



# COLLEGE OF INFORMATION STUDIES

## **iSchool Assembly Minutes**

**Date:** Friday, December 1st, 2023 – 9:30 to 11:00 am

**Location:** Kim Engineering Building Room 1110

### **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 [Keith Marzullo]

#### *New Staff*

[Alison Cardenas](#)—Administrative Coordinator

[Gerald Collins](#)—Digital Marketing Specialist

[Carolina Etheridge](#)—Payroll and Compliance Manager

[Bridget Faherty](#) is now the Assistant Dean for Finance and Administration, instead of interim Dean.

[Shelia Spears](#)—Assistant Director, HR

#### *Two Events for your calendar*

*Winter Celebration* (2<sup>nd</sup> year by provost request, especially as Winter Graduation has been cancelled):  
Wednesday, December 13, 12-2pm in the Colony Ballroom in Stamp

*Graduation:* We must have as many faculty as possible at the College of Information Studies Commencement—thus, let Dean Marzullo know if you cannot attend. We have had had a low turnout, and 1/3<sup>rd</sup> of faculty members did not show up at the last commencement, which is “a disgrace.” It will be held on Tuesday, May 21 4-6pm: Staff arrive at 2; Faculty at 3. Some faculty will be asked to attend the *University Graduation*; the provost has felt that that attendance has been low—3 TTK and 3 PTK should attend. “It is quite a show.”

The two commencement ceremonies will take place on different days, so nine hours of commencement activities on one day and a “golf cart drag race” will not occur.

- Instructional Support [Jeff Waters, Chris Beatty]

Vedat Diker and Kate Izsak decide on instructional support, based on class size, course level, the type of course and its modality. For instance, a 150 student, lecture-based course for undergraduates would get 30 graduate TA Hours. For TA positions, there is a preference for students with guaranteed funding or recommendations from instructors, and those who have served as past TAs and graders (and then new applicants). Most people who apply will *not* get an assignment.

Here are the levels of instructional support:

LEVEL	SECTION TYPE	# OF SEATS	# OF GRAD TA HOURS	# OF GRADER HOURS	# OF UTA HOURS
Undergraduate	Standard	0-30	0	0	10
Undergraduate	Standard	31-50	0	10	10
Undergraduate	Standard	51-99	10	10	10
Undergraduate	Standard	100	20	20	30
Undergraduate	Lecture-Recitation	100	20	20	30
Undergraduate	Lecture-Recitation	150	30	30	50
Undergraduate	Studio	0-30	10	10	10
Undergraduate	Studio	31-50	20	20	20
Undergraduate	Studio	51-99	40	40	40
Undergraduate	Online - Async	0-30	0	10	10
Undergraduate	Online - Async	31-50	0	20	10
Undergraduate	Online - Async	51-99	0	40	10

LEVEL	SECTION TYPE	# OF SEATS	# OF GRAD TA HOURS	# OF GRADER HOURS	# OF UTA HOURS
Graduate	Standard	0-30	0	10	0
Graduate	Standard	31-50	0	20	0
Graduate	Studio	0-30	10	20	0
Graduate	Studio	31-50	20	40	0
Graduate	Online - Async	0-30	0	10	0
Graduate	Online - Async	31-50	0	20	0

An instructional support recommendation form is included in the email confirmation of teaching assignments, but we cannot guarantee these assignments because of prioritized students, other faculty requests, and the requirements that international students can't work more than 20 hours per week and domestic students can only work over 20 hours with an approved overload. The student who is a TA must also be eligible, i.e., not on academic probation.

An underperforming grader or TA or (undergraduate) TA: not meeting hourly expectations, stops supporting the course, or making continual mistakes. There is a Statement of Mutual Expectations that is mandatory for TAs (here, *graduate* TAs) and encouraged for graders. An instructor faced with an underperforming TA or UTA should have a "hard conversation" and give "room to improve." A discussion should go with any felt need for possible termination.

If an email asking for TA work is generic, you can ignore it. "You can disregard those," because the student has likely also applied. It isn't good practice to disregard *personal* emails.

College of Information Studies staff can intervene if UTAs or GTAs are filling out peculiar timesheets, but only after the fact.

UTAs are undergraduate students who are in class with colleagues and friends, so there should be more distinctions in tasks assigned, especially regarding FERPA, but UTAs can help with grading or simple projects or assignments. Of course, they should not be grading their friends (or enemies).

Training and professional development for TAs and mentors: A lot of TAs think of a professor as their "boss," without grasping the actual (and more complicated) nature of their employment. It is a project management lift with multiple TAs, UTAs, and others. This can take a lot of energy to manage, especially if someone requires intervention. (Jeff [Waters]: The TLTC offers training twice a year for incoming TAs. In terms of delineating a TA versus a UTA, the College of Information Studies is putting together an instructional support manual.)

Kate Izsak: UTAs should only grade *objective* assignments. A side note--we have been talking about a one-credit TA training course for first-time TAs. We're holding off until the Dean's commission on instructional support presents.

Ron *Padrón*—There is a UTA training model in ELMS.

Bridget Faherty—There is a working group that's in place to look over approval of timesheets. (Jeff: TAs are quite expensive, so a graduate class with thirty students may not be financially sustainable with a TA.)

The faculty are the ones in the best position to be in communication with their assigned hourly graders to set those expectations. Right now, Jeff is approving 106 UTA timesheets and simply has no way of knowing what their assigned duties are in detail.

AMPs form (NB: an AMP is an undergraduate peer mentor):

[https://docs.google.com/forms/d/e/1FAIpQLSc-0wPVPkD3\\_el\\_5gK67BJyT6MMf4c-VG\\_J-tw1seLXz3Tayw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSc-0wPVPkD3_el_5gK67BJyT6MMf4c-VG_J-tw1seLXz3Tayw/viewform)

- INFO PostDocs [Amelia Gibson]

Dr. Jasmine L Garland McKinney

*Maternal Mental Health and the iSchool*

Dr. McKinney is a licensed therapist and nationally certified counselor. She is an expert on maternal mental health. Her “why” is her own girls; she defended her dissertation while 8 months pregnant and walked at her commencement with a five-week-old. She studies Black women’s health disparities; her own mother was not listened to post-surgery, and her own experiences post-birth reflected the same inequity. She is a scholar in Black feminist thought.

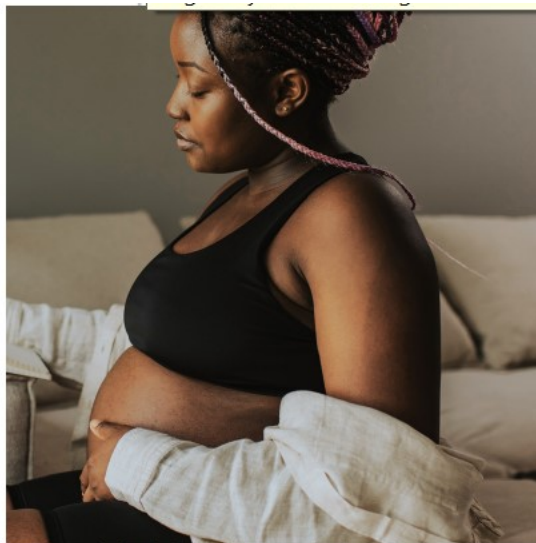
*Research agenda*

Novel instrument—Prepartum Form for Evaluating Race-Related Psychological Stressors

## RESEARCH AGENDA

*The Prepartum Form for Evaluating  
Race-Related Psychological Stressors*©

- Three Studies
  - Delphi Methodology
  - Cognitive Interviewing and Content Analysis
  - Instrument Development and Validation
- Research Questions and Data Analysis
  - Factor Structure
  - Construct Validity
    - Convergent Validity (2)
    - Discriminant Validity (1)
  - Concurrent Validity
    - Anxiety-Related Symptomology (1)
    - Depressive Symptomology (1)

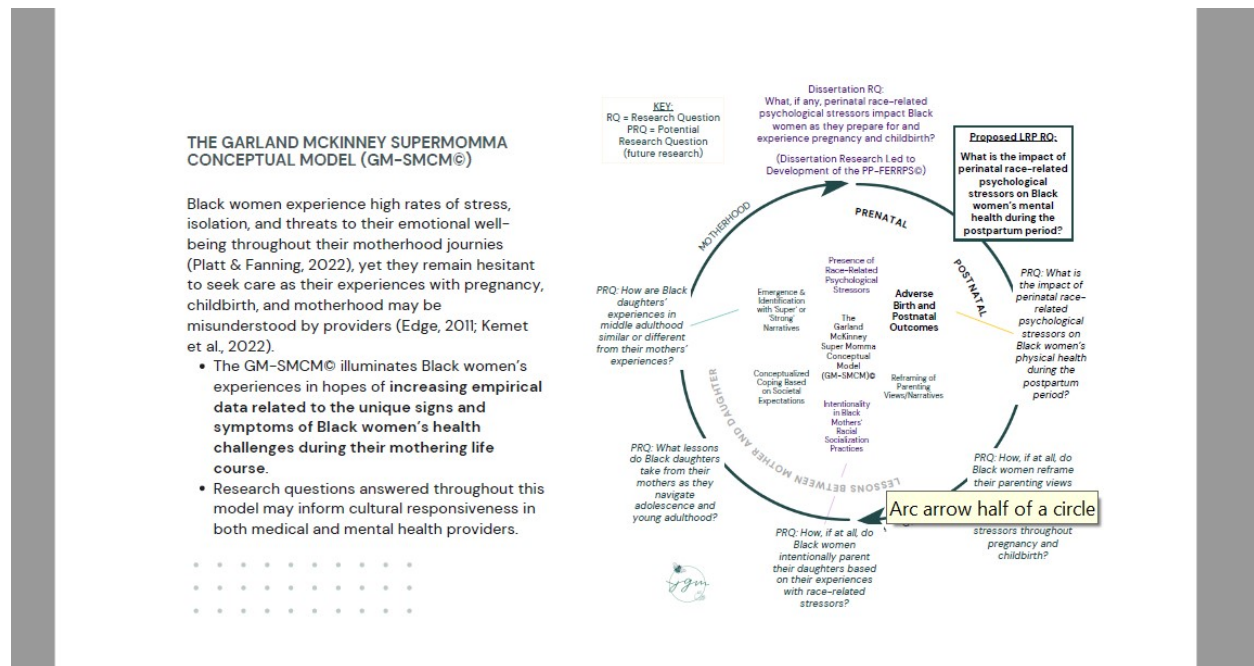


She looked at what mental health experts were seeing within the mental health field. She then talked to black women themselves, and this led to instrument development. She plans to do exploratory and confirmatory factor analysis as well as validity work.

She is in a multi-institutional and multidisciplinary team—she wants to be in an R1 University working with clinicians seeing Black women in their practice.

Black women’s experiences are cyclic—intergenerational. She wants to explore this cycle to improve culturally responsive practices. This will transform medical education to increase provider cultural responsiveness and decrease negative perinatal experiences as they move beyond “traditional” screening/assessment tools; she also wants to build on the “engaging with our communities” part of the work.

Here is her conceptual model:



- Maryland Day & Commencement [Sarah Grun]

### Maryland Day

Saturday, April 27<sup>th</sup>, 10am-4pm (Volunteers: 8am-5:30pm in shifts)  
 Hornbake Plaza—mark your calendars

This is our largest event on campus during the year. There is a pretty good diversity of attendance (35% of attenders from Prince George’s County). We have had a Prize Wheel and Little Free Library, decoding activity with CAFÉ, and an Info Challenge activity. We need ideas for other activities that are memorable,

engaging to audiences of all ages, and highlight who we are and what we do as INFO. They should be both unique and interactive; Sarah has a budget. We must also keep ADA compliance in mind.

Titles and descriptions are required very soon; titles should be “catchy,” descriptive, short, active, present-tense, and engaging. (“Be the next great conductor!”). Don’t use technical language, academic jargon, acronyms, faculty member names, etc.

Encourage classes to donate books to the Little Free Library. Donations can be left at Hornbake 0300 Service Desk or Patuxent 2101. Volunteers will be needed to do prep during the 2 weeks leading up to Maryland Day and for set up, staffing the events, and clean up on April 28<sup>th</sup>. Please look for Volunteer sign-up in January or early February.

### *Commencement*

Commencement is on Tuesday May 21. The ceremony is from 4-6pm, Xfinity Center. Staff arrival 2pm; Faculty arrival 3pm. Staff are expected to help with logistics; staff (and speakers) will need to walk through Xfinity prior to commencement. Historically, the three directors—graduate studies, undergraduate studies, and InfoSci at Shady Grove—have served as our college name readers. We are looking for additional volunteers for this part of the ceremony.

Faculty—if you are unable to attend, let Sarah Grun and Keith Marzullo know ASAP.

Program Directors & Deans—you are part of the program party.

PhD advisors—you are part of the platform party to take part in the hooding ceremony.

### Commencement-related Spring Deadlines

Feb 6 –Deadline to apply for Graduation.

Feb 16-Names of Summer, Fall, Spring graduates submitted.

Feb 21—First communication sent to graduates about RSVP for ceremony.

March 5-6—Grad Fair at Bookstore.

April 12-24-Rental regalia request for PhD and faculty is due.

April 8—Deadline for student RSVP.

April 8—Student speaker selection deadline.

May 1—Speaker scripts, bios, and headshots due to Sarah

We do not ticket for INFO, the University Commencement allows for six guests and that deadline is April 8.

Summer 2024 students are not allowed to participate.

For other questions; [ischoolevents@umd.edu](mailto:ischoolevents@umd.edu) .

Q: Is this already being messaged? The Office of Special Events sends out communications and has already done so with Winter and Summer graduates. Eventually, Sarah Grun does send out personal emails. Our website will soon be updated.

- Election for TTK Faculty Representative to University Senate [Fabian Faccio]

December 11—Nominations and Self-nominations

January 15—candidate notifications

January 22—Presentation of candidates

February 2—Assembly vote

- CAC College Advisory Council [Polly O'Rourke]

Two members have had to resign because they are overtaxed.

Look for an email about new members.

“The Committee consults with the Dean on matters of interest and concern to the College, including decisions regarding budgets and facility planning.”

What have they worked on?

#### *Event Attendance*

We need more attendance at events that are critical to the functioning of the College (commencement, job talks), and events important for college visibility and culture (Dean's Lecture Series, Homecoming, Maryland Day, tenure award lecture). There are many factors to consider (service load, burnout, unclear expectations, etc.).

The CAC recommended that the Dean formalize expectations for commencement events. We continue to discuss how to boost participation in other events, with insights from the TTK working group.

Q: What is a job talk? A: A job talk is when a person applies for a faculty position and comes for a campus visit. They usually give a talk about their research and answer questions. Sometimes for staff positions, there are job talks as well.

#### *iAppreciate You*

Since the September launch, 60+ messages have been sent to INFO faculty and staff.

Concerns: lack of awareness, some work roles are more visible than others, people who don't get notes may feel bad. CAC recommended regular reminder emails to increase awareness. CAC will continue discussing ways to improve iAppreciate You.

Comment: There is a black hole in the system somewhere. We need to know how to deliver messages to PhD students. (There may be a technological problem...)

- Giving Day [Nancy Murray]

Thanks to Jen Golbeck for a talk and peer response with the alumni association.

March 6—Giving Day. We have to defend our title! Three funds, a graduate scholarship, an undergraduate scholarship, and Dave Baugh Memorial Scholarship (Maryland Promise scholarship) are part of Giving Day.

- Campus Compost/Food Waste Policy [Victoria Van Hying]

Maryland General Assembly House Bill 264/Senate Bill 483 (please read [here](#))

All campus compost goes to PG County's Compost Facility. Some comes back for use on our campus farm. Individual colleges and units get fined for not sorting properly. We now have more green compost bins for events, including end of semester events in classrooms. If you'd like to volunteer to monitor that compost is separated from landfill waste and recyclables during events, please contact Rachael Bennett or Sarah. Victoria is volunteering at lunch today.

- Remote Work Guidelines [Keith Marzullo]

There is a mandate from the state to USM to put into place remote workplace policy. UMBC has made a policy, as has UMB. Each university retains freedom of action. The upper administration has been working on this, especially Associate Provost John Bertot. The focus has been on the faculty. Anything we do will go through the regular due process of the university, but guidelines are going to be released. Latest update: the guidelines are provisional and in the form of drafts. This will be moved over to UHR. We don't know when or what the final guidelines will look like.

Telework agreements protect workers and the university. We don't presently have these agreements for the faculty. (There are workman's comp concerns about "monopolistic states.")

Speculating: The University needs to figure out how they're going to handle remote workers. It is sort of like tenure—there are rules, but they are not iron-clad. The difficulty is figuring out ways to make this equitable, especially as the university does not want a large proportion of faculty and staff to *not* be here. Dean Marzullo spends political capital defending our current practices. Remote is defined as not being on campus at least three days and not having a residence in one of five states.

Q: This affects 300-400 people on campus, as the rules shift to UHR, will additional fiscal resources be paired with new restrictions, especially if someone has moved away or left the job—is there a *spend* side?

A: There are no current answers because the rules have not already moved to UHR. If you work in North Carolina, we need to have legal representation in that state, and those costs would be borne by the colleges having people in that area. It isn't clear what the costs are or why they are not shared across the university.

Q: Thanks for advocating for us. How does UHR change the process of shared governance? A: The existing research, if impressive, has not yet involved faculty opinion. The timeline about asking people to move back needs to be clarified, perhaps not till after the Senate approves the policy. There will likely be a committee working with UHR, but its composition and timelines is not known.



Q: Is the university having bigger discussions about parent advocacy at the university, and about parental desires and their impact? A: Remote work has nothing to do with parents, but with the USM setting a rule and is being driven by senior administration desires that are not driven by parents solely but also by legal considerations.

Most remote workers are faculty. Having someone teach remotely as an adjunct is likely navigable.

It is unlikely that there will be guidelines within a year.

- Spring Events for Support Consideration [Rachael Bennett]

Spring Events Support consideration deadline is today.

### **Announcements**

APT meeting—1 pm in Hornbake 2119: Associate & Full professors.

Staff meeting—1pm in Hornbake Commons.

Next Friday is the Season's Readings at University Bookstore—35% discount for staff and faculty.

Joel Chan: We are formalizing ways of advising doctoral students, he has just “cooked up” the final version of a survey and will act on it in the Spring.

Q: Regents Garage incidents? (There is no clear answer.)

Jessica Vitak: HCI will host a cookie exchange—December 14.

Dan Greene: December 12, reading day, postcard party, to communicate with (political) representatives.

### **Adjournment**

Motion to adjourn. Accepted.