



COLLEGE OF INFORMATION STUDIES

iSchool Assembly Minutes

Date: Friday, September 2, 2022 – 9:30 to 11:00 am

Location: Charles Carroll Room 2203K, Stamp Student Union

AGENDA

Preliminaries

- Call to order

Quorum recognized.

- Review and approval of minutes from May [\[link\]](#)

Minutes approved without correction.

- Review and approval of this agenda

Victoria Van Hying corrects the agenda from “Recovering and Reusing” to proposal to use of AdobeSign.

Assembly Items

- Dean’s Update [Keith]

New staff: James Battle III, Facilities Program Management Specialist; Rachael Bennett, Event Management Coordinator; Sara Brookins, Academic Advisor; Bridget Faherty, Assistant Director of Sponsored Projects, Finance, and Policy; Christopher Hawley, Assistant Director of Information Technology; Joseph Sherren, MLIS Program Coordinator; Tatyana Yevgrafova, HCIM Program Coordinator.

New faculty: Giovanni Luca Ciampaglia, Assistant Professor; Sheena Erete, Associate Professor; Amelia Gibson, Associate Professor; Diego Fregolent, Assistant Research Scientist; Jesse Klein, Lecturer; Heera Lee, Lecturer; Travis Wagner, Lecturer.

Promotions: Emilia Azar: MIM Program Coordinator; Carol Boston: Community Engagement Faculty Assistant; Elaine Rudder: HR & Academic Operations Manager Kate Izsak: Principal Faculty Specialist; Polly O’Rourke: Senior Faculty Specialist.

Moving on: Naielia Allen (to the Smith School), Noah Dibert, Hayleigh Moore, Naghmeh Momeni, Phil Piety, SJ Terp, Melekte Truneh (to Physics), Kate Venderheiden.

New roles: David Baugh: Interim Assistant Dean of Administration and Finance; Joel Chan: Assistant Director, Ph.D. in Information Studies; Vedat Diker: Faculty Director, HCIM and Director, C3; Pam Duffy: Director, BSIS; Donal Heidenblad, Lead, Academic Peer Mentors; Jesse Klein, Lead, Data Science Education; Katy Lawley, Director, MIM and Lead, Career Readiness Education; David Loshin: Lead for Careers and External Relations; Travis Wagner, Associate Director, CaFE.

New hiring: This includes four tenure track positions, including paired hires with GVPT on the assistant level, data visualization (open rank), and accessibility (open rank); lecturer positions are still being determined.

Facilities projects include a new home for IT in iCommons (completed). Underway: HCIL refurbishment; iPAC and CEDI (Community, Equity, Data, and Information) Lab; and Community Research and Design.

The *College Review* will take place on Monday-Tuesday, November 14-15. The external review committee is made up of Raj Dewan (Syracuse), Anind Dey (Washington), John King (Michigan), and Eunice Santos (UIUC). There is a great deal of interest in this. There will be a reception on the evening of Monday, November 14.

The *iSchool retreat* will take place on Friday, October 14, based on a strategic planning effort that was begun in 2018 and released in April 2019. Since 2018, our undergraduate program has grown past 1,000 students, more hiring took place, and the COVID pandemic response happened.

The plan covers college culture, which is hard to measure, and includes the values and assumptions shared within the college that provide direction towards the “right way” of doing things. It is our “invisible DNA.” Organizational culture can be imagined to be the underwater part of an iceberg, with the visible section consisting of rituals and stories and language and physical structures. We can ask ourselves questions, such as whether our set of values is outdated, incomplete, or not presently being socialized.

Our goals for this year are to focus on onboarding, which will be informed by the Ivy Planning study. Besides focusing on faculty, staff, and students, we will also focus on the fault lines between them.

- Self Study Committee [Doug/Ursula]

The iSchool Self-Study and External Review is 15 pages long. It includes an executive summary; descriptions of the structure of the college, research, teaching, service, and vision; and appendices.

Corrections are welcome, as are constructive suggestions and critiques, as we build towards a consensus. (It errs on the side of including *more* information.)

Q&A: It was clarified that the report should reflect a group interpretation. A questioner asked whether the report improperly treats two versions of courses, i.e., online and in-person, together.

Assembly participants were asked to read the document and send in comments by next Friday.
go.umd.edu/selfstudy

- Budget Overview [Melekte]

FY22 Core Budget Report.

The fiscal year is from July 1 to June 30.

Transparency remains important. We want to become one of the best iSchools in the nation to meet the needs of the state, growing and balancing faculty to meet instructional needs, continuing to foster impactful research, strengthening ties with the community, and positioning the college to be able to withstand potential financial pressures UMD and the state may face. This reflects a continued commitment to our people: faculty, staff, students, and alumni.

The budget does not include grant and contract funds, non-credit program startup funds, or foundation funds. The fund balance is effectively the College's "savings account." Total funding and personnel expenses were on target, and non-personnel expenses are 5% under budget. We budgeted for a surplus of \$694,000, and the actual surplus was \$856,000, so that the fund balance is \$2 million. So, budget projections seem to be working.

The FY23 balance is flush because of future hires--there are vacancies, so this is not money that will stay with us. We do not intend to have a \$2.3 million balance at the end of the year.

We have steadied our growth and are getting to a place of stability. There were successes in terms of investments in facilities and in our people. This year we will be very flush and continue to invest in built and social environments.

The university is still figuring out how to manage future growth, and we are in a good position to participate; we are staying focused on right sized growth and strategic initiatives. Continue to bring us your ideas for building, growing, and improving the College.

Q&A: Q: Projections include a surplus this year that won't stay? A: The surplus will drop down to under \$100,000 and will not be saved.

Q: Are we seeing the steady state of 1500 students? A: We are between 1300 and 1400 right now, and the growth rate has dropped down a lot. Q: Is that specific to us? A: The program has hit its capacity, "tapped our market." (The Dean: The University is not trying to grow its undergraduate population; we are taking students from other majors.)

Q: Can we receive clarity on fringe benefits for which we—not the university—will soon be directly responsible? A: The university is trying to control its expenses, and this gives colleges a better picture of their full expenses. We can project out.

- Admin Structure Overview [Joan/Kibbi/Yen/Sarah/Rachael/Jackie]

The Finance and Admin team asks that procurement requests be sent directly to ischooladmin. For parking, please email for visitors and the code. There is now a form for catering and room reservations.

Purchases of under \$5,000 can be made with the College Purchase card, but anything over \$5,000 goes to the procurement office, which may take several weeks to process invoices.

HR asks that, instead of emailing staff directly, to send emails to one of the primary addresses: ischoolhr, ischooledi, or ischoolpayroll.

Research and admin support will assist with grant and contract proposals. They should be notified 60 days in advance for external grants, and, more generally, as soon as submission plans are made. Research and admin support manage funding sources, assist with hiring research graduate assistants, etc., and process research participant support payments. New faculty should know their business managers.

For the new events process, there is now a form. This is a pilot process. It is recognized that not everyone has all the information at once. Q&A: Q: For conference grants? A: Yes, but loop in the business manager. Q: Swag? A: There is a month's notice to get orders in, especially for what is not immediately in stock.

- Proposal to change the structure of the APT Annual/Merit Review Committees [Mega]

Descriptions: TTK (tenure and tenure-track) covers annual merit pay reviews, contract renewal reviews for assistant professors, and progress reviews for assistant and early career professors. PTK: annual progress reviews for junior PTK faculty members who are not in term-limited appointments, biennial reviews for other PTK faculty who have not yet attained the highest position title in their series, and the annual merit pay review for all PTK faculty.

We are growing rapidly. This year, we will have 20 assistant professors who will be going through reviews. All faculty members must be reviewed for merit. This year, that would include 40 TTK and 31 PTK faculty. This means increased workload for committee members that will keep increasing every year.

Current composition of TTK annual/merit pay committee: 3 members. One suggestion is to add another full professor. Another suggestion is to add another full *and* another associate professor.

Q&A: Q: Pick a number for proportionate representation? We might have a formula—for every six people being reviewed... Q: Would adding an additional member increase the number of eyeballs on each case, or is it meant to triage? Q: Having different people take lead doesn't mean that not everyone reads, but rather maybe use subgroups? Q (comment): Countervailing force: faculty members that are junior are trying to teach the senior faculty how to evaluate what they are doing, so all needs to be kept in balance. Subgroups seem to be the only thing we can do; we can also start earlier. Q: How do other departments deal with this? Is it proportional? Are there standard sizes? A: We are not departmentalized, which is one way to do this.

PTK side: 1 full Professor, 1 Principal Senior Lecturer, 1 Associate Full Research, and 1 Principal Senior Specialist. A proposal would be to add a Senior Lecturer.

Q: Can this be bundled with the TTK discussion?

Vote postponed.

- Professional Doctorate in Information Equity [Paul]

There is a new name, but not much else has changed. It is now a Professional Doctorate in Informational Equity. The university wants a professional doctorate (ProfD), and they approved “Informational Equity.” This is for students with a Master’s degree already, but who are not seeking a career in research or as faculty. It is an equity-focused program for future professional leaders. iSchool doctorates have become more research focused, and the professional side—being Director of a Library System, for instance—has been lost. This professional doctorate aims to bring it back. We’re going to be the first iSchool to have a professional doctorate.

Key Principles:

Prepare current and future leaders in cultural heritage, education, public interest, government, and industry to prioritize equitable access to information and all the benefits it provides...

Allow students to explore the issues of equity and inclusion tied to information *and* the promotion of equity...

Relevant to careers in libraries, museums, archives, higher education, non-profits, industry, and government agencies and more.

Inclusive design: meet students where they are; online, asynchronous, and maximally accessible; JIDEA-based; courses can be taken in any order; Fall and Spring admissions; culminating project that allows students to implement what they have learned in their home institutional settings.

Five existing courses:

INST610 Information Ethics

INST612 Information Policy

INST613 Information and Human Rights

INST620 Diverse Populations, Information, and Inclusion

INST622 Information and Universal Usability

Five new courses:

INST805 Leveraging Data for Transformational, Organizational, and Social Change

INST806 Program Assessment and Evaluation

INST807 Participatory Design and Participatory Action Research

INST812 Equitable Financial and Human Resources Management

INST889 Doctoral Capstone

The doctoral capstone is two semesters of three credits each. In the first semester, oral qualifying examinations are completed, followed by the selection of a pressing JIDEA problem, the design and implementation of a solution, and the evaluation of results in the student’s current organization (or in one they have encountered previously).

The program is 33 credit hours. Approvals should come from the College to the University level this Fall, followed by MHEC approval in the Spring. A soft launch is planned for Fall 2023; a loud launch for Spring 2024.

Q&A: Building community? A: There should be consistency with faculty teaching courses—coordination. There is a preexisting network, which is the diversity & inclusion focus area in MLIS. For community, they are going to have work to figure out specific events, sessions, etc. Q: Is there any talk for the setup for advising—doctoral advisors? How many students are we anticipating? Hiring? A: Not sure about hiring. Committee for capstone will be like being on a committee for a Master's thesis. They will need dedicated faculty—the parallel is the Museum Studies and Material Culture certificate. Q: Can you teach diversity courses asynchronously? A: There are already successful asynchronous versions. Hopefully that part works already. Q: Why is it called a “capstone?” A: Because it's a professional doctorate. (Dean Iszak: This is the language the university uses. It's just policy language that we have to use.)

Q: Will there be anyone on the outside helping? Some of these projects may require assistance or mentoring in other ways besides faculty. Q: This will be for people who've completed Master's degree? Many of our graduates will go into this program? What's going to happen if they've taken the required courses? A: There is a stockpile of electives.

- Proposal to adopt AdobeSign [Victoria]

The proposal is that we adopt AdobeSign: Pros: accessible PDFs for those who are print disabled and who may use screen reader technologies, more secure, and basic analytics are already built in. Cons: cost and learning curve.

AdobeSign would give us the ability to create a Document Library, set a sequential or parallel workflow to gather signatures (i.e., for theses), provide the option to add passwords to sensitive PDFs, and maintain compatibility with Workday. Users can set up automated reminders and select the language of their preference.

- The iConsultancy Experiential Learning Program [TJ/Andy/Max]

Spring 2022: 69 Total Projects

Summer 2022: 10 Total Projects

Fall 2022: 43 Total Programs and 65 Organizations helped.

Please throw any HCIM related projects to us as soon as possible.

They may have 90 projects or more for the Spring semester.

They are continuing to work to develop the concept and structure on open proposals—the Provost is giving positive feedback.

Announcements

The Anti-Racist Teaching Initiative will start to discuss resources available for the year.

Adjournment

Motion to adjourn. Accepted.