



COLLEGE OF INFORMATION STUDIES

iSchool Assembly Minutes

Date: Friday, February 3, 2023 – 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 September
Minutes approved without correction.
- Review and approval of this agenda
Agenda approved without correction.

Assembly Items

Dean's update

The Dean speaks from August, GA at an advisory board meeting at Augusta University.

Josh Deyrit is a new Desktop Support Assistant. As new lecturer, Anat Szendro Sevilla, and as a new Associate Professor, Sheena Erete, are now officially members of the College.

We have offers out to (potential) new faculty. We will be interviewing candidates for data visualization later this month (February). We have launched the search for a Dean for Administration and Operations.

Ursula Gorham has been with the College since 1997 and served in many roles—she is now going to be Associate Director of the Office of Faculty Affairs. A new director for MLIS will take over during the summer.

OCRSM

Alejandra K. Galarce Diaz, Training Manager for Policy & Prevention.

As a beginning exercise, participants were asked to rank, on a 1-5 scale, their knowledge level about certain areas, including knowledgeable about resources on campus, and comfort levels explaining the duty to report and discussing sexual or interpersonal misconduct to a class.

Title IX was explaining, although OCRSM also handles Title VI, VII, etc. OCRSM also has resources for pregnancy, because it is considered a temporary disability, including a dedicated investigator. (Q: Interactions with the accessibility office? A: They work together.)

Title IX came out in 1972 and remains 37 words long. This includes sexual and interpersonal misconduct, which involves reporting options, supporting measures, and on and off campus resources, and involves *all* students, faculty, and staff. There is no time limit about reporting to the office. Prohibited conduct includes quid pro quo, hostile environment, sexual assault (inc. sexual incest), dating violence, domestic violence, and stalking. Sexual misconduct includes sexual coercion, exploitation, intimidation, attempted assault, other sex-based offenses, retaliation. (Reach out to OCRSM regarding questions.)

Retaliation is action taken against an individual because they reported or filed a complaint, participated in an investigation, and can include intimidation, threats, coercion, discrimination, or retaliatory harassment. There's also an amnesty provision for violating University drug and alcohol policies if reporting Prohibited Conduct.

What happens after a report is sent? The Title IX Coordinator makes an assessment especially if the persons involved are in the same dormitory, etc., or there are multiple reports about the same person. Then outreach to the parties is sent, usually 24-48 hours after a report has been made. We have a lot of *reports* compared to *complaints*.

The process is detailed on the website, which is important if a student asks, "What's going to happen?" There may be an investigation or an informal resolution. (Some students just want to read out a statement to the other student.) The investigation does not lead to a finding—an external hearing officer hears those cases. (Some universities have findings.)

(Q: Is a responsible university employee a mandatory reporter? When does the police get involved? A: Yes. This would interact with UMPD, but the findings don't necessarily come from UMPD. Actually, UMPD is a responsible university employee, but the Title IX office works with UMPD on a case-by-case basis but not necessarily. Q: How do we respond if students come to us saying that they don't want to go through the process? A: Students don't have to file a complaint and go through the investigation process. A agrees that this is a daunting process. Q: As professors, if someone does a report, and we have to navigate that in the classroom, what are our legal and moral responsibilities? Safety needs—someone did something dumb, a report has been filed, everyone is noticeably acting weird, the room may be divided, but there's no formal complaint, what should I do? A: Yeah...so, in this situation, would both people be in the same class? Q: Yes! A: That's a good question. We do not need a formal complaint. They can move people out of a section to assure equal access, if something is still in the report stage. Q: Let's say the same two students end up again in the same semester. A: We would follow them, including with a no contact order that could continue. Q: We as instructors... we might not know this is going on or could ask that this is going on? A: If

there's a no-contact order, the professors of a new class would know about this but not about the details, notes of the case. Q: From a practical point of view, should we try to maintain hybrid options in case? A: I don't think that I'm qualified to answer that question—that's a college-level question. Q: For graduate students off-campus, including with non-UMD persons, does this office offer support? A: Yes, they are campus community members. The investigation might not be possible, but the office can offer advice about state-level options. Q: If we file a report, the student may not learn about the resolution. Can they be told? (Students who have come to support a complainant's case, etc.) A: We are a non-confidential resource. They may not let you know if there was an informal resolution, but any continuing safety concerns should be communicated to the Title IX office. Q: He, as a staff person and manager, hasn't known about no-contact orders. A: No-contact orders can look very case-by-case; it might involve not texting. A no-contact order might not impact classroom interaction. I do want to apologize for the way that he hasn't been informed. Q: It feels like we're treating an adversarial interaction as collaborative. If a student reports, do they have a caseworker? A: Yes. We also don't force informal resolutions. Q: If something happens off-campus, it's still within our jurisdiction, but it's still the two principal people... students may need more training, especially about "gray" stuff. A: She agrees. She has given students slides. After all, "Calling a person beautiful can be impacting..." "Brushing" reports have come to the office. There are limits on investigation with non-campus community members. If there are impacts in the class, including hearsay, the Title IX office would need to get involved. Q: Is there a spot on the website that delineates what a no-contact order might mean? A: Yes.

The office is neutral. Everyone has a right to a prompt, fair, thorough, and impartial process. There is a website about reporting a disclosure of sexual misconduct or discrimination, but one can reach out by phone, website, or in-person. Make sure that you thank a student for disclosing to you. Explain your duty to report.

There is a webpage called supporting measures, with an explanation of no-contact orders. You do not need to go through an investigation to get a no-contact order. Q: Are you a mandatory reporter at church? A: When you are not acting as a faculty member, you are not a "professor." Q: Our TA's don't know this. A: She is trying to reach them. Q: She's had students ask for extensions and disclose information without knowing about mandatory reporting. A: Still under obligation to report. It could be put on the syllabus. There is a template on the TLTC accessible syllabus template. Q: No-contact order, when issued, who's responsible for keeping track? A: OCRSM. They have addendums, and you would only know if a provision was added that had to do with academics. Q: Who is responsible? A: Higher level of the college, because of privacy and a need-to-know basis. Q: When you were talking about speaking to people about reporting--are we supported to report hearsay? A: The policy states, when you become aware. That's a "gray area." "Something that you can't ignore." Something that is "information." [She acknowledges that it is "hard" to figure this out.] Q: Some students don't want to engage in university processes and procedures, and removing the choice over that process can have negative effects. Q: Co-workers or just students? A: Non-sexual harassment falls under non-discrimination and would be addressed. Title IX has to do with sexual problems in nature. Q: Are we mandated reporters for discrimination and harassment that is non-sexual? A: No.

There are confidential resources on campus, including the University Counseling Center and campus chaplains. You are also not limited to on-campus resources. Kate Izsak is the Title IX Liaison. (She doesn't handle cases but will steer you in the right direction.)

We repeat the reflection exercise again. Contact information is given for further questions (titleIXcoordinator@umd.edu). Q: Can people report anonymously with a non-UMD account? A: Yes. Q: Does this reporting... what about a UMD student as a perpetrator of violence against non-UMD community members? A: Never gotten that question. She's not clear. Q: What happens if someone makes an allegation against a teacher, like regarding disciplinary actions? A: Not clear, but this would require a finding. There may be college-wide action for integrity. Q: It's helpful to know for students who may be in a position of authority, and we don't know about no-contact orders... A: The question is about notice, right? She will ask about this. Dealing with privacy can be really tricky.

iCare

Madeline Georgevich

iCare is a direct bridge connecting faculty with advisors. The iCare program, specifically, is an early alert ticketing system. This will allow the undergraduate advisors to collect, manage, track, and assess data to meet the needs of students. The iCare form will be about *academic* concerns—a student has stopped attending class, a student's fellow group members have approached you with concerns,... . The advisors can step in and go over options. Academic advisors are here to support faculty.

There is a roadmap. First, concerns. Second, an iCare form. Third, the advising team will be notified. Fourth, they can figure out a plan and resources and a success plan. Fifth, achievable goals and monitoring progress. This will help with equity, especially equitable access to resources. It will also eliminate administrative barriers and presumably reduce DFW rates.

FAQ: Where to find the form? They are considering confluence, JIRA, or a sample Google form. There is no difference between the iCare team and the iSchool advising team. Who can complete the form? Faculty and GATAs. What happens to the student? We will reach out to them. Does this violate FERPA? No. Questions about the form? Email ugadvising.ischool@umd.edu and put iCare in the subject line. You can always follow up about the student, but they don't anticipate doing follow-up with everyone. They ask that faculty share additional resources with advisors. They are happy to compile things and send them out in mass. Q: If there is a question that's more sensitive... A: Email directly to an advisor. Q: Can all resources be put in one place on an internal website? A: Yes. Q: Graduate students. A: We can work on that. You can talk to advisors about anything at any time, even to be redirected. Q: There will be a lot of discreet data and some patterns. Is that a conversation that you can return to? A: She will report back. A: There will be a recap email with a survey.

New ADSI Position

Wayne Lutters

FY23 College Focus areas: organizational culture, DEI strategic plan, INFO Commons, College branding, Social Data Science Center (SoDa), Information Challenge ("an ongoing regular part of what we do"), iTAP (a center for technology and aging people at Shady Grove), Information Entrepreneurialism (new industry partnerships to help students create their own careers), and Organizational research, including figuring out course modalities.

February 14, Douglass Day

Victoria Van Hying

From noon-3 in the Commons, please share with all students. This is a day of celebration joining in with Penn State to mark Frederick Douglass' chosen birthday. Documents will be transcribed from contemporary activists, and we are partnering with the Driskell Center and Special Collections, and there is a bake-off which is judged on looks, not taste.

Concur

Dave Baugh

He asks for patience as everyone is learning through the process. Requests are automatically routed for approval to the supervisor and then to the fiscal officer and then the PI when applicable. Q: Even if you're taking a trip that's not funded by the university, you need to put it in for workman's comp. How does that impact things? A: You have to put a default KFS# for all requests. We would put in a dummy account. The preapproval is new.

Giving Day

Nancy Murray

This (March 8) is the biggest day of fundraising. The funds that we are featuring are several. An email will be sent out. Please send out links on social media—this is really grassroots. Minimum gift is \$10. The faculty and staff competitive time is 11-1, there are matching gifts, so there are lots of good opportunities.

As for development, place things on LinkedIn, etc.

Any graduating senior who makes a donation of \$25 or more gets membership in the Alumni Association. If alumni don't give in the first five years, the likelihood they give drops severely. We want students to engage with us.

Maryland Day

Sarah Gunn

Saturday, April 29th, 10am-4pm. But we need our programs in and confirmed by next week. We are in Hornbake Plaza. We need volunteers. We are going to have a Little Free Library, Prize Wheel, and simple coding games. Possible activities: Faculty/Lab/RIIG led demos or displays. We need creative ways to highlight who we are.

Let Sarah know if you would like a presence at Maryland Day. Or to be part of the Ice Cream working group.

iSchool Inter-Lab Opportunities

Connie Siebold

This is a proposal to include intentional inter-lab activities in open house (and other events). Open house is coming up. We should consider informal gatherings—potlucks, etc. We have really insular labs. Thus, we need to de-frag iSchool identity, facilitate collaboration, and create social support network (especially for times of emergency). Specifics: get to know people as human beings. This may include non-academic learning circles as well as walks around Lake Artemisia. We should incentivize participation and topics-based focuses would remain insular.

We must prevent further “continental drift.”

Black History Month

Happy Black History Month!

Election for PTK Representative to University Senate

Katy Lawley was elected an INFO Senator, PTK track, by a vote of 24 (Y) to 4 (N) with 7 abstentions. (The other candidate received 22 yes votes.)

Motion to adjourn.