designer” and “user experience designer” are popular titles on LinkedIn) but user experience design is considered broader than design of a technology interface and is more appropriately studied in a Faculty of Information. Participatory design and user-centred design describe mechanisms for designing systems experienced by users but are considered more-narrow in scope than user experience design.

2) **Change in the required courses for the concentration:**

The general goals and outcomes for the concentration remain the same and the number of required courses remain the same but the UXD concentration will put slightly more of an emphasis on the professional aspects of design and slightly less emphasis on the scholarly aspects of design (as is the case with the current required courses in the KMD concentration) while retaining the academic rigour and research components of the Faculty of Information Master of Information. This change ensures the concentration is more relevant and appropriate for the Faculty’s professional Master of Information program and that the knowledge and outcomes the students gain can be put into practice upon graduation or in workplace or client engagements during their program.

Furthermore, there is a conflict in the requirements of the current KMD concentration with the more-recently introduced co-op option that was implemented in September 2015. Currently students in the co-op option are not able to take the KMD concentration because their work term takes place in the summer and fall terms of their second year and the INF1601Y KMD Capstone course takes place in the fall and winter terms of a student’s second year. To enable co-op students to take the KMD (UXD) concentration, the capstone course will be replaced with a half course that covers the material in the first half of the capstone and enable students to (optionally) satisfy the second part of the capstone (working with a client organization) through other workplace options including a co-op term.
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.**

The current program requirements of the Knowledge Media Design (to be renamed User Experience Design) concentration are:

- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (KMD 1001H, KMD 1002H, KMD 2001H, and INF 1601Y)
- 5.0 elective FCEs or
- co-op (1.0 FCE) plus 4.0 elective FCEs or;
- thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

The academic changes discussed above will be reflected in a change in the 2.5 required FCEs. Specifically the changes will be:

a) **Remove KMD1002H as a Required Course:** Currently, KMD1002H Applications in Knowledge Media explores the definition and implications of Knowledge Media Design through a seminar format, guided largely by the research interests of seminar participants. This course takes a more scholarly and research approach to design.

b) **Add INF2170H Information Architecture (an existing course) as a Required Course:** In this course students learn how to structure online content to support effective information use and develop design skills related to structure of content.

c) **Add INFxxxxH Interface Design (a new course) as a Required Course:** In this expertise-building course, students will learn interface design principles.

d) **Replace the required capstone course INF1601Y KMD Capstone Project with a new half course INFxxxxH Representing UX** that provides students with experience with the tools and techniques used in user experience design to understand the user experiences.

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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.
e) **Replace KMD2001H Human-Centred Design with INF2169H User-Centred Information Systems Development:** These are currently the same courses with different designations. It makes more sense to use the INF course for an Information concentration.

Non-coop students wishing to put their learning into practice may elect to participate in a workplace or client engagement through one of: INF2173H Information Professional Practicum; or KMD2002H Technologies for Knowledge Media in which students design technologies for knowledge media with a client organization. These would be recommended electives in the UXD concentration. Students in the coop option will put their learning into practice through their coop placement.

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**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*

Incoming students will be able to better differentiate between the UXD concentration and the KMDI Collaborative Program. Continuing students in the KMD Concentration will have the option to graduate under the current (KMD concentration) and its requirements or the UXD concentration and its requirements.

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**6 Consultation**

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

The change may affect the Collaborative Program in Knowledge Media Design because KMD 1002H associated with that collaborative program will no longer be a required course for the concentration. However, it may be selected as an elective by students in the concentration and it remains a required course in the Collaborative Program. Furthermore, KMD 2002H will become a recommended elective for this concentration. This may impact the enrolment in KMD 1002H. We have consulted with the Director of the Collaborative Program and the KMDI and he does not have any concerns about the changes.

Consultations with students and faculty has taken place through our Programs Committee and in faculty meetings as well as with specific members of the faculty in individual meetings. Student representatives on the Programs Committee have further consulted with their student groups and students currently in the Knowledge Media Design concentration were enthusiastic about the proposed changes. We also met with industry partners and potential
employers (IBM, Microsoft, and RBC) to get their input on the change. All we spoke to were positive about the name change and the general direction of the concentration changes.

We have also consulted with the Dean of UTSC and the Dean at UTM as well as the Chair of MIE if they have any thoughts or concerns about the name User Experience Design (UXD) and they did not.

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 (e.g. 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.

This is a name change and change in required courses. As such, there are no additional resources required; however, in addition to the use of existing resources, we have received funding and approval to advertise and hire someone as a Contract-Limited Term Appointment (CLTA). This person (once hired) will teach in the Faculty of Information and in the KMD Collaborative Program and so will be able to teach courses in this concentration.

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>
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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, and Degree Level Expectations

- Address how the design, structure, requirements and delivery of the program support the program learning outcomes and degree level expectations

<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>
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</thead>
<tbody>
<tr>
<td><strong>EXPECTATIONS:</strong></td>
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<tr>
<td>This Master of Information is awarded to students who have demonstrated:</td>
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<tr>
<td>1. Depth and Breadth of Knowledge</td>
<td>Depth and breadth of knowledge is defined in Master of Information as understanding and being conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines.</td>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge for the UXD concentration are:</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>
<td>This is reflected in students who are able to:</td>
<td>Required 2.5 FCEs (KMD 1002H, INF2170H, INFxxxxH, INFxxxxH, and INF 2169H course work and the 0.5 core FCE (INF 1005H and 1006H)</td>
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<td>• understand the literature in their field and analyze and respond to changing information practices and needs of society.</td>
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<td>2. Research and Scholarship</td>
<td>Research and scholarship is defined in Master of Information as the ability to contribute through research and publication, to the continuous expansion and critical assessment of the body of knowledge underlying the information and archives sciences.</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship for the UXD concentration are:</td>
</tr>
<tr>
<td>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on</td>
<td>This is reflected in students who are able to:</td>
<td>Embedded in all courses</td>
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<td></td>
<td>• demonstrate a working comprehension of how established techniques of</td>
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March 30, 2016
<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>
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<tr>
<td>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>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>
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<td>3. Level of 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 user experience and its relationship to design is integral to the required courses.</td>
</tr>
<tr>
<td>4. Professional Capacity/Autonomy</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. Students continue in life-long intellectual growth beyond graduate.</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</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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<td>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>This is reflected in students who are able to:</td>
<td>especially in 1005/1006 Information Workshop</td>
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<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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Appendix B: SGS Calendar Copy with Changes Tracked

2015-16 SGS Calendar
Information
Faculty Affiliation
Information
Degree Programs

Information
MI
Concentrations:
Archives and Records Management
Critical Information Policy Studies
Culture and Technology
Information Systems and Design
Knowledge Management and Information Management
Knowledge Media Design
User Experience Design
Library and Information Science

Concurrent Registration Option (MI / MMSt)

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

Museum Studies
MMSt
Concurrent Registration Option (MMSt / MI)

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

Diploma Program
Information Studies
GDiplISt
Graduate Diploma of Advanced Study in Information Studies (a post-master’s diploma)

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

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

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

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

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

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

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

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

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

9. **Women's Health**  
   Information, MI  
   Information Studies, PhD

For more information, please visit [www.ischool.utoronto.ca](http://www.ischool.utoronto.ca).

**Overview**

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

The **Master of Information** 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.

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

Degree Programs
Information

Master of Information

- The Faculty of Information offers two pathways to complete the Master of Information (MI) program:
  - **concentration pathway**: students choose one or two of seven concentrations 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, 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
Concurrent Registration Option (CRO)

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

Program Requirements

- The minimum requirement is completion of 8.0 FCEs, regardless of pathway or option therein.
- All students must successfully complete all degree requirements as outlined for either the concentration pathway or for the general program pathway.
- The Faculty 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. Knowledge Media Design/ 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).
    - Five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course.
    - Plus 10 additional elective half courses (5.0 FCEs total).

  - **Concentration-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); note: the Knowledge Media Design concentration requires three half courses and one full course.
    - 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); note: the Knowledge Media Design concentration requires three half courses and one full course.
    - Two 12-week co-op courses (1.0 FCE total).
    - 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
co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

**Concentration: Critical Information Policy Studies (CIPS)**
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1001H, INF 2181H, INF 2198H, INF 2240H, and INF 2242H)
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

**Concentration: Culture and Technology (C&T)**
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1240H, INF 1501H, INF 1502H, INF 2010H, and INF 2241H)
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

**Concentration: Information Systems and Design (IS&D)**
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H)
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 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) plus 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: Knowledge Media Design (KMD) User Experience Design (UXD)**
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (KMD 1001H, KMD 1002H, INF2170H, INFxxxxH, INFxxxxH, and KMD 2001H INF 2169H, and INF-1601Y)
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

**Concentration: Library and Information Science (LIS)**
- 0.5 core FCE (INF 1005H and 1006H)
- 2.5 required FCEs (INF 1230H, INF 1240H, INF 1300H, INF 1310H, and INF 1320H)
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

**General Program Pathway (No Concentrations)**

**Coursework Option**
- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H).
- 6.0 elective FCEs.
- Students choosing the coursework option must have their program of study approved by the Graduate Coordinator.

**Thesis Option**
- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H)
- 0.5 required FCE consisting of one research methods half course appropriate to the student’s program of study with a final grade of at least A-
- 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 only: 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
## University of Toronto
Major Modification Proposal: Significant Modifications to Existing Graduate and Undergraduate Programs

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

<table>
<thead>
<tr>
<th>Program being modified:</th>
<th>Master of Information, Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Major Modification:</td>
<td>New admission requirements, program requirements and Delivery Model for Information Systems and Design Concentration Executive Delivery</td>
</tr>
<tr>
<td>Department / Unit (if applicable):</td>
<td></td>
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<tr>
<td>Faculty / Academic Division:</td>
<td>Faculty of Information</td>
</tr>
<tr>
<td>Dean’s Office contact:</td>
<td>Wendy Duff</td>
</tr>
<tr>
<td>Proponent:</td>
<td>Kelly Lyons</td>
</tr>
<tr>
<td>Version Date: (please change as you edit proposal)</td>
<td>March 22, 2016</td>
</tr>
</tbody>
</table>

### 1 Summary

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

Since 2009, the 8 FCE complement of courses offered in the full time MI program’s Information Systems and Design (ISD) concentration have been delivered in regular weekly two or three hour sessions across 4 semesters (F, W, F, W) with the option to take courses in the summer term. This current delivery mode is designed for full time students who seek to enter the Information professions. Part time students can only complete 1.5 FCE each year, taking 5.5 years to complete the degree. We propose the addition of a second delivery mode option for the full time program that will be offered in a modular format. The “Executive Delivery Option” is intended for full time working professionals who seek a relevant graduate credential in information systems and design. With the support of their employer (in the form of a modified work schedule and ability to conduct a supervised workplace project), a student admitted to the ISD Executive Option (ISD-E) would complete the MI degree.
requirements in a modular evening/weekend delivery format across 6 sessions (F, W, S, F, W, S) and complete a 1.0 FCE course (INF XXXX Work Placement Project) that would result in a project designed with the support of their work supervisor that would be delivered in their current place of employment. This would create two distinct program delivery options for the full time MI program’s ISD concentration, which will meet the program delivery needs of two very different full time student cohorts. The course content remains unchanged; all program requirements (8.0 FCE) and learning outcomes remain the same (with the exception of the additional requirement of a 1.0 FCE INF XXXX Work Placement Project).

2 Effective Date

September 2016

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

The current delivery format of the full time MI program’s ISD concentration appeals to individuals who are currently not employed and wish to develop a career as an information professional. These individuals are typically able to leave or defer employment and may a) have recently completed an undergraduate or graduate degree; or b) be changing fields or professions. Enrolment in our part-time option has dramatically decreased, since the number of courses students could complete is limited to one 1.5 FCEs per year.

By adding the modular “Executive” delivery option, the MI program’s ISD concentration seeks to provide individuals who are currently employed full time with the ability to complete the MI degree within two years while continuing employment. These individuals wish to continue employment and career movement, and require the MI degree with an Information Systems and Design concentration to move forward in leadership roles within their organizations. We will provide access to the alternative delivery option to individuals who are employed, are highly motivated to complete their degree in two years, and have the support of their employers. One of the five pillars of our strategic academic plan is to nurture leaders who contribute to enabling society to realize the positive social benefits that information makes possible. This new delivery model will enable us to reach mid-career professionals who aspire to leadership roles in their current workplace in the business sector.
We anticipate that this new program will attract 10-15 students in the first year, with a maximum of 30 students annually going forward. By reaching this new market of future students, we will be better able to meet our approved targets.

1. **Executive Application Fee & Tuition**

Students applying to the Executive Delivery option of the concentration must adhere to the procedures and regulations of the MI program. During the fifth (Winter) and sixth (Summer) sessions, students will be enrolled in the work placement course, further explained below in section “Executive Delivery Option Concentration Requirements” and in Appendix D.

1. **Executive Delivery Option Concentration Requirements**

All Master of Information students complete 8.0 FCEs to obtain the degree. The MI program is designed to be completed over two years (4 sessions full-time FW/FW) while the concentration pathway with co-op option is completed over two years (6 sessions FWS/FWS). In the existing delivery model of the ISD concentration, the course requirements can be taken as a concentration only, concentration with co-op or concentration with thesis option.

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) plus 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.

This proposal is for a concentration-only executive delivery model option that will be completed over two years (6 sessions full-time FWS/FWS) with the same course requirements as the concentration-only Information Systems and Design (ISD) concentration except it reduces the elective space from 5.0 FCE to 4.0 FCE and adds an additional required course: a 1.0 FCE Work Placement Project:

- **Concentration-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 and Design (ISD) concentration. The program requirements will be as follows:
  
  ø Two quarter-weight core courses (INF 1005H and 1006H) (0.5 FCE total).
  ø Five required half courses (INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H) (2.5 FCEs total).
  ø 1.0 FCE INF XXXX MI Work Placement project
• Plus eight additional elective half courses (4.0 FCEs).

INF XXXX MI Work Placement will be graded “credit/non-credit” and will appear on a student’s transcript. The CR/NCR will be assessed course instructor through an onsite visit or phone call, a mid-term report (500 words), a final report (1,000 words) and presentation, and an employer evaluation. See Appendix D for a more detailed description of this course.

(see Table 1 below)

4 Description of the Proposed Major Modification(s)

• Please describe in detail what changes are being proposed. Major modifications include changes to the program requirements that will significantly change what students will know and be able to do when they complete the program.
• Please be explicit about how the learning outcomes have changed and include either the both previous and proposed learning outcomes or one version of the current LOs with the new LO in track changes. You may wish to use Appendices A and B.
• Please provide Calendar copy either in track changes or as two separate documents in appendices C and D as applicable.¹

The change involves adding an option for the ISD concentration called the executive delivery option (ISD-E). The learning outcome changes are highlighted in Appendix A and B. The detailed changes are shown in the Calendar Entry in Appendix C (with track changes).

Applicants who choose the Executive Delivery Option for the ISD Concentration will be required to:

1) meet the following enhanced admission criteria (in addition to the requirements for those admitted to the regular program); applicants must:
   a) Be employed (minimum 2 years) full time (35 hours) within an area that requires interacting with the creation and design of information systems (ISD)
   b) Demonstrate the support of an executive sponsor from their place of employment who will commit the place of employment (in a reference letter) to provide supervision, support, and assurance of resources for the student to attend courses and complete a workplace project. This workplace project will take the form of a course with an instructor who will communicate and work with the workplace supervisor to support and assess the student’s project (see above and in Appendix D).
2) Attend classes during one evening per week as well as on rotational Fridays and Saturdays (approximately one rotation per month) during the day in the Fall and Winter

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.
in each of two years. In the summer, students will take at most two 0.5 FCE courses. While we envision most students will take elective courses on the Thursday evening, students may select elective courses Monday through Wednesday evening as well. As a result, students may have slightly less choice with regard to electives.

<table>
<thead>
<tr>
<th>IS&amp;D Concentration – Executive Delivery 8.0 FCE</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall, Year 1</strong></td>
</tr>
<tr>
<td>INF 1340</td>
</tr>
<tr>
<td><strong>Total FCE:</strong></td>
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<tr>
<td><strong>8.0</strong></td>
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</tbody>
</table>

Table 1: Path through the Concentration Option: Executive Delivery (in Information Systems and Design)

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
We expect no negative impact or change for continuing students. Continuing students may have the option to take courses within the ISD-E option as long as the total cohort remains under 30 students (i.e. the maximum size we envision for the ISD-E, as mentioned above).

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

In developing this proposal, the Executive Delivery Concentration Committee consulted widely with stakeholders. The Committee discussed the concentration with the MI student representatives, faculty members, employers, and the alumni association. Clarification was provided to students regarding the relationship between this delivery option and current delivery models and that clarification is reflected in this proposal. Through informal and formal discussions with organizations such as RBC, IBM, UTL, and City of Toronto, we determined there was strong support for this ISD delivery option.

The proposal was discussed at a Faculty meeting and was reviewed by the Programs committee (with student representation) as well as a Working Group on the Curriculum. The option was approved at the Faculty Council.

Consultation was also held in February with HPME in relation to their Executive MHI Program. HPME felt this option was a worthwhile complement to their Executive MHI program. Additional input from their administration helped us shape this proposal.

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.

Faculty Resources:

The Provost has approved hiring a tenure-track iSchool faculty member who will teach some of the courses in the Executive Delivery Option. Full time faculty will also teach in the Executive Delivery Option as part of their regular teaching load.
Resources to teach:

a) new sections and/or delivery models for five current INF required half courses (INF 1340, INF 1341, INF 1342, INF 1343 and INF 2177);

b) new sections and/or deliver models for 3 current INF courses to be offered as electives;

c) faculty resources to develop and manage communication for the new work placement project course.

We are currently committed to delivering modular courses of INF 1341 and INF 2183 for the MHI program.

Space:

Class space for the ISD concentration Executive option will be booked on Fridays and Saturdays, and is available in the Bissell Building. Regular MI students do not have classes on Friday or Saturday. Additionally, the 4 courses offered on Thursday evenings will be shared with students in the regular MI program, and will therefore result in larger class sizes or additional sections. Increased TA or instructor resources may be acquired to accommodate the incoming students.

Budget:

Students admitted to the Executive Delivery Concentration must adhere to the procedures and regulations of the concentration, and are required to pay a $125 executive option application fee.

Enrollment/Admissions:

With an additional set of criteria required for admission to the ISD-E option (i.e., employment and executive sponsor for the project), some adaptation of the MI Admission Protocol will be implemented. This will include confirmation of full time employment, a statement of support by the work sponsor, etc.

8 UTQAP Process

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

- Address how the design, structure, requirements and delivery of the program support the program learning outcomes and degree level expectations
- Appendix A is a table outlining the overall learning outcomes for the MI and indicating how the MI supports students in achieving the learning outcomes.

<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><strong>EXPECTATIONS:</strong></td>
<td></td>
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<tr>
<td>This Master of Information is awarded to students who have demonstrated:</td>
<td></td>
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</tr>
<tr>
<td><strong>1. Depth and Breadth of Knowledge</strong></td>
<td>Depth and breadth of knowledge is defined in Master of Information as understanding and being conversant with fundamental concepts, theories, practices, and the diverse horizons of information disciplines. This is reflected in students who are able to:</td>
<td>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: Required 2.5 FCE course work in each of the 7 concentrations and two 0.25 (total 0.5) core courses (INF 1005 and INF 1006) and the 2.0 FCE (INF, 1001, 1002, 1003, 1005, 1006) core courses in the general program pathway</td>
</tr>
<tr>
<td>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.</td>
<td>• understand the literature in their field and analyze and respond to changing information practices and needs of society.</td>
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<tr>
<td><strong>2. Research and Scholarship</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:</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>
</tr>
<tr>
<td>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and</td>
<td>• demonstrate a working comprehension of how established techniques of research and inquiry are used to create and interpret</td>
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<tr>
<td>judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</td>
<td>knowledge in the study of information; • critically evaluate current research and scholarship in the study of information and in related areas of professional competence. • build on established principles and techniques from the study of information to treat complex issues</td>
<td>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are: Required 2.5 FCE course work in each of the 7 concentrations and two 0.25 (total 0.5) core courses (INF 1005 &amp; 1006). Understanding the design and implement of information system are integral to the required courses.</td>
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</table>
| **3. Level of Application of Knowledge** | Application of Knowledge is defined in the Master of Information as the development of understanding the theory concerning information, where it is found, and how it is used. 
This is reflected in students who are able to: • develop an understanding of complex systems, and the application of new technological developments to the curation, preservation and communication of information, along with the identification of the impact of such developments on society | |
| **4. Professional Capacity/Autonomy** | 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. Students continue in life-long intellectual growth beyond graduate. 
This is reflected in students who are able to: • provide leadership in defining the social responsibility of information professionals to provide information services for all, regardless of age, educational background. | 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 |
responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.

<table>
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<tr>
<th>5. Level of Communications Skills</th>
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<tbody>
<tr>
<td>The ability to communicate ideas, issues and conclusions clearly.</td>
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</tbody>
</table>

Communication Skills is defined in this Master of Information as the ability to communicate effectively orally and in writing to formal and informal audiences. This is reflected in students who are able to:

- Develop and support a sustained argument in written form,
- Show originality in the application of knowledge
- Adhere to professional standards and practices.

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

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

Table 2: Additional Master of Information Learning Outcomes for Executive Delivery Concentration

<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>EXPECTATIONS: The subset of students in the MI who complete the Master of Information, Information Systems and Design Concentration Executive delivery option will achieve a small number of additional learning outcomes due to the Work Placement Project. The learning outcomes below are in addition to those in Appendix A.</td>
<td>Application of Knowledge is defined in Master of Information Concentration-executive-delivery option: Executive Delivery as understanding how information practices are changing in dynamic professional work environments and the impact of these changes on individuals, institutions and society.</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are: Reflected in the Work Placement report</td>
</tr>
<tr>
<td>The Master of Information is awarded to students in the Master of Information, Information Systems and Design concentration, Executive Delivery option who have demonstrated:</td>
<td>This is reflected in students who are able to:</td>
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<tr>
<td>3. Level of application of practical knowledge</td>
<td>• apply theoretical knowledge, gained through core and required courses to the critical analysis of a specific issue in the Work Placement Project as reflected in the student’s work placement report</td>
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</tr>
<tr>
<td>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting</td>
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<tr>
<td>4. Professional capacity/autonomy</td>
<td>Professional Capacity/Autonomy is defined in Master of Information Concentration-executive-delivery option as ability to contribute to their profession through active and critical integration of information concepts,</td>
<td>The program design and requirement elements that ensure these student outcomes for research and scholarship are: Reflected in the Work Placement report</td>
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</table>
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.

This is reflected in students who are able to:

- transfer skills necessary for employment in the work setting through initiative and initiative
- appreciate the broader implications of applying knowledge within the context of the work placement project
Appendix C: Calendar Copy with Changes Tracked

2015-16 SGS Calendar

Information

Faculty Affiliation

Information

Degree Programs

Information

<table>
<thead>
<tr>
<th>MI</th>
<th>Concentrations:</th>
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<tbody>
<tr>
<td></td>
<td>Archives and Records Management</td>
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<td></td>
<td>Critical Information Policy Studies</td>
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<td></td>
<td>Culture and Technology</td>
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<td></td>
<td>Information Systems and Design</td>
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<tr>
<td></td>
<td>Knowledge Management and Information Management</td>
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<tr>
<td></td>
<td>Knowledge Media Design</td>
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<td></td>
<td>Library and Information Science</td>
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Concurrent Registration Option (MI / MMSt)

Information Studies

PhD

<table>
<thead>
<tr>
<th>Concentrations:</th>
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<tbody>
<tr>
<td>Archives and Records Management</td>
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<tr>
<td>Critical Information Policy Studies</td>
</tr>
<tr>
<td>Cultural Heritage</td>
</tr>
<tr>
<td>Information Systems and Design</td>
</tr>
<tr>
<td>Knowledge Management and Information Management</td>
</tr>
<tr>
<td>Library and Information Science</td>
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<tr>
<td>Philosophy of Information</td>
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</tbody>
</table>

Museum Studies

MMSt

Concurrent Registration Option (MMSt / MI)

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

Diploma Program

Information Studies

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

Collaborative Programs

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

1. Addiction Studies
   Information, MI
   Information Studies, PhD

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

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

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

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

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

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

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

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

For more information, please visit [www.ischool.utoronto.ca](http://www.ischool.utoronto.ca).

# Overview

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

The **Master of Information** 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.
Degree Programs

Information

Master of Information

• The Faculty of Information offers two pathways to complete the Master of Information (MI) program:
  ◦ concentration pathway: students choose one or two of seven concentrations 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)**
- Reference letter from current place of employment stating: a) commitment to workplace project; b) supervisory support;
- Proof of employment (minimum 2 years) full time (35 hours) within 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. Knowledge Media 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).
  - Five required half courses (2.5 FCEs total specific to each concentration); note: the Knowledge Media Design concentration requires three half courses and one full course.
  - Plus 10 additional elective half courses (5.0 FCEs total).

  **Concentration-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); note: the Knowledge Media Design concentration requires three half courses and one full course.
  - 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); note: the Knowledge Media Design concentration requires three half courses and one full course.
  - Two 12-week co-op courses (1.0 FCE total).
  - Plus eight additional elective half courses (4.0 FCEs total).

  **Concentration-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 and Design (ISD) concentration.
Two quarter-weight core courses (INF 1005H and 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 INF XXXX MI Work Placement project (1.0 total).
Plus eight additional elective half courses (4.0 FCEs).

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) plus 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 2198H, INF 2240H, and INF 2242H).
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

Concentration: Culture and Technology (C&T)
- 0.5 core FCE (INF 1005H and 1006H).
- 2.5 required FCEs (INF 1240H, INF 1501H, INF 1502H, INF 2010H, and INF 2241H).
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

Concentration: Information Systems and Design (IS&D)
- 0.5 core FCE (INF 1005H and 1006H).
- 2.5 required FCEs (INF 1340H, INF 1341H, INF 1342H, INF 1343H, and INF 2177H).
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs; or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs; or executive delivery option (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) plus 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: Knowledge Media Design (KMD)
- 0.5 core FCE (INF 1005H and 1006H).
- 2.5 required FCEs (KMD 1001H, KMD 1002H, KMD 2001H, and INF 1601Y).
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

Concentration: Library and Information Science (LIS)
- 0.5 core FCE (INF 1005H and 1006H).
- 2.5 required FCEs (INF 1230H, INF 1240H, INF 1300H, INF 1310H, and INF 1320H).
- 5.0 elective FCEs or co-op (1.0 FCE) plus 4.0 elective FCEs or thesis (2.0 FCEs), research methods course (0.5 FCE), and reading course (0.5 FCE) plus 2.0 elective FCEs.

General Program Pathway (No Concentrations)
Coursework Option
- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H).
- 6.0 elective FCEs.
- Students choosing the coursework option must have their program of study approved by the Graduate Coordinator.
Thesis Option
- 2.0 core FCEs (INF 1001H, INF 1002H, INF 1003H, INF 1005H, and 1006H)
- 0.5 required FCE consisting of one research methods half course appropriate to the student’s program of study with a final grade of at least A-
- 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 only: 6 sessions (2 years) full-time (typical registration sequence: F/W/S/F/W/S);
11 sessions (5.5 years) part-time;
6 sessions (2 years) executive delivery option (ISD-E only; typical registration sequence: F/W/S/F/W/S)

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

INF 3XXX- Y, Workplace Project is worth 1 FTE and spans terms 5 and 6 in the executive delivery option of the Information Systems and Design (ISD) Concentration. It comprises a student’s 8 month work placement project in their current place of employment in the area of information systems and design and the completion of a number of deliverables throughout that workplace project. Students will complete a medium-scale independent information systems design project under the supervision of their workplace and Faculty of Information culminating in a written report, demonstration, and/or oral presentation.

Workplace-integrated-learning is the umbrella term used to describe educational experiences that combine periods of in-class study with actual workplace experiences. Examples of workplace-integrated learning include internships, practicums, and co-operative education.

Pre-requisites
- Student must have completed all core and required courses in the ISD concentration

Course Objectives

1. In the workplace
Students will be able to do the following.
- Develop individual learning goals that are challenging, achievable and measurable.
- Reflect critically on their own learning through regular journaling.
- Reflect critically on the connections between their classroom learning (theoretical concepts, professional values, technical knowledge, ethics) and their onsite work project experiences through regular journaling and in conversation with workplace supervisors and/or course instructor
- Practice creative problem-solving for issues that arise during their work placement. These may be issues that the student experiences directly or indirectly through observation.
2. After the workplace
Following the successful completion of their workplace project, students will know how to put information systems and design techniques into practice.

Course Learning Outcomes

Upon completing this course students will have:

- expanded the depth and breadth of their professional and scholarly knowledge specifically with respect to their understanding of the wider social, cultural, political, economic and technological forces influencing professional practice.

Relationship Between Course Learning Outcomes and Program Learning Outcomes (as per iSchool website)

MI SLO#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.

MI SLO#6 Students continue in life-long intellectual growth beyond graduation. The Executive Delivery Option of the ISD concentration is designed to maximize the student's ability to master the skills associated with long-term professional learning.

Structure of Course

8 month work experience at 35 hours per week.

Deliverables

- onsite visit or phone call with Director
- mid-term report (summary of journal entries --500 words, status of learning contract goals)
- final report (1,000 words), demonstration, and/or oral presentation
- employer evaluation
Information Day – February 27, 2016

- Increased attendance this YTD versus last YTD
- 26 prospective students attended the MMSt session (plus guests); 21 in 2016 (24% increase year over year)
- 92 prospective students attended the two concurrent MI sessions (plus guests); 52 in 2015 (77% increase year over year)
- Concurrent sessions held for MI, one of which was a ‘fast track’ session for current UofT students only (see below)

Information Days – Overall 2015-2016 Cycle

- Overall 26% increase in Info Day attendance this YTD versus last YTD
- Increased overall attendance for MMSt to 145 from 123 (18% increase) and for MI to 351 from 272 (29% increase)

UofT Outreach Campaign

Developed messaging, images and advertisements to promote the MI program to current UofT students, with emphasis on our ‘fast track’ opportunity

- Targeted outreach sent to 40-50 academic departments, 20+ student associations, and Career Centres on all three campuses – focus on MI ‘fast track’
- Met with UTM Career Advisors to provide updates on MI program (e.g. co-op option)
- Announcements made in undergrad classes taught (Kelly, Sara, Irina)
- Information sessions held at UTM, information sessions + table at UTSC
- Advertisements put in the Varsity and the Medium (campus newspapers)

Fast Track Results

- 7 students interviewed on March 4 & 11 for MI ‘fast track’
- 5 of were clear ‘accept’ and 2 were encouraged to submit their application for a fast tracked review

ICCIT

- Received list of 3rd and 4th year ICCIT students with A- or higher GPA (from UTM)
- Will send tailored invites to this group for 1) Combined HBA/MI for 3rd years, and 2) MI for 4th years
New Admits / Conversion

- Invite sent to all new admits to attend the Student Conference at no cost
- Meet & Greet event for new students to be held on Saturday, April 2 – includes Awards & TALint luncheon, ‘Success at the iSchool’ student panel (MI), visit to graduating student exhibit (MMSt) and meet and mingle with current students and faculty
- Launched INTRO Newsletter for new admits

Other

- Over 100 marketing emails sent to contacts in approx. 20 universities across Canada
- Two new alumni profiles almost complete for website (one for CIPS, one for LIS)
- Two new videos in progress: one a virtual tour for those that cannot attend our in-person student-led tours, the other to showcase iSkills workshops

Admission Results to Date (as of March 17, 2016)

(ROSI data: Does not include breakdown domestic/international)

<table>
<thead>
<tr>
<th>Admissions</th>
<th>Apps 16</th>
<th>Apps 15 (all)</th>
<th>Offers 16</th>
<th>Offers 15</th>
<th>Accepts 16</th>
<th>Accepts 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI</td>
<td>375 (pd)</td>
<td>307 Total: 445 end of year</td>
<td>182</td>
<td>134 Total: 293 end of year</td>
<td>59</td>
<td>39 (201 by end of year)</td>
</tr>
<tr>
<td>MMSt</td>
<td>171 (pd)</td>
<td>128 Total: 151 end of year</td>
<td>65</td>
<td>51 Total: 88 end of year</td>
<td>9 *</td>
<td>*19 (56 by end of year)</td>
</tr>
<tr>
<td>Total</td>
<td>546 pd (by March 17)</td>
<td>596 (by end of year)</td>
<td>247 (as of March 17)</td>
<td>381 (end of year)</td>
<td>68 (as of March 17)</td>
<td>257 (by end of year)</td>
</tr>
</tbody>
</table>

Note/s:

1. MMSt Accepts - Higher number offered in March (not Jan/Feb); therefore, later response time expected
2. Applications significantly higher than 2015; approx. 50 applications shy of meeting all year total (approx. 250 received post March)
3. CROs are included in count to date and affect conversion rates; anticipate 10-15 CRO students who program identified only as of July enrolment
4. Currently converting eligible, but not accepted, MMSt applicants to MI upon further review

Thanks to all Faculty, Staff, and Students who help with Info Days!
Careers Report to Faculty Council

Function: Career Services
Report Date: March 29, 2016
FC Meeting Date: March 30, 2016
Report By: Isidora Petrovic, Careers Officer

Practicum (INF2173H) and Internship (MSL3000Y) courses

✓ Advertised INF2173H Information Professional Practicum course (Summer 2016 term) by sending email to 300+ potential new hosts and previous participants; deadline date to submit a project proposal is April 22, 2016

✓ Assisted with MMSt Internship course (MSL3000Y) by helping students access postings; spoke to students in class to inform them about WSIB and ACE insurance and safety abroad regulations

✓ Designed and delivered a tailored, career workshop for MMSt Internship students on job interviewing, held on Feb. 12

Career Services

✓ Organized an information session with two Archivists from Archives of Ontario; event was held on Feb. 3 and attended by over 30 students

✓ Organized an information session with Deputy Chief Librarian and HR Manager from University of Toronto Libraries; event was held on Feb. 9 and attended by over 30 students

✓ Organized a career panel with 5 current, 2nd year students, who talked about their previous summer jobs; the event was held on Feb. 11 and attended by approx. 10 students

✓ Organized an information session on the topic of Scrum Master career with an alum and a former iSchool Professor, both of whom are currently working at Ranglo.io; event was held on Mar. 8 and attended by approx. 10 students

✓ Assisted with student recruitment by presenting at the recruitment information sessions for both MI and MMSt programs held at the iSchool on Saturday, Feb. 27

✓ Attended the annual alumni event, during the OLA Superconference, on Jan. 28 and promoted the new co-op with potential alumni employers

Ongoing Activities

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

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

✓ Administer and collect signed WSIB insurance forms for practicum hosts and students
MI Co-op

- Assisted co-op students with their co-op applications, e.g. reviewing resumes, in person or via email, handling multiple interviews and offers
- Promoted the co-op to potential employers from financial, government, health, education, and other sectors; answered questions about the MI program and the co-op option
- Together with the MI Co-op Director, currently preparing co-op students for the co-op work terms as part of the INF39000H Professional Preparation course
- Collected and organized co-op job postings, and made them available to co-op students via Blackboard (ongoing, January – March)
- Created a Letter of Agreement as an official document for the co-op partnership to be signed by the student, the employer and MI Co-op Director; currently collecting signatures and distributing copies to each student and employer
- Liaised with the UNESCO contacts and assisted with paperwork (e.g. contracts, visa documentation, etc.) for two students, who will be going for a 4-month and/or 8-month co-op at UNESCO in Paris, France in May 2016

MI Co-op Stats

(as of March 28, 2016)

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students <strong>accepted</strong> into the co-op option</td>
<td>32</td>
</tr>
<tr>
<td>Number of students who <strong>dropped</strong> the co-op option</td>
<td>6</td>
</tr>
<tr>
<td>Number of students <strong>currently</strong> in the co-op option</td>
<td>26</td>
</tr>
<tr>
<td>Number of co-op <strong>jobs collected</strong> and made available to students</td>
<td>31</td>
</tr>
<tr>
<td>Number of students who <strong>currently have a co-op position secured</strong> for either summer (4 month role) or summer and fall (8 month role)</td>
<td>22</td>
</tr>
</tbody>
</table>
Co-op positions collected from employers, and made available to all co-op students (Jan – Mar, 2016):

<table>
<thead>
<tr>
<th>Focus</th>
<th>Co-op opportunity</th>
<th>Organization</th>
<th>*M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARM</td>
<td>Archives Co-op Position</td>
<td>Whitby Public Library</td>
<td>4</td>
</tr>
<tr>
<td>ARM</td>
<td>Records Management/Archives Intern</td>
<td>UNESCO</td>
<td>4</td>
</tr>
<tr>
<td>ARM</td>
<td>Assistant Registrar, Ontario Heritage Act</td>
<td>Ontario Heritage Trust</td>
<td>4</td>
</tr>
<tr>
<td>ARM</td>
<td>Archives Assistant Intern</td>
<td>Manulife</td>
<td>4</td>
</tr>
<tr>
<td>ARM</td>
<td>Srivastava Endowment Intern</td>
<td>University of Waterloo</td>
<td>8</td>
</tr>
<tr>
<td>ARM</td>
<td>Corporate Archives Assistant Intern</td>
<td>City of Burlington</td>
<td>8</td>
</tr>
<tr>
<td>ISD</td>
<td>Systems Analyst</td>
<td>Loblaw</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Air Canada Mobility Mandate</td>
<td>Air Canada</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Data Analyst</td>
<td>RBC</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Software Developer</td>
<td>RBC</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Website Usability and Accessibility Assistant</td>
<td>Southern Ontario Library Service</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Business Analyst</td>
<td>Manulife</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Technology Analyst</td>
<td>Manulife</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Social Media and Website Project Coordinator</td>
<td>Michener Institute</td>
<td>4</td>
</tr>
<tr>
<td>ISD</td>
<td>Centre for Advanced Studies (CAS) App Development</td>
<td>IBM &amp; MITACS &amp; Prof. Kelly Lyons</td>
<td>8</td>
</tr>
<tr>
<td>KMIM</td>
<td>Junior Research Analyst, Knowledge Centre</td>
<td>Ontario Teachers’ Pension Plan</td>
<td>4</td>
</tr>
<tr>
<td>KMIM</td>
<td>Information Management Support Analyst</td>
<td>Treasury Board Secretariat</td>
<td>4</td>
</tr>
<tr>
<td>KMIM</td>
<td>Communication Analyst</td>
<td>RBC</td>
<td>4</td>
</tr>
<tr>
<td>KMIM</td>
<td>Information Management Intern</td>
<td>Oxford Properties Group</td>
<td>4</td>
</tr>
<tr>
<td>KMIM</td>
<td>Information Analyst Summer Student</td>
<td>Canadian Intellectual Property Office (CIPO)</td>
<td>4</td>
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<tr>
<td>KMIM</td>
<td>Collaborative Technology and Information Management Assistant</td>
<td>Baker &amp; McKenzie LLP</td>
<td>4</td>
</tr>
<tr>
<td>KMIM</td>
<td>Knowledge Sharing Assistant Intern</td>
<td>UNESCO</td>
<td>8</td>
</tr>
<tr>
<td>KMIM</td>
<td>Information Management Analyst</td>
<td>Ministry of Economic Development, Employment and Infrastructure</td>
<td>8</td>
</tr>
<tr>
<td>KMIM</td>
<td>Information Management Co-op Student</td>
<td>Ministry of Transportation</td>
<td>8</td>
</tr>
<tr>
<td>KMIM</td>
<td>Information Coordinator Medical Administration</td>
<td>Trillium Health Partners</td>
<td>8</td>
</tr>
<tr>
<td>LIS</td>
<td>Library Co-op Student</td>
<td>Goodmans LLP</td>
<td>4</td>
</tr>
<tr>
<td>LIS</td>
<td>Data Analytics, Outcome Measures &amp; Reporting</td>
<td>Brampton Public Library</td>
<td>4</td>
</tr>
<tr>
<td>LIS</td>
<td>Summer Co-op Student</td>
<td>Library and Archives Canada</td>
<td>4</td>
</tr>
<tr>
<td>LIS/KM</td>
<td>Research Services Co-op</td>
<td>CPP Investment Board</td>
<td>4</td>
</tr>
<tr>
<td>Misc.</td>
<td>Various (4-5 positions)</td>
<td>Communication Security Establishment (CSE)</td>
<td>4</td>
</tr>
<tr>
<td>Misc.</td>
<td>Various (5-6 positions)</td>
<td>Canadian Tire</td>
<td>4</td>
</tr>
</tbody>
</table>

*M = Months
Number of students currently in the co-op option: 26
Number of students who have secured co-op positions: 22

**Confirmed co-op positions:**

*As of March 28, 2016*

<table>
<thead>
<tr>
<th>Organization</th>
<th>CONFIRMED Co-op Jobs</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adidas (Hong Kong)</td>
<td>Global IT Sourcing Intern</td>
<td>F</td>
</tr>
<tr>
<td>2. Air Canada</td>
<td>Air Canada Mobility Mandate</td>
<td>S</td>
</tr>
<tr>
<td>3. Baker &amp; McKenzie LLP</td>
<td>Collaborative Technology and IM Assistant</td>
<td>S</td>
</tr>
<tr>
<td>4. Brampton Public Library</td>
<td>Data Analytics, Outcome Measures &amp; Reporting</td>
<td>S</td>
</tr>
<tr>
<td>5. Canadian Tire</td>
<td>Cybersecurity Intelligence &amp; Analytics Analyst</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>6. CIBC</td>
<td>Intermediate Business Systems Analyst</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>7. CIBC</td>
<td>Senior Business Systems Analyst</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>8. CPP Investment Board</td>
<td>Research Services</td>
<td>S</td>
</tr>
<tr>
<td>9. Deloitte</td>
<td>Business Technology Analyst</td>
<td>S</td>
</tr>
<tr>
<td>10. Goodmans LLP</td>
<td>Library Co-op Student</td>
<td>S</td>
</tr>
<tr>
<td>11. Library and Archives Canada</td>
<td>Summer Co-op Student</td>
<td>S</td>
</tr>
<tr>
<td>12. MEDEI</td>
<td>IM Analyst</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>13. MTO, Freedom of Information and Privacy Office</td>
<td>CSD Co-op Associate</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>14. Ontario Heritage Trust</td>
<td>Assistant Registrar, Ontario Heritage Act</td>
<td>S</td>
</tr>
<tr>
<td>15. Oxford Properties Group</td>
<td>Information Management Intern</td>
<td>S</td>
</tr>
<tr>
<td>16. RBC</td>
<td>UI/UX Designer</td>
<td>S</td>
</tr>
<tr>
<td>17. RBC</td>
<td>Data Analyst</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>18. Shopify Inc.</td>
<td>Developer Intern</td>
<td>S</td>
</tr>
<tr>
<td>19. Sick Kids Hospital</td>
<td>IT Trainee, Project Analyst</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>20. Treasury Board Secretariat</td>
<td>Information Management Support Analyst</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>21. UNESCO (Paris)</td>
<td>Records Management/Archives Intern</td>
<td>S</td>
</tr>
<tr>
<td>22. UNESCO (Paris)</td>
<td>Knowledge Sharing Assistant Intern</td>
<td>S &amp; F</td>
</tr>
<tr>
<td>23. University of Waterloo</td>
<td>Srivastava Intern, Special Collections &amp; Archives</td>
<td>S &amp; F</td>
</tr>
</tbody>
</table>

*MEDEI = Ministry of Economic Development, Employment and Infrastructure

**MTO = Ministry of Transportation

Term: Summer (S), Fall (F), Summer & Fall (S & F), 2016
Report on Communications and Alumni Relations to Faculty Council
Submitted by Kathleen O’Brien, Communications and Development Office
Wednesday, March 30, 2016

COMMUNICATIONS
Publicity/Media Relations/Strategic Consultation

➢ Research, read reports, and interviewed stakeholders to write internal Communications Plan to keep community updated on 4th/5th Renovations (iReno 2016)
  o Designed and posted plasma screens
  o Edited drafts of communiques
  o Consulted on Inforum materials
  o Created and populated web page with content
➢ Prof. Irina Mihalache chosen as guest lecturer for prestigious Stress Free degree series during Spring Reunion (brought to attention from research article pitched to UofT news)
➢ Pitched UofT News story on information overload to several professors
➢ Sent out media inquiry from CBC to professors to appear on radio for privacy and iPhone
➢ Took photo of DSA doctoral students and placed on web, social media
➢ Working on gender-neutral washroom communications (draft of messages)
➢ Designed new plasmas for Robarts promoting iSchool
➢ In on discussions re branding for iSchool
➢ Took and posted photos for weekly iSchool events
➢ Secured room for Convocation reception
➢ Met with three MS students to discuss how to publicize exhibition project
➢ Submitted summary report of quarterly iSchool news to Ex-Libris for spring newsletter
➢ Met with students to discuss plans for re annual student conference publicity
➢ Creating and having printed four new professional signs for events and welcoming students
➢ Posted news stories on website
➢ Met with new videographer to take over recruitment video project and get it back on track
➢ Sorted and scanned class and historical photos to have in house, and then sent on to UofT Archives for historical purposes

DEVELOPMENT
Stewardship/Alumni Relations/Event Management

➢ Uploaded 12 DFR reports to Arbor Record Management system
➢ Pitched five news stories to UofT News alumni newsletter. Accepted Holocaust story stemming from IP Sharp guest speaker for social media coverage
➢ Added Stewardship plans to eight donor files
➢ Attended meeting to learn how to code event registrants
➢ Arranged and met with several donors at Mentor appreciation event
➢ Attended FIAA executive meetings
➢ In discussions with new HBC Foundation Award contacts for summer plans
➢ Uploaded event attendees to Arbor
➢ Publicized student conference grants and coordinated getting reports online
➢ Wrote letter to 1957 alumnus who wanted news of classmates. Arranged for research to find out more of their lives, and sent update to him
➢ Publicized and held OLA Super Conference Reception for more than 80 attendess
➢ Attended monthly executive meetings and gave reports (including budget meeting)
➢ Attended ADO Roundtable discussions
➢ Greeted several Museum Studies alumni at Niagara Falls reception. Took and posted photos
➢ Arranged for class photos to be framed for wall of fame
➢ Working on Silent Auction and Spring Reunion details
Advancement Highlights

Since the last Faculty Council Meeting:

**Interim Dean’s Funding Priorities:**

1. Student Priorities
   - Scholarships: incoming/expendable
   - Internships

2. UNESCO Interns Partner Program
   - Funding for first two years of the program has been secured ($60K)
   - Efforts underway to secure additional money to fund two more years and build an endowment. Requests in progress with Individuals (2) Foundations (6) Government (3)
   - Interns have been chosen

Existing Funding Priorities Projects:

- **Semaphore Lab**: Clinical and biomedical use of 3D printing project requests to Foundations (5) in progress
- **Coach House Institute**: Met with Committee March 18. Development of fundraising strategy in progress. Next meeting April 13

**Fundraising Revenue** FY May 1, 2015 – April 30, 2016

Year-to-date:
- Major Gift ($25k+): $83,501
- Annual fund revenue: $68,976  Goal: $74,582

**Annual Fund:**

Reminder: Make your tax-deductible donation by fiscal year-end April 30, 2016
[https://donate.utoronto.ca/give/show/13](https://donate.utoronto.ca/give/show/13)

Charitable donation tax credit calculator:
Gift Planning:
- One new legacy donor has confirmed their intention to leave funds in their estate plans to the iSchool

Faculty of Information Alumni Association (FIAA):
- Attended and prep for FIAA executive meeting March 16
- Met with Jeannie An, FIAA Chair and Eve Leung Vice-Chair
- Met with Bob Henderson, Treasurer to assist in development of FIAA budget for 16/17
- Met with Jenna Rose, Chair Museum Studies Alumni Committee to discuss MMSt alumni engagement plans for 16/17

Admin:
- Advancement Business Plan for 16/17
- Individual meetings with Division of University Advancement Directors for Gift Planning, Foundation Relations, Leadership Annual Giving and Prospect Management
- Annual Fund 16/17 recruit student ambassadors/develop materials/develop data files
- Advancement database training for Arbor. Completed: Fundamentals, Prospect Management, Leadership Annual Giving, Stewardship training

Contact info:
Robin Kester
Senior Development Officer | Faculty of Information
Phone: 416-978-3934 | Email: robin.kester@utoronto.ca
Activities of the Doctoral Student Association since February 4

PhD Research Days will be held April 20-21 and will be very full; participation is quite high. The DSA is secured Greig de Peuter as the Keynote Speaker for the event. Planning has been a work in progress at this point and a few meetings have been held to discuss the logistics of it.

“Forum Fridays” have been continuing. One took place on February 26th with Professor Kelly Lyons and Jeff Crelinsten on Non-Academic Post-PhD Career. Another is scheduled for March 23rd with Professors Patrick Keilty and Irina Mihalache on the Academic Job Market. A final, informal pseudo Forum Friday is scheduled for April 1st to discuss women in academia.

The DSA had lengthy discussions about the proposed and enacted cutbacks on the Doctoral Travel Fund. A letter was sent to Interim Dean Duff expressing concerns about lack of funding, particularly for Upper year Candidates who may have already used the allotted funds. A recently proposed deal by Interim Dean Duff was debated and accepted amongst DSA members.

A general DSA meeting was held February 9th. A variety of issues were discussed, and Ben Walsh’s place on the Space Allocation Committee was temporarily replaced by Rianka Singh who volunteered for the position.

Below is an up-to-date list of representatives.

President: Harrison Smith
Vice-President: Allen Kempton
Treasurer: Chris Young
Secretary: Sarah Lubelski
Social Committee representatives: Harrison Smith, Karen Dewart McEwen, Mark Sedore, Alex Cybulski
Space Allocation Committee representatives: Emily Maemura, Rianka Singh
Technology Fund Committee representatives: Alex Cybulski, Brian Sutherland
Web representatives: Brian Sutherland
CUPE representative: Rebecca Noone, Chaya Litvak
Graduate Student Union (GSU) representative: Elysia Guzik, Karen Dewart McEwen
Faculty Council representative: Allen Kempton
Academic Appeals Committee representative: Sarah Lubelski
Admissions Committee representative: Mark Sedore
Committee on Standing representative: Christie Oh
Information Services Committee representative: Emily Maemura
Life and Times Committee representative: Hillary Walker Gugan
Programs Committee representative: Mark Sedore
1. Grants and Awards Committee
   - FIAA Outstanding Alumni Award – nominations accepted until March 31, 2016
   - FIAA Outstanding Student Award – nominations accepted until April 15, 2016
   - For more information go to: [http://www.ischool.utoronto.ca/fiaa-outstanding-alumni-award-fiaa-outstanding-student-contribution-award](http://www.ischool.utoronto.ca/fiaa-outstanding-alumni-award-fiaa-outstanding-student-contribution-award)

2. Social Committee – Upcoming Events
   - FIAA Spring Reunion Event – May 26, 6pm – 8pm, at the Justina M. Barnicke Gallery (U of T). All are welcome!
     - There will be a silent auction and the proceeds will go to the Grants & Awards Committee to fund additional or new grants and awards.
   - Convocation Reception – June 16, 5pm – 7pm, Desautels Hall, Rotman.
   - A new subcommittee is developing ideas for an alumni event for the spring/summer.

3. Museum Studies Alumni update
   - Our Museum Studies alumna rep, Jenna Rose, along with Robin Kester, have been doing some excellent brainstorming on an MMSt alum engagement strategy.
   - Jenna and Robin are looking into the possibility of reaching out to Museumoftoronto.com, using LinkedIn to engage more with alumni, having a Museum Internship thank you event, and more!

4. FIAA AGM
   - Wednesday, June 8, 2016