

**Agenda for iSchool Assembly**  
**Friday, May 6, 2022 - 9:30 am ET**  
**Location: ESJ 2204 and Online (Zoom)**

**Preliminaries**

Call to order (9:34)

Review & approval of minutes from the month of April

- No updates, corrections, or additions to the minutes. *Minutes approved.*

Review and approval of this agenda

- No additions, questions, points of discussion to the agenda. *Agenda for today is approved.*

**Assembly Items**

**Dean's update [Keith]**

It has been a “long academic year but a good one.” There will be three new tenure track faculty present at the next meeting and one new PPK (at least), and perhaps a second one in the field of archives. The interviews will take place for information visualization next week. The iSchool will “run through the tape,” as it were, to get these done.

We are in the early stages of building our budget for next year.

**UHR awards [Keith]**

The list of awards: The William G. Wilson Staff Excellence Award is to Emily Dacquisto. The winner last year, who could not then receive the award is Melekte Truneh. The instructional innovation award was awarded to Caro Williams-Pierce. Last year's winner is Alex Leitch.

The student choice teaching award was awarded to T.J Rainsford. Last year's winner is Daniel Greene.

Graduate Instruction Award for 2022 went to Alex Leitch. Last year's winner—Bria Parker.

Years of Service Award: Eight colleagues were given awards for five years' service. A ten years' award was given to David Baugh.

Service to the University of Maryland: for five years' service to Joan Cole, Sarah Grun and Elaine Rudder; 10 years of service to Melekte Truneh; 15 years of service to Yen Lin; 20 years of service to Jacqueline Armstrong and Fabian Faccio.

Brian Butler was recognized for his service to the iSchool over the last decade.

**MPS in Accessibility Studies [Ron & Paul]**

Ron Padrón, Paul Jaeger, and others both within the iSchool & without, including Emily Lucio (ADS) and Carolyn Fink (College of Education; DS minor), are creating programs around accessibility studies. First is an MPS in accessibility studies.

Who is this for?

The first example is interested in legal issues & government environments, works for an advocacy nonprofit, likes to imagine moving into a policy position, and is well-versed in the legal side of accessibility, but wants to learn more about the business side of making accessible environments.

The second example is interested in software and programming. “He has a visual impairment and wants to learn about accessibility beyond his own personal contexts,” and imagines moving into a leadership role in software development

The third example has a policy perspective and is in a leadership and workplace context. “Accessibility is taken much more seriously at his new workplace (a government position). He wants to make sure he has a thorough understanding of Section 508 requirements.”

The Disability Studies program already exists, but the original pitch was it for to be housed in several colleges *simultaneously*. That didn’t seem practical at the time, so a traditional minor was created in education that focuses on social structures—“the traditional disability studies kind of things.” A big vision was therefore left behind, and the iSchool part of this would be the basis of accessibility studies.

Whereas disability studies focus on the reasons for inequities and barriers, accessibility studies is the “how do we fix these barriers” degree. This degree doesn’t presently exist in American higher education—even classroom accessibility is only studied at a half-dozen colleges of education. And the proposed program is far broader than that. “Our idea is for a new approach to teaching about disability issues” by focusing on practical solutions. There should be no fear of overlap. Bridges are already being built; this will become complementary with the disabilities study minor when a minor is created.

If there is “any place on earth” that is capable of pulling this off, it would be our college. TRACE has fifty years of background. We should think about colleagues who study usability, etc. In fact, we are “rich with faculty and staff” with expertise. We have a global footprint—including the disability global summit that is based here more than at any other college, with over 1,000 people registered last year. “We already have a unique awareness of our commitment in this area,” recently strengthened with the launch of a journal. We have been working to create an accessibility learning lab housed in Hornbake to show and implement accessible technologies. This will be a new kind of degree for which we are very well-positioned indeed.

The learning outcomes include, “Develop and implement advocacy strategies for promoting accessibility in policy contexts;” “Describe and analyze social and technical root causes of inaccessibility;” “Analyze the intersection of accessibility and disability, with a focus on a spectrum of abilities and cultural and linguistic diversity.” (There are ten outcomes in total)

There will be a common foundation: disability and accessibility studies. Then, two tracks: technical (“how to create...”) and policy (“how do you work the policy side of creating accessible structures and environments”). These tracks are not necessarily mutually exclusive.

The leadership development is for acting beyond compliance—ADA compliance, for instance, even if sometimes scarcity or incomprehension exists. “Compliance is not the ceiling; it’s the floor.”

A Google form is available for iSchool members to propose possible classes or competencies or join the committee.

The goal for next year is to “Really craft out the MPS” and get it through the approval process.

#### Questions:

- Will the degree be intersectional, as accessibility is often bound up with non-disability identity markers? RP: All these things can be included. Disability is often sidelined in DEI conversations, but those with disabilities also have other identities.
- Can the 4+1 feed into this track or would this be a standalone? RP isn’t sure how that would work—the 4+1 is for more traditional Masters’ degrees. Will it be easier for MPS students to be involved in dual degrees? PJ: Post MPS, there will be an undergraduate minor version of this. Public health already has a class: “Disability is not an outcome.” RP: the minor in accessibility will not be competitive to disability; an undergraduate can potentially do both. Also, info design can be a double minor with disability and accessibility studies.
- Can this be done with the MSMC? (A program like this in the museum world is needed but “not really out there yet.”) PJ agrees that it is needed. There may be eventually a similar MPS with the Museum Studies Certificate someday. A pathway could be constructed.
- “Is this accessibility in terms of transportation policy...civil engineering,” or, what are the limits to what we are doing, especially if we are operating outside our information science base? Further what is the “geocultural scope?” Is this *implicitly* in the United States? Is this on “behalf of the *world*,” which would be a whole different “scale of activities?” PJ: “We aren’t going to do how to build a building.” Our version of accessibility studies is going to be focused on what we do already. We certainly, when we get to marketing, will be keener to make sure that it says information, communication technology. As far as breadth, accessibility standards are fairly standard, there’s no need to see this as limited to specifically geographical places, with the exception of laws, as conceptually, accessibility is an international thing. “Everyone is welcome.” The summit has already built up an international community of many different people and a preexisting audience. RP: There was guidance or inspiration from the last disability summit. There were presenters from 11 or 12 different countries. Conversations around accessibility are marginalized or put at the fringes globally, so we took intentional focus on the international context and networks and connections.

- Jonathan Lazar: Technically, borders don't matter, as classes can examine best practices across countries. If there was a class about law, we have three lawyers on the faculty. He can teach a class on common law vs. civil law; "we can pull this off."
- What is the rationale for this being an MPS as opposed to an academic master's degree? Answer: MPS doesn't go through protocols; it is a flexible degree that can match contemporary events; it doesn't require a capstone or thesis. The MPS evidences an "empty space," lacking bias about whether a Master of Professional Studies is good enough or not. There are not MS holders competing with MPS earners. But the conversation should be had further.
- How do you ensure structure the program so that the two tracks don't become two worlds, two cultures? RP: The idea is not necessarily to codify and silo people; in the next year, how do we make this world that avoids what you just said. Katherine Izsak: The plan is to have a set group for core courses that students in both tracks are taking. There are two distinct focus areas rather than separate degrees, so that all students have the same foundation.
- Nate Beard (PhD rep) suggested that current PhD students should be asked for feedback.

RP: We're thinking about targeting people who are already in the field and making them more agile and able to kind of really respond to needs.

### **Professional Doctorate - Doctor of Inclusive Leadership in Information Organization [Paul Jaeger and Beth St. Jean]**

This degree concerns interactions between JEDI (justice, equity, diversity, and inclusion) and information in applied settings. It educates beyond the master's level yet isn't research focused. Presently, there is a career path toward leadership roles in many information organizations that involves diversity in the information workforce, especially at the leadership level; inclusion and equity within organizations and in services, products, technologies; and, finally, diversity within the communities that are served.

The potential student has a master's degree but doesn't want a research focused degree. Not that many years ago, our PhD program had a split between people who wanted to be researchers and those who wanted to become, e.g., head of a public library system. Our degree doesn't do that anymore. This would allow us to serve a community that we used to serve, to prepare people to focus on issues of diversity in the workforce in leadership, providing inclusion and equity in their organizations, services, and products

Why us? We possess "strength in JEDI that dates back to the college's founding," and interdisciplinary expertise. "Nothing like this exists at another iSchool or anywhere else." There is also the "social justice legacy of librarianship."

This is for anyone with an information related master's degree who has the professional goal of being a leader in an information organization.

Program goal: Prepare students to articulate and apply JEDI principles within information organizations and communities, using a diverse and comprehensive methodological toolbox and fostering and sustaining inclusive and equitable processes. “

Learning outcomes (five in total): “Articulate important JEDI issues and apply the knowledge to institutions; Articulate the organizational values of diversity and social justice; Produce organizational management deliverables, ensuring universal usability; Conduct successful JEDI-focused budgeting, fundraising, and human resources management for organizations” ...

Curriculum: 9 3-credit hour content courses, eight of which are newly developed, and a 6-credit capstone project, studying and applying what students have learned to solve problems in an institution; courses will be open to all graduate students in the college.

(upcycled)

INST622 Information and Universal Usability

(new courses)

INST812 Equitable Financial Management for Information Organizations

INST850 Leading an Inclusive and Equitable Information Organization

ISNT851, INST853

(Still being developed)

INST805 Leveraging Stats for Transformational Organizational and Social Change

INST 806 Program Assessment and Evaluation in Information Organizations

Timeline (proposal will be written this summer)

- August 2022: Complete program proposal
- 9/22: Present for a vote at iSchool Assembly
- 10/22: Submit to Grad PCC
- 11/22: If positive, submit to Campus PCC
- 12/22: Submit to MHEC

Classes available in Fall 2023. “This is going to be a reality very soon.” It will be all virtual.

*Questions*

- Why does the name require word wrap? We create programs that have generic names. This is a very, very, very specific name. This is going to be on the name of the CV of everyone who graduates from the program... 18 years later. Why not “Doctor of Inclusive Leadership?” PJ: “The name has been an ongoing thing” and course titles also tend to be verbose. More specificity is a strategic posture for getting the program approved by MHEC. Katherine Izsak: “We’ve not done the socialization to make sure that there will not be opposition from other units who may be upset

that we claim 'leadership' and 'JEDI.' As we are thinking about titles, we have to think about how this is distinctly ours in ways that we can defend.”

- KM: The provost will say that the title has to include “information.”
- The credit requirements are for 33 credits total. Our EdD at UMD is 60 credits. Can we talk about comparable doctoral experiences? PJ: Professional doctoral degrees vary widely; education degrees skew higher than other professional degrees. This would not be out of line with professional degrees in different places. KI: This has the minimum number of credits that the university requires for a professional doctorate. Questioner: The minimum? KI: The minimum is 27 credits plus the capstone.

### **College Advisory Committee [Rochelle and Andrew]**

The CAC consults once a semester with the Dean, reports once a semester to the College Assembly...

Most recently (April 7, 2022)

- InfoSci Program Update Presentation
- Undergraduate Demographics
- Maryland Day, etc.

*Questions:*

- What about voting? There is no voting, but there are *ex officio* members. There has in fact never been a vote even if some of the language suggests that theoretically a vote can take place. KM: The Committee has to vote on who is the chair of the committee.

### **Nominating Committee:**

Four ballots with varying numbers of positions.

Nominations were taken from the floor for Assembly officers, APT officers, graduate council, and CAC.

Votes happened on paper and via Google Form.

Winners:

- Assembly chair: Fabian Faccio
- Parliamentarian: Amanda Lazar
- Secretary: Neil Dhingra
- APT TTK Chair: Jen Golbeck
- APT PTK Chair: Kathy Weaver
- Grad Council Rep: Eun Kyoung Choe
- CAC: Andy Fellows, Donal Heidenblad, Beth Bonsignore, Sarah Grun, Katrina Fenlon, Jessica Vitak, Jonathan Lazar
  - Tie for Staff non-voting position between Lucinda Botlero and Rochelle Robinson

### **Development report: [Nancy]**

We have had 250 donors, \$731,312, best year to date.

## **Commencement Reminders** [Sarah Grun]

Reminded faculty and staff on when to arrive for graduation (7am, no later than 7:30!)

Non-commencement reminder—student survey was sent out, please distribute for the self-study for current students, right now we're at 59 students.

## **Announcements**

Jeff: Professors with students in distress should contact the relevant director of undergraduate or graduate operations; incompletes are not mandatory but granted at faculty discretion.

Wayne: reminder about APT starting at 1pm.

Jessica: the HCIL annual symposium will happen in less than 3 weeks; there is advertising, including postcards that can be widely distributed.

## **Adjourn**

## **Attendees**

[note: the sheet of in-person attendees was misplaced, so the list below only includes people who were logged into Zoom during assembly).

Pamela Duffy  
Jessica Vitak  
Polly O'Rourke  
Tetyana Bezbabna  
Fabian Faccio  
Camille Rogers  
Madeline Georgevich  
Rochelle Robinson  
Jennifer Sturge  
Niklas E Elmqvist  
Nancy K Roderer  
Patty Doerfler  
Dustin Smith  
Elizabeth Ann Zogby  
Liz Zogby  
Richard Marciano  
Travis Wagner  
Jessica Vitak  
Emilia Azar  
Hayleigh Brianne Moore  
Matt Krishnan  
Ryan O'Grady  
Jason Aston  
Amanda Lazar  
Emilia Azar

Nathan Beard  
Jacob Davidson  
David Steven Baugh  
Melekete Y. Truneh  
Ana Ndumu  
Katie Ambacher  
Kate Izsak  
Eun Kyoung Choe  
Bryan Wonsang Hwang  
Chris Stark  
Wei Ai  
Beth Bonsignore  
Luis Alfredo Cortes  
Niklas E Elmqvist  
Galina Reitz  
Joel Chan  
Jacob Davidson  
Maura Matvey  
Phil Piety  
Vedat Diker  
Babak Fotouhi  
Lucinda Botlero  
Cody Buntain  
Kibbi Henderson  
Mia Katrina Hinckle  
Susan Campbell  
Renee F. Hill  
Babak Fotouhi  
Susan Campbell  
Jess Feltner  
Kari Kraus  
Katie  
Zubin Jelveh  
Eric Hung  
Eric Hing-Tao Hung  
Zubin Jelveh  
Gregg Vanderheiden  
Emilia Azar  
Jess Feltner  
Jason Aston  
Amelia Gibson  
Cody Buntain  
Sareil Brookins  
Wei Ai  
Beth St. Jean