Minutes: HCIM Committee Meeting

HBK 4113,10:00am-11:30am, October 6, 2015

Present:
- Voting members: N. Elmqvist (chair) (2/2), M. Brescia (1/2), C. Holl-Jensen (2/2), J. Waters (2/2),
- Non-voting members: A. Weeks (2/2), R. Marr (1/2)
- Absent: M. Chetty (0/2, on leave), J. Golbeck (1/2), B. Butler (1/2)
- Also present: M. Subramaniam, A. Wiggins

Business:
1) Introducing new faces (Carlea Holl-Jensen):
   a) New HCIM Graduate Assistant—Rachael Marr
   b) New Student committee representative—Michael Brescia

2) Course Proposals:
   a) Background (Mega Subramaniam): The following three proposed courses are required courses for specialization in Youth Experience (YX) and School Libraries; ad hoc committee: Mega Subramaniam, Sherri Massey, Tammy Clegg, June Ahn, Allison Druin;
   b) INST### Facilitating Youth Learning in Informal and Formal Environments (Mega Subramaniam)
      i) Will replace LBSC640 (required course); focuses both in formal settings (schools) and informal settings (community centers, museums, etc); covers fundamentals of teaching, youth learning & research;
      ii) Approved by MLS, MIM, & PhD Committees
      iii) Vote: 4 yes, 0 no, 0 abstain; passed
   c) INST### Learning with Tech (Mega Subramaniam)
      i) Will replace LBSC 642; how technology can be used to promote in-depth learning experience for youth; appropriate for any students who are involved in designing learning environments for students
      ii) Course has been approved by both MLS & PhD committees
      iii) Vote: 4 yes, 0 no, 0 abstain; passed
   d) INST### Design Thinking and Youth (Mega Subramaniam)
      i) Design thinking in the context of youth; iSchool does not currently have a course that focuses on design thinking;
      ii) Proposed transcript title change: "Youth Design Thinking"
      iii) Requires no pre-requisites
      iv) Proposed for Spring 2017 as a special topics course; eventually to become permanent numbered course offered every other spring
      v) Vote: 4 yes, 0 no, 0 abstain; passed *(pending title change)*
   e) Special Topics: (INST6##) Data Management (Andrea Wiggins)
      i) Part of Archives & Digital Curation specialization; reviewed by the MLIS committee
      ii) The course will cover following data management life cycle with demonstrations, but not necessarily hands-on labs; social-organizational contexts of practice
      iii) Vote: 4 yes, 0 no, 0 abstain; passed
   f) Special Topics: Inclusive Technology Design (Leah Findlater)
      i) Course is meant to bolster a case for an accessibility specialization within HCIM
      ii) INST631 is a pre-requisite; this may make it difficult to include MIM students; might other pre-requisites also qualify a student (INFM605 use & users), or permission of the instructor

iii) Must make it clear to students that the course has a research component

iv) Passed: 3 yes, 0 no, 1 abstain ***Feedback should be communicated to Leah (Carlea)*

g) Special Topics: (INST 7##) Visual Analytics (Niklas Elmqvist)

i) The course aims to bridge machine learning & algorithms with human-computer interaction; complements visualization, but INST 728V is not a pre-requisite

ii) Vote is pending for MIM, MLIS & PhD are voting electronically

iii) Vote: 4 yes, 0 no, 0 abstain; passed

3) Course changes:

a) INST 728V from Special Topics to a permanent number course (Niklas Elmqvist)

i) Already accepted as special topics; a lot of student interest, has been very successful

ii) Some students have commented: too much research, not enough marketable tools covered (NE is evaluating how course can be adjusted)

iii) Vote: 4 yes, 0 no, 0 abstain; passed

4) HCIM "big ideas" brainstorming cont'd

a) Specializations:

i) More design-based (hands-on) specialization for those who are looking to go into industry, more opportunities to develop portfolio; more in line with other HCI programs;

ii) A list of possible specializations: data visualizations, accessibility, usable security, ICT4D, social networks;

iii) Distinguishing more research-based specialization and more industry-based specialization; industry vs. research tracks for students

iv) Develop courses first, then apply for specializations

v) Specializations should be kept low (4-5); and must go through a process of approval

vi) Begin by thinking about careers people would go into when they graduate; what are the courses that would be required

vii) Actions Items:

(1) Find, share, and discuss list of specializations,

(2) Internship & networking fair: leveraging current sponsors informally; existing sponsors with HCIL; professionalization events/programming

(3) Reach out to prior graduates of HCIM to get more industry feedback (Carol Boston & Vera Roads); discuss list of contacts

b) Program branding (see below)

c) Industry affiliates/sponsors (joint with HCIL)

d) Internship/networking events

e) Programming requirements (see below)

f) Federal Government Outreach

g) Other ideas?

5) Programming requirements (see below)

i) Proposed a 1-credit Javascript course during winter term (online);

ii) 1-credit course on web development (CSS & PHP);

iii) 1-credit course on predictive analytics with Twitter

iv) Possible hardships: could be part of a program sequencing issue, there not enough qualified people to teach courses;

6) Internship & Networking Fair update (Carlea Holl-Jensen)

a) Currently slated for Friday October 16, will provide more updates after event

7) Recruitment update (Carlea Holl-Jensen)
   a) Masters Program Open House update: 10/13 from 4:30-6 p.m.; class visits before or after session; 25 confirmed participants across all iSchool programs.
   b) Action Item:
      i) Create admission targets for next year
   c) Email campaign
      i) Consensus interest in continued use of Ruffalo Cody consulting firm
      ii) Hobsons Connect will also allow us to contact students during the application process
   d) Enrollment targets: Needs to be set for 2016
      i) For 2015, 111 applied, 60 accepted, 17 matriculated
      ii) Two issues: recruiting applicants, and making sure accepted students want to enroll
      iii) Propose to lose the early application December 15th deadline
   e) Contact w/ prospective students
      i) Marketing
         (1) Use Hobsons functionality to be in touch with student throughout application process
         (2) More action in recruitment
         (3) Information sessions could focus more on industry
         (4) **Discussion to continue at next meeting**

8) HCIM branding (Carlea Holl-Jensen, Rachael Marr)
   a) Logos
   b) HCIM website → Improvements including redesigning the layout, updating featured student projects & other content, adding student directory
   c) Newsletter
   d) In each endeavor, taking care to:
      i) Keep information consistent
      ii) Take into account visual standards from UMD
      iii) Use consistent language when speaking about the program
      iv) Indicate relationship between HCIM and Maryland's iSchool

9) HCIM program improvement
   a) Student petition for graphic design course (Niklas Elmqvist + Michael Brescia)
      i) Petition from students for graphic design course
         (1) Large need for a design course in regards to being successful professionally
         (2) Design courses can apply to other courses
         (3) Other HCI programs offer design courses
         (4) Previous efforts to offer design courses were not entirely successful
         (5) Possible solutions: use faculty already on staff; develop relationships with faculty in other colleges; retry search for a design adjunct;
         (6) Action Items:
            (a) Identify iSchool faculty or faculty in other colleges who might be an appropriate choice/have interest in teaching such a course

10) **Students to attend Google I/O and other conferences (Niklas Elmqvist)**
   a) Budget: travel money
   b) Beyond these walls: deadline was extended due to very few applicants

11) **Entrepreneurial activities**
   a) To be discussed next month