

iSchool Assembly

March 1st, 2024



Agenda

- Call to order
- Review and approval of minutes from February
- Review and approval of this agenda
- Dissability Compliance and Accommodations [Emily Singer Lucio]
- Dean's Update [Keith Marzullo]
- MITH Maryland Institute for Technology in the Humanities [Trevor Munoz]
- General Education Diversity Requirement [Douglas Roberts, Alice Donlan]
- INFO PostDocs [Mega Subramaniam, Katie Shilton]
- Doctoral Committee Update [Jessica Vitak, Diana Marsh, Emily Dacquisto]
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- All Things Awards, Maryland Day and Commencement [Sarah Grun]
- Announcements



DISABILITY COMPLIANCE AND ACCOMMODATIONS

Emily Singer Lucio
ADA/504 Coordinator



The University of Maryland is committed to providing equal educational opportunities with full participation for all individuals with disabilities as required by The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. It is the university's policy that no qualified individual with a disability be excluded from participating in campus programs or benefiting from UMD activities.



THE ADA/504 COORDINATOR

- Guides the university's efforts to move beyond compliance and toward seamless access
 - Provides support and guidance to professional and instructional staff through consultation and training
- Addresses accessibility issues and barriers on campus
 - Consults with ADS, students and faculty to resolve disability-related concerns regarding student instructional accommodation requests and other access barriers (physical and programmatic)
- Collaborates with university offices to inform decision-making and ensure university compliance with state and federal mandates
 - Reviews policies and procedures to ensure non-discrimination practices
 - Provides technical assistance and direction for university policies and in compliance with state and federal mandates



ACCESSIBILITY AND DISABILITY SERVICE

- The Accessibility and Disability Service (ADS) office provides reasonable accommodations to qualified individuals to ensure equal access to services, programs, and activities sponsored by the University of Maryland.
- Through the variety of services offered, they work to ensure that student accommodation and accessibility needs are met.
- The ADS Office staff are available to assist, consult, support, and advocate on behalf of individuals requesting disability services to ensure appropriate accommodations are being provided.
- The Communication Access Services (CAS) unit provides accommodations to eligible students and departments that include: Sign language interpreters, Real-time transcription, Post-production captioning, Assistive listening device loans.
- ADS does not report to the ADA/504 Coordinator. ADS reports to Student Affairs.



SHARED RESPONSIBILITY

- We each play a role in sharing the responsibility, including the student, of providing accommodations to all individuals with a disability.
- The purpose of providing a reasonable accommodation to a student must be to give that student the opportunity to demonstrate mastery of the course content and the information being tested while minimizing or eliminating the impact of the disability.
- Accommodations should not give the students an unfair advantage over their classmates.
- The University has an obligation to make a good-faith effort to provide reasonable accommodations to all students with a disability, no matter when the request is made.

SECTION 504 REGULATIONS

- 34 C.F.R. §104.44(a), requires post post-secondary institutions to **modify** academic requirements as **necessary** to ensure that requirements are **effective**, provide **same (equal) opportunities** to meet the academic and technical requirements of the recipient's programs and activities as nondisabled students
- Four key elements:
 - “Modification”: something affirmative, not necessarily just identical treatment
 - “Necessary”: more than merely convenient or wished for by the student
 - “Effective”: logically connected to addressing or remediating the adverse impact of the student's disability on a major life activity --- ineffective accommodations are NOT reasonable
 - “Same opportunity”: not a guarantee of success but as good an opportunity to achieve success as all other students



WHAT IS A REASONABLE ACCOMMODATION?

In the context of higher education, it is easier to define what is not reasonable and assume that if the accommodation needed does not clearly fall under those guidelines, it is probably reasonable.

- If making the accommodation or allowing participation poses a **direct threat to the health or safety of others**;
- If making the accommodation means a **substantial change in an essential element of the curriculum** or a **substantial alteration** in the manner in which you provide your services; and
- If it poses an **undue financial or administrative burden**.



Reasonable Accommodation

- Accommodations cannot fundamentally alter the course or program of study
- Student is responsible for meeting the technical standards/requirements of a course or program
- Student is responsible for maintaining open lines of communication with ADS and instructors to ensure accommodations are working smoothly
- Instructors/TAs are responsible for implemented prescribed accommodations while maintaining confidentiality/respecting the student's privacy
- There is no formal deadline for students to being using accommodations in college courses
 - Accommodations cannot be applied retroactively, so it is important to disclose early in the semester, or as soon as a need is known to prevent any delays



FUNDAMENTAL ALTERATION

A "fundamental alteration" is a change that is so significant it alters the essential nature of a course or a program of instruction.

- A major change in the nature of the program.
- Lowering an academic standard.
- Removing or waiving acquisition of a skill that is essential.
- Removing or waiving acquisition of a skill that is directly related to the health and safety of others.
- Removing or waiving requirements that are directly related to qualifying for that license.

ESSENTIAL REQUIREMENTS

Essential Elements are the course and program objectives that are identified as the core learning outcomes (such as skills, knowledge, or licensure requirements) that all students must demonstrate, **with or without accommodations**, which are part of the interconnected curriculum of the degree or academic program.

Established essential objectives and requirements:

- Clearly articulate the overall purpose of the course/program
- Identify required mastery of specific skills, knowledge, principles, and concepts
- Convey the framework used to set academic and program standards
- Ensure a fair deliberation with qualified campus professionals when determining if a requested accommodation would be a fundamental alteration

If it is not reasonable to make a substantial change in an essential element of a course or a given student's curriculum, then it is the institution's responsibility to demonstrate

- that the **change requested is substantial**
- that the **element targeted for change is essential to the conduct of the course or curriculum.**



QUESTIONS FOR FACULTY TO CONSIDER IN ESTABLISHING ESSENTIAL REQUIREMENTS

- What is the purpose of the course?
- What methods of instruction are absolutely necessary? Why?
- Would altering the method of instruction compromise the purpose of the course?
- What outcomes are absolutely required of all students? Why?
- What specific knowledge, principles, concepts, and skills do the faculty believe must be mastered by students?
- What methods of assessing student outcomes are absolutely necessary? Why? For example, if a student, based on their disability, requested an oral recorded essay exam, would this compromise the purpose of the course?
- What are acceptable levels of performance on these student outcome measures? Faculty may need to consider how to evaluate student outcome measures that have been accommodated or provided in alternative, nonessential formats such as an essay exam presented orally.



SERVICE ANIMALS ON CAMPUS

- A service animal is a guide dog individually **trained to do work or perform tasks** for the benefit of an individual with a disability. It can be any breed of dog.
- A service animal is **not required to be licensed or certified** by a state or local government or animal training program.
- Service animals are allowed to accompany their handlers at all times and everywhere on campus, except in areas where specifically prohibited due to health, environmental or safety hazards (e.g. mechanical rooms, machine shops, laboratories).
- The ADA does **not require service animals to wear a vest**, ID tag or specific harness. The handler is also not required to carry a specific identification card for the service animal.
- **Two questions to ask:**
 - **"Is the dog a service animal required because of a disability?"** and
 - **"What work or task has the dog been trained to perform?"**
- Individuals **cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.**
- Service animals are **not required to be approved** through any accommodation process.



EMOTIONAL SUPPORT ANIMALS

- An animal that provides comfort, reassurance, social interaction and other emotional benefits.
- The animal does not have to be trained to provide comforting. An emotional support/comfort animal is not considered a service animal.
- The use of an animal (i.e., as a comfort or therapy animal) may be allowed as a reasonable accommodation through established Accessibility & Disability Service procedures.
- There must be an identifiable relationship between the disability and the assistance the support animal provides to the resident.
- An animal that provides affection and comfort and is specifically trained to be gentle and stable in stressful situations.
- A therapy animal is not considered a service animal. The use of a therapy animal may be incorporated into the treatment process as prescribed by an appropriate health care professional.
- Support animals are not considered service animals under the Americans with Disabilities Act (ADA).
- Emotional Support Animals and Therapy Animals must go through an accommodation request process to be approved on campus.



WHAT DOES A SERVICE ANIMAL DO?

- To put it simply, a service dog is a dog with a job. The exact job the dog performs depends entirely on the disability they have been trained to assist with.
 - For the visually impaired: A service dog can guide them through crowds, around obstacles and stop at stairs and crossings.
 - For those in a wheelchair: A service dog can help pull the wheelchair up a ramp, press a button on automatic doors, pick up dropped items and even bring objects such as a ringing phone to the owner.
 - For people with epilepsy: A service dog can alert the owner before a seizure occurs and remain close during a seizure to prevent injury.
 - For veterans with PTSD: A service dog can interrupt its owner when suffering from an episode by nudging, bringing medication or even circling the owner in a crowded area to create personal space.



10 DOS AND DON'TS FOR BEHAVIOR AROUND A SERVICE DOG TEAM

- DO speak to the owner/handler rather than the dog.
- DON'T touch the dog without asking permission first.
- DO keep pet dogs a distance away from a working dog
- DON'T offer food to a service dog
- DO treat the owner/handler with sensitivity and respect
- DON'T assume a napping service dog is off duty
- DO inform the handler if a service dog approaches you
- DON'T do anything to distract the dog from its job
- DO ask before acting if there are ways you can assist
- DON'T assume that the person does not have a disability just because you can't see one



SHIFTING OUR THINKING

How do we move from a compliance model to an equal access model?

Universal Design



UNIVERSAL DESIGN

“

Universal Design represents a cohesive approach to promoting inclusion, one that considers, on an ongoing basis, how curriculum, instruction, and assessment can be designed to meet the learning needs of the greatest number of students without compromising academic rigor.

”

Margaretha Vreeburg Izzo, Alexa Murray and Jeanne Novak

"The Faculty Perspective on Universal Design for Learning"
Journal of Postsecondary Education and Disability (JPED), Vol. 21, No. 2 (2008).



What is Universal Design for Learning?

Universally Designed

Justice

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Individuals are given **different supports** to make it possible for them to have equal access to the game, thus producing equity.



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



What is Universal Design for Learning?

UDL is a **framework** to improve and optimize teaching and learning for **all students** based on scientific insights into how humans learn.

- Good for all, essential for some.
- UDL aims to change the design of the environment rather than to change the learner.



Steps to Help Promote an Inclusive Learning Environment

- Share information with students about obtaining accommodations through Accessibility and Disability Services. The [TLTC website](#) provides a model [syllabus template](#) with information about ADS.
- Ensure barrier-free access to course content by adopting a [universal design](#) process that factors course accessibility from the onset. Instructors are encouraged to review the Teaching and Learning Transformation Center's (TLTC) [guidance on creating accessible course content](#). This includes content, texts and materials, assessment method, online instruction, and time requirements. The [IT Accessibility Website](#) has many resources available for making your course content accessible. Additional resources and information about implementing accommodations for students with disabilities can be found on the [Teaching Resources page](#) of ODI's [accessibility website](#).
- Ensure that all materials posted to ELMS are in an accessible format. The [IT Accessibility website](#) has information on making items in ELMS accessible.



Steps to Help Promote an Inclusive Learning Environment (continued)

- Use the [Course Accessibility Checklist](#) to help remove any potential barriers to course content and ensure that your course is accessible to all.
- Ensure that recorded classes are captioned before posting them. Please refer to DIT's [guidance on how to caption videos](#).
- Talk with the student, consult with [ADS](#), and take an active role in ensuring reasonable accommodation. Keep in mind that it may sometimes be hard for students to request what they need, so please be patient.
- Maintain confidentiality regarding accommodations, and remember that students are not required to disclose their diagnoses to faculty. If a student does disclose a diagnosis, this information must be treated as confidential under the protections of FERPA and must not be shared with other faculty or students.



Accessibility.umd.edu

The UMD ADA website

<http://accessibility.umd.edu/>

- Accommodations
- Technology
- Teaching
 - Making Classes Accessible
 - Legal information
 - Teaching Resources
 - How Faculty can Help
 - Responsibilities
- Event Access
- Policies
- On Campus
 - Physical Access
 - Transportation
 - Visitors to Campus
 - Emergency Preparedness
- Community
 - Student Organizations
 - Campus Disability Working Groups & Departments
 - Disability Awareness Month Podcasts



Contact Information

ADA/504 Coordinator

Email: adacoordinator@umd.edu

Tel: 301 405-2841

Website: <http://accessibility.umd.edu/>



Thank You!



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Dean's Update

March 1, 2024



New people

- Leah Bryant
Payroll & Administrative Coordinator
- Melodie Lim (she/her)
Human Resources Coordinator



Inaugural INFO Night



UNIVERSITY OF
MARYLAND

**FEARLESSLY
FORWARD**

Dean's Update 3/1/2024



Thank You!



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A large yellow graphic on the left side of the slide, consisting of two overlapping triangles that form a larger, irregular shape pointing towards the right.

MITH Maryland Institute for Technology in the Humanities

Trevor Munoz

A large crowd of people is shown at an outdoor event, likely a sports game or festival. The image is partially obscured by a large red diagonal overlay on the left side. The text "Thank You!" is written in white, bold, sans-serif font on the red background. In the background, a young man in a white t-shirt with a red "M" logo and a tiger mascot is walking. Other people in the crowd are wearing various casual clothing, including a green shirt with "AIA" and a grey backpack.

Thank You!

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General Education Diversity Requirement

Douglas Roberts, Alice Donlan

General Education Diversity Requirement

Update Spring 2024

Alice Donlan, Assistant Dean, UGST

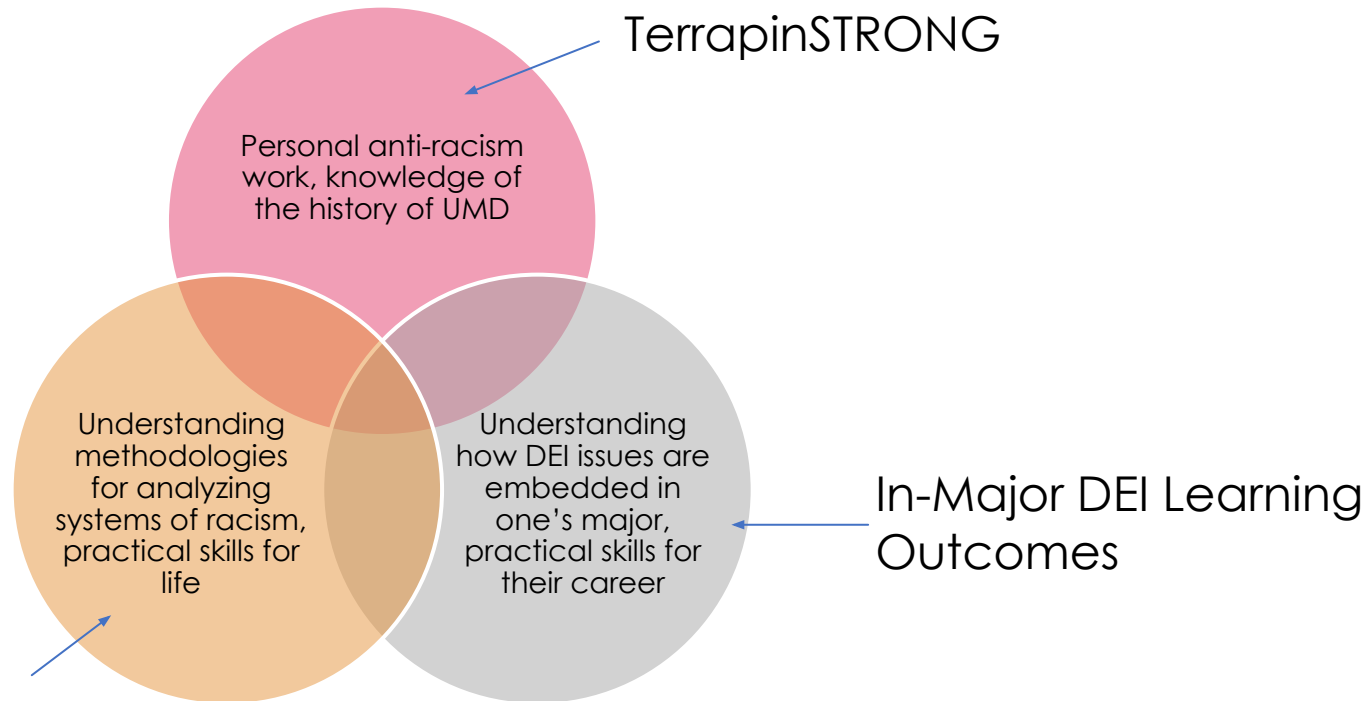
Doug Roberts, Associate Dean, UGST



Ongoing Diversity Education Work at UMD

There are many different DEI initiatives currently taking place at UMD. They should support and complement each other, but also have their own goals and functions.

General Education



Overview

In 2022, the Campus Senate approved a proposal to make modifications to our General Education Diversity requirement

Tons of information on:

<https://www.ugst.umd.edu/detf.html>

- Includes full DETF report, Senate Report, lots of other stuff

Summary of Changes

► Basically, three changes:

1. Modify the names and definitions of our existing two Diversity Categories:
 - a. “Theory”: *Understanding Plural Societies* -> *Understanding Structures of Racism and Inequality*
 - b. “Practice”: *Cultural Competence* -> *Navigating Diverse Social Environments*

Summary of Changes

► Basically, three changes:

2. Change content

- a. For the “Theory” category, require instruction on issues of structural and systemic racism
- b. For the “Practice” category, expand the set of required skills-oriented learning outcomes

Summary of Changes

- ▶ Basically, three changes:
 3. Require one course in each category

2022–2023 Work

- ▶ Three main areas of implementation:
 1. **Clearly define the new categories, adhering to the vision set forth in the DETF report**
 2. Develop a plan to deliver the required number of seats in each new category, especially the now-required practice course
 3. Technical implementation. This will require changes to CIM, SIS, degree audit tools, display of schedule of classes, etc.

Two of our Tasks from the Senate

- ▶ Refine and clarify the wording for the diversity course category learning outcomes.
- ▶ Consult with additional faculty, including teaching assistants, with subject-matter expertise in teaching courses on race and racism, and multilingualism.

The Academic Committee



- **Neel Ahuja** | Professor, The Harriet Tubman Department of Women, Gender, and Sexuality Studies, ARHU
- **Adam Klager** | Faculty Assistant, Global Engineering Leadership, ENGR
- **Alice Donlan** | Assistant Dean, Office of Undergraduate Studies, EDUC
- **Angel Dunbar** | Assistant Professor, African American Studies, BSOS
- **Andrea Marie Frisch** | Professor, French and the School of Languages, Literatures, and Cultures, ARHU
- **Maxine Grossman** | Director and Associate Professor, Joseph and Rebecca Meyerhoff Program and Center for Jewish Studies, ARHU
- **Perla Guerrero** | Associate Professor and Interim Director of Graduate Studies, American Studies, ARHU
- **Ashley Newby** | Lecturer and Undergraduate Director, Department of African American Studies, BSOS
- **Jazmin Pichardo** | Assistant Director of Diversity Training and Education, Office of Diversity and Inclusion
- **Douglas Roberts** | Associate Dean, Undergraduate Studies, CMNS
- **Nazish Salahuddin** | Principal Lecturer and Director of Undergraduate Studies, Psychology, BSOS
- **Ebony Terrell Shockley** | Associate Dean, EDUC
- **Cynthia Kay Stevens** | Associate Dean, Office of Undergraduate Studies, BMGT

Deliverables

- ▶ Learning outcomes for each course.
- ▶ Contextual documents that describe what courses in these categories might look like.
- ▶ Copies of the **draft** documents have been distributed to you, and we are still soliciting feedback.

Navigating Diverse Social Environments

- ▶ Primary purpose:
 - ▶ Offer students the opportunity to learn and practice skills related to diversity and inclusion.
 - ▶ Skills are explicitly taught, and students must interact with others.
- ▶ Example Course Types:
 - ▶ Intergroup dialogue
 - ▶ Community action learning projects
 - ▶ Interpersonal-skill building courses
- ▶ 1+ credit courses

Required NDSE Learning Outcomes

Construct	Learning Outcome “After completion of this course, students will be able to...”

Required NDSE Learning Outcomes

Construct	Learning Outcome “After completion of this course, students will be able to...”
Engage Reflection Skills	
Use Perspective-Taking Skills	
Apply Interpersonal Skills	

Required NDSE Learning Outcomes

Construct	Learning Outcome “After completion of this course, students will be able to...”
Engage Reflection Skills	Reflect on how their social identity informs their position within systems of oppression and power.
Use Perspective-Taking Skills	Understand how different positionalities shape perspectives on the world.
Apply Interpersonal Skills	Apply interpersonal skills learned in class related to diversity and inclusion to real work or simulated cultural contexts. <i>Examples of skills include communication, collaboration, and conflict resolution.</i>

Understanding Structures of Racism and Inequality

- ▶ Primary purpose:
 - ▶ Help students understand structural features of racism.
- ▶ Example Course Types:
 - ▶ Courses on the history of structures of racism.
 - ▶ Courses on the intersections of structural racism and other dimensions of identity.
 - ▶ Courses on modern efforts to combat structures of racism.
- ▶ 3 credit courses

Required USRI Learning Outcomes

Construct	Learning Outcome “After completion of this course, students will be able to...”

Required USRI Learning Outcomes

Construct	Learning Outcome
	“After completion of this course, students will be able to...”
Define Race	
Analyze Structural Racism <i>(Required by the Senate)</i>	
Apply in Context	

Required USRI Learning Outcomes

Construct	Learning Outcome
	“After completion of this course, students will be able to...”
Define Race	Understand race and racism as social constructions.
Analyze Structural Racism <i>(Required by the Senate)</i>	Analyze structural racism through the application of specific frameworks or methods.
Apply in Context	Explain how racist structures emerge, are sustained, are resisted, and/or change in specific historical, linguistic, or geographic contexts.

Optional USRI Learning Outcomes

Construct	Learning Outcome “After completion of this course, students will be able to...”

Optional USRI Learning Outcomes

Construct	Learning Outcome
	“After completion of this course, students will be able to...”
Analyze Structural Racism with Critical Frameworks	
Interrelate Other Forms of Oppression	

Optional USRI Learning Outcomes

Construct	Learning Outcome
	“After completion of this course, students will be able to...”
Analyze Structural Racism with Critical Frameworks	Critically analyze structural racism and strategies for racial justice with frameworks from ethnic studies and other relevant areas that embody the perspectives, cultures, and histories of minoritized people.
Interrelate Other Forms of Oppression	Interrelate structural racism with other entangled identity-based power structures and oppression.

Big Picture

Navigating Diverse Social Environments

- Students learn and apply interpersonal and intrapersonal skills.
- Does not have to explicitly discuss race or racism.

Understanding Structures of Racism and Inequality

- Students learn about structural racism.
- Can be any time period, anywhere in the world
- Must include structural racism in a substantive way.

Next Steps

- ▶ Gathering feedback from instructors and students.
- ▶ The learning outcomes will go into CIM this semester so people can start submitting courses for approval.
 - Note: Courses currently approved for Cultural Competence will automatically be coded for NDSE and will not have to be submitted for review.

Next Steps

- ▶ We are aiming to start the requirement for new students in Fall 2026.
- ▶ We estimate that we will need ~8,000 seats in each category per academic year
 - We currently offer ~17,000 seats in Understanding Plural Societies and 3,200 seats in Cultural Competence
 - Discussion of seat targets will begin during the Planning Cycle process



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INFO PostDocs

Mega Subramaniam, Katie Shilton



YEWEON KIM, PH.D.
MARCH 2024 ASSEMBLY

My JOURNEY

WHERE I'VE COME FROM,
WHAT I'VE EXPLORED,
AND WHY I AM HERE?



B.A.

INDUSTRY

M.A.

PH.D.

POSTDOC



B.A.

INDUSTRY

M.A.

PH.D.

POSTDOC

**VISUAL ARTS & PERFORMANCE; MASS COMM
@ HANDONG GLOBAL UNIV (KOREA)**



B.A.

INDUSTRY

M.A.

PH.D.

POSTDOC

ADVERTISING COPYWRITER
@ DIGITAL MARKETING AGENCY (KOREA)



B.A. INDUSTRY **M.A.** PH.D. POSTDOC

COMMUNICATION
@ SEOUL NATIONAL UNIV (KOREA)



B.A.

INDUSTRY

M.A.

PH.D.

POSTDOC

A black and white photograph of a black cat wearing a graduation cap, sitting next to a person's hair. The cat is looking directly at the camera. The person's hair is visible on the right side of the frame, with a black hair clip. The background is a wooden fence.

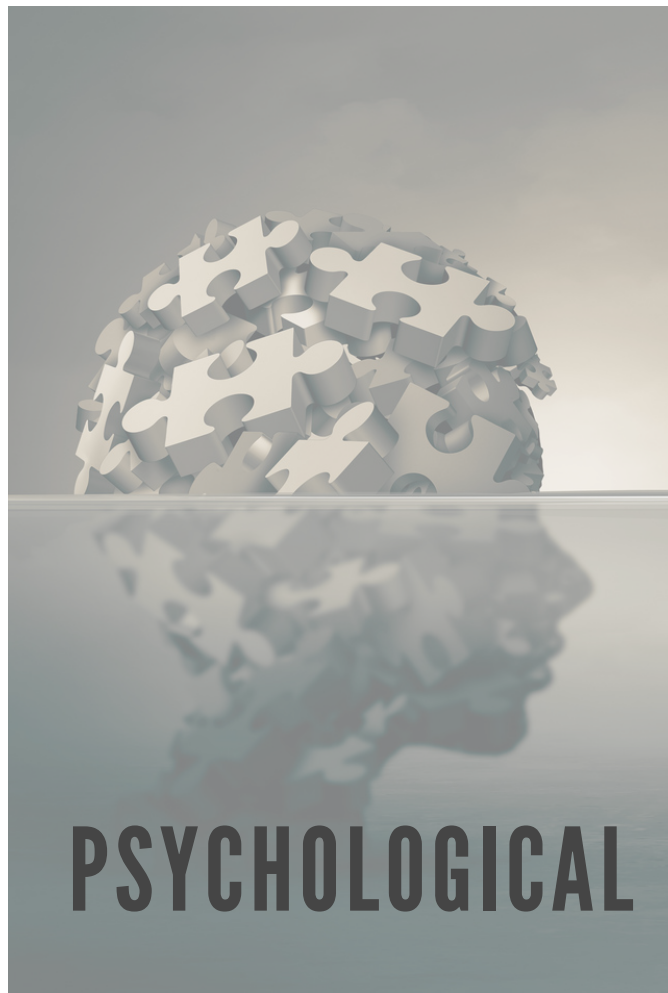
**COMMUNICATION
@ UNIV OF CALIFORNIA SANTA BARBARA
INDIANA UNIV THE MEDIA SCHOOL
(MINOR IN INFORMATION SCIENCE)**

I have explored

COMPUTER-MEDIATED COMMUNICATION (CMC)



SOCIAL



PSYCHOLOGICAL



COMMUNICATIVE

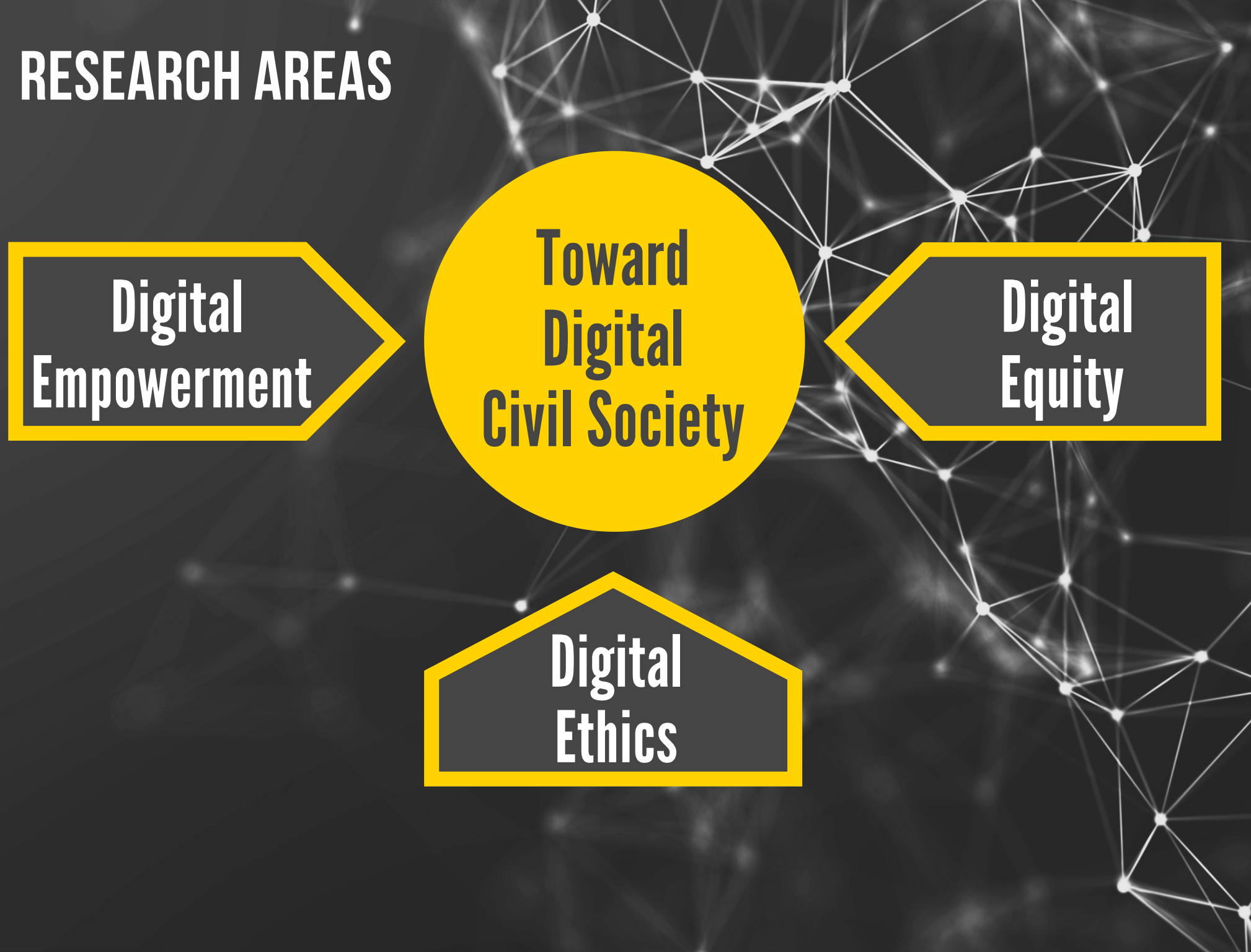
RESEARCH AREAS

**Digital
Empowerment**

**Toward
Digital
Civil Society**

**Digital
Equity**

**Digital
Ethics**



RESEARCH AREAS

Digital Empowerment

**How to implement ICTs to better
accommodate people with limited resources?**

**“Do people with low cognitive resources benefit
from highly visual & interactive infographics?”**

(MA THESIS)

How to balance digital ethics and digital rights in virtual public spheres?

**“When do people support digital incivility?
What are the sociotechnical factors that foster this behavior?
How does this behavior shape who they are as humans?”**

(PhD Dissertation)

**Digital
Ethics**

How to increase digital connectivity for people marginalized by digital divides?

“How do unreliable device ownership and Internet access impact low-income people?”

(Santa Barbara County Broadband Strategy Plan, 2022)

**Digital
Equity**

CURRENT WORK ON **DIGITAL EQUITY/LITERACY**

UC **SANTA BARBARA**
Department of Communication

University of California, Santa Barbara

BLUMCENTER
ON POVERTY, INEQUALITY, AND DEMOCRACY

UNIVERSITY OF
MARYLAND
EXTENSION



Marylanders
Online

IN PARTNERSHIP WITH



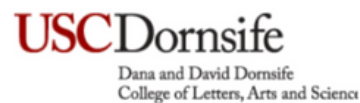
COLLEGE OF
INFORMATION
STUDIES

- Institutional tech support for low-income residents
 - Surveys & interviews w/ local digital equity orgs

UC SANTA BARBARA
Department of Communication



- The Central Coast Regional Equity Initiative
 - Social, health, economic & environmental equity assessments



- **How can we improve the sustainability of digital literacy (DL) training services for MD residents?**
 - What communicative/sociopsychological factors serve as facilitators/barriers to DL training services?
 - How DL training services can make meaningful improvements in MD residents' digital life?

So, reach out to me!



COLLEGE OF
INFORMATION
STUDIES

Information and technology for good



Directory

[HOME](#) / [ABOUT](#) / [DIRECTORY](#)



Yeweon Kim

Postdoctoral Researcher

✉ ywkim916@umd.edu

Yeweon Kim (Ph.D. in Communication, UC Santa Barbara) joined the UMD College of Information Studies as a postdoc researcher in January 2024. Her research addresses individual and collective concerns about information communication technologies, specifically the promises and pitfalls of those technologies for social interaction and civic engagement in public life. As part of the **Marylanders Online** team, she conducts research to generate policy and practice recommendations promoting digital equity and literacy.

University programs, activities, and facilities are available to all without regard to race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected class.



AND JUSTICE FOR ALL

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), age, disability, and reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, at <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:
(833) 256-1665 or (202) 690-7442; or

email:
program.intake@usda.gov.

This institution is an equal opportunity provider.

Conforme a la ley federal y las políticas y regulaciones de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta institución tiene prohibido discriminar por motivos de raza, color, origen nacional, sexo (incluyendo identidad de género y orientación de sexual), edad, discapacidad, venganza o represalia por actividades realizadas en el pasado relacionadas con los derechos civiles.

La información del programa puede estar disponible en otros idiomas además del inglés. Las personas con discapacidades que requieren medios de comunicación alternativos para obtener información sobre el programa (por ejemplo, Braille, letra agrandada, grabación de audio y lenguaje de señas americano) deben comunicarse con la agencia estatal o local responsable que administra el programa o con el TARGET Center del USDA al (202) 720-2600 (voz y TTY) o comunicarse con el USDA a través del Servicio Federal de Transmisión de Información al (800) 877-8339.

Para presentar una queja por discriminación en el programa, el reclamante debe completar un formulario AD-3027, Formulario de queja por discriminación del programa del USDA, que se puede obtener en línea, en <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, en cualquier oficina del USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida al USDA. La carta debe contener el nombre, la dirección y el número de teléfono del reclamante, y una descripción escrita de la supuesta acción discriminatoria con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR, por sus siglas en inglés) sobre la naturaleza y la fecha de la presunta violación de los derechos civiles. La carta o el formulario AD-3027 completado debe enviarse al USDA por medio de:

correo postal:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; o

fax:
(833) 256-1665 o (202) 690-7442; o

correo electrónico:
program.intake@usda.gov.

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AND JUSTICE FOR ALL

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To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, at <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (833) 620-1071, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to:

mail:
Food and Nutrition Service, USDA
1320 Braddock Place, Room 334
Alexandria, VA 22314; or

fax:
(833) 256-1665 or (202) 690-7442; or

email:
FNCSIVILRIGHTSCOMPLAINTS@usda.gov

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Bridging The AI Divide:

TOWARDS EQUITABLE **TECHNOLOGY FUTURES** FOR
PEOPLE WITH DISABILITIES

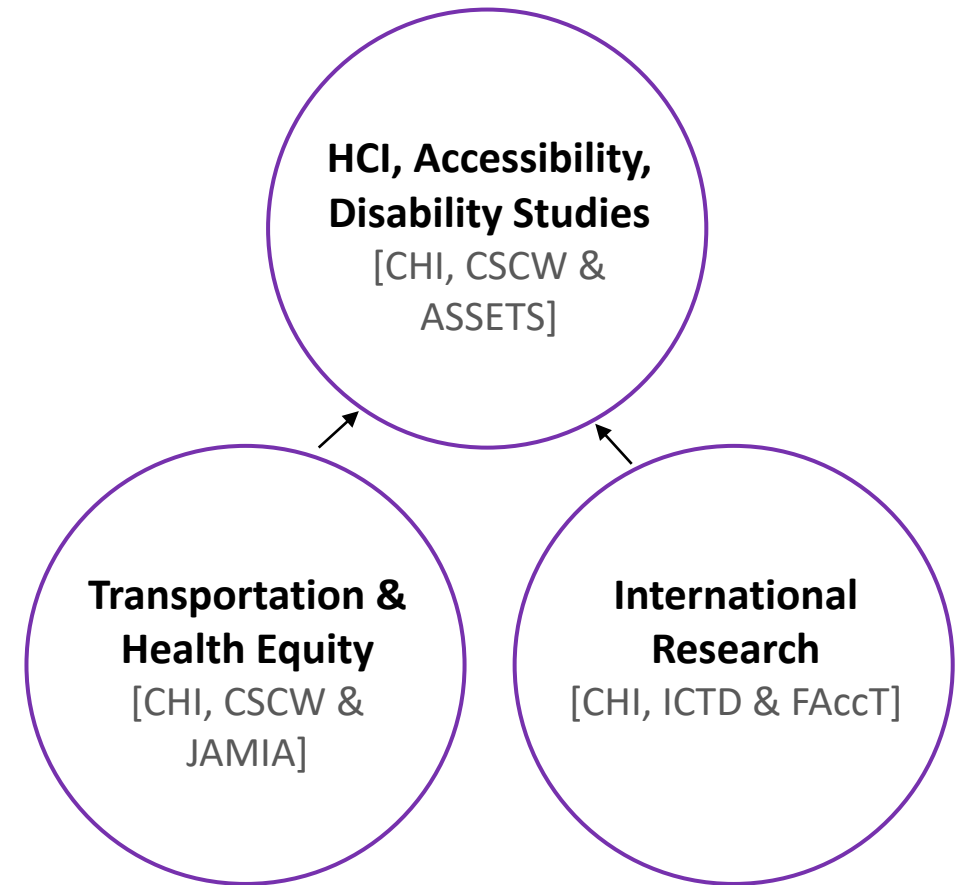


Vaishnav Kameswaran



About Me

- Postdoc @ VCAI, Ph.D. from UMSI
- Research in HCI, accessibility & critical disability studies
 - Shaped by broader research in equity
- Use community-based participatory approaches & qual methods



AI & People with Disabilities

- AI can create an accessible world by facilitating the design of novel tech, creating personalized experiences & scaling deployments
- Yet, rapid development risks leaving people with disabilities behind & raises concerns over privacy, bias & discrimination

AI Divide

- ① Unequal access, utilization & effects of Artificial Intelligence (AI) on people with disabilities (Van dijk 2016)
- ② Focus on the **causes** of the AI divide
 - Use the lens of people with visual impairments in India

India as a Context

- One of the largest populations of people with visual impairments in the world (WHO 2010)
 - A majority live in poverty & have limited access to educational institutions & employment opportunities (World Bank 2012)
- Limited structural support (Grech 2016) & attitudes towards disability marked by pity & charity (Ghai 2019)
- Exponential growth in AI over last few years (ET 2024)
 - Enabled by favorable state policies, infrastructural development & availability of rich talent pool (Nilekani & Bhojwani 2023)

1

Ableist Technology Gatekeepers

V Kameswaran, V Yelareddy & M Marathe. 2023. Advocacy as Access Work: How People with Visual Impairments Gain Access to Digital Banking. *CSCW 2023*.

2

Culturally Misaligned Models

V Kameswaran, J Robinson, N Sambasivan, G Aggarwal & M Ringel Morris. 2024. On Help & Interdependence. *Under Review*.

V Kameswaran, J Gupta, J Pal et al. 2018. “We can go anywhere”: Understanding Independence through a Case Study of Ride-hailing Use. *CSCW 2018*. **Best Paper**

3

Ineffective Governance Mechanisms

D Ramesh, **V Kameswaran** et. al. 2022. How platform-user relations shape algorithmic accountability. *FAccT 2022*.

V Kameswaran & J Pal. 2021. Ride-hailing as Accessible Transit. *Accessible Technology & the Developing World. Book Chapter*.

V Kameswaran, S Muralidhar. 2019. Cash, Digital Payments & Accessibility. *CSCW 2019*.

Technology Gatekeepers & AI Divide

- ① **Technology access** is taken for granted & ready availability is a starting point to understand social context of technology use
- ② Qualitative study of AI-powered digital banking revealed access issues
 - Bank managers questioned abilities to control, maintain & impede access
 - People engaged in moment-to-moment advocacy work to gain access
- ③ Highlights importance of going beyond AI usability & prompts a return back to discussions of 'less relevant' access issues

Value-laden Models & AI Divide

- Independence a gold standard for Accessible Technology (AT) design & equated with self-reliance
 - Operationalized through tech such as computer vision for indoor navigation
- Qualitative study of navigation practices revealed...





Value-laden Models & AI Divide

- **Independence** a standard for AT design & equated with self-reliance
 - Operationalized through tech such as computer vision for indoor navigation
- Qualitative study of navigation practices revealed value of help
 - Help a practical solution to structural inaccessibility
 - Help valued when people exercise agency is shaping interactions
 - Shared cultural values create common ground for accepting help
- Showcases how universal values embedded in models can limit utilization & usability of AI technologies

Governance Frameworks & AI Divide

- Rights-based **AI governance** frameworks place demands on users to seek accountability & transparency when they encounter harms
 - People with disabilities also have technology protections under law
- My studies have highlighted the ineffectiveness of these frameworks
 - People assume responsibility to recover from harms
 - They have limited collective capital & legal expertise to demand accountability
 - Technology protections are inadequately enforced & have low penalties
- Exhibits need to go beyond user-centered AI to facilitate inclusion

AI Divide contd. @ VCAI

- Focuses on assessing the impact & developing mechanisms to mitigate the AI divide

AI, Accessibility & Trust

Hal, Hernisa, Stephanie & Vaishnav

- ① Uses **accessibility as a context** to expand on notions of AI trust
- ① Pursues trust as **a relational phenomenon** i.e. embedded in a network of social relations

Disability Justice & AI

Katie & Vaishnav

- ① Explores how **disability justice** can inform AI governance
- ① Examines how we can **work with** & **equip people with disabilities** with resources to resist AI harms

Thank You!



Agenda

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A large yellow chevron graphic pointing to the right, positioned on the left side of the slide.

Doctoral Committee Update

Jessica Vitak, Diana Marsh, Emily Dacquisto

PhD Integrative Paper Subcommittee Update

Jessica Vitak, Emily Dacquisto, Diana Marsh

Overview of Current IP Process

- One of four major milestones for PhD students (coursework, IP, dissertation proposal, dissertation).
- Two main objectives: (1) provide an early assessment of the student's ability to successfully complete a doctoral dissertation, and (2) improve the research capabilities that the doctoral student brings to their dissertation.
- Typically completed in a single semester; may involve an empirical study or a literature review.
- Assessed by IP Committee (3+ faculty) on whether student provides strong evidence that they are capable of completing a satisfactory dissertation.
- Upon successful completion of the IP milestone, students advance to candidacy

Challenges, Concerns, and Critiques of Current Process

Assessing whether a student is capable of completing a dissertation is a difficult task, especially in a college as diverse as INFO. However, we want to ensure the milestone is as effective as possible in assessing student preparedness and not giving students false hope regarding their ability to complete a dissertation.

- How to graduate the best, most prepared students!
- Format
 - Comps vs lit reviews
 - Need disciplinary flexibility
- Timeframe
 - Extending beyond one semester?
 - Students who get “stuck” between the IP and dissertation proposal milestones
- Bar for success
 - In-process MS in Information for students who fail
 - When should students become candidates?

Quick Review of 20 Similar PhD Programs

Institution	Pre-candidacy Paper?	Written Exam?	Oral Exam?	Proposal Defense Required for Candidacy?	No. Committee Members	Full Handbook Online?
Cornell Information Science	0	1	1	0		0
Drexel University Information Science	0	1	1	0		0
Michigan State Information & Media	1	1	1	0	4	1
Penn State University	0	1	1	1	4	1
Rutgers University iSchool	0	1	1	0	4	1
Syracuse University Information	0	0	0	0	4	1
UCLA Department of Information Studies	0	1	1	1	4	1
University of Arizona iSchool	0	1	1	0	4	1
University of Colorado-Boulder	0	1	1	1	3	1
University of Illinois-Urbana Champagne	0	1	1	0	3	1
University of Maryland iSchool	1	0	0	0	3	1
University of Michigan iSchool	1	1	1	0	3	1
University of North Carolina, Chapel Hill	0	1	1	0	5	1
University of North Texas	0	1	1	0	3	1
University of South Carolina Information Studies	1	1	1	0	3	
University of Texas, Austin iSchool	1	1	1	0	4	1
University of Toronto	0	1	1	1	3	1
University of Washington iSchool	0	1	1	0	4	0
University of Wisconsin-Madison	1	0	1	1	4	1
Totals (yes / average)	6	16	17	5	3.647	15

Candidacy Models for Your Feedback!

1. **Keep things the same** (with small changes to timeline and format)
 - a. IP with stricter requirements for defense (oral presentation + questions about “big picture,” consider expanded 4-5 person committee)
 - b. Separate out evaluation of written IP and a broader field-wide oral defense
2. **Comprehensive/Field Exams**
 - a. Written exam (take home, 3-5 questions)
 - b. Oral exam (3-5 member committee, broad questions about the field & domain)
3. **Pre-Candidacy Paper + Comps** (Michigan model)
 - a. Qualifying Research Paper: IP “lite” in Y1
 - b. Comprehensive exams in Y2/Y3
4. **Dissertation Proposal + Defense**
 - a. Completed dissertation proposal submitted
 - b. Oral defense of the proposal (plus broader field-wide questions)
5. **Hybrid** Choose IP vs. “traditional comps” or other above
 - a. but could include a [generalist] oral defense in either case?

Next Steps

Faculty: look out for an email from us with a document providing: more detail on options AND a Google Form.

Also email us if you have **additional program models** beyond those included in the document or if you want us to review a specific program.

Please review the document and provide feedback on various options!

Consider:

1. What constitutes “candidacy” for you or in your domain?
2. What steps would better prepare your students?
3. Pros and cons of the current IP

A large crowd of people is walking outdoors, likely at a sporting event or festival. The image is partially obscured by a large red diagonal overlay on the left side. The text "Thank You!" is written in white on this red background. In the background, a young man is wearing a white t-shirt with a red "M" logo featuring a bear. Another person is wearing a green t-shirt with "AIA" visible. A woman in the foreground is wearing a grey backpack with pink straps. The scene is bright and sunny.

Thank You!

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Giving Day

Nancy Murray

video
video
video



UNIVERSITY OF
MARYLAND

**FEARLESSLY
FORWARD**





THANK YOU!

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All Things Awards, Maryland Day & Commencement

Sarah Grun

Spring 2024 Awards and Scholarships

- **ALL APPLICATIONS AND NOMINATIONS ARE DUE BY 11:59PM on MONDAY, MARCH 11, 2024**
- See email from ischoolawards@umd.edu "NOW OPEN- INFO Awards and Scholarships- Spring 2024- Applications and Nominations"
- Full descriptions of awards and scholarships can be found at this link:
go.umd.edu/INFOAwardsSpring2024



Staff- YOUR VOICE MATTERS

- Please nominate a deserving staff member for:
 - The William G. Wilson Staff Excellence Award
- Please nominate a deserving faculty member for:
 - The Instructional Innovation Award



Faculty- YOUR VOICE MATTERS

- Please nominate a deserving staff member for:
 - The William G. Wilson Staff Excellence Award
- Please nominate a deserving faculty member for:
 - The Instructional Innovation Award
- Please nominate your student or student groups for one or more of the paper and project awards
- go.umd.edu/INFO nominations2024



- ALL Student awards include a monetary prize
- Student awards will be presented at the Awards Reception on Wednesday, May 8th at 6pm
 - faculty and staff are encouraged to attend!
- Faculty and Staff Awards will be presented at May Assembly





**MARYLAND
DAY 2024**

iSchool @Maryland Day

When: Saturday, April 27th 10am-4pm
(volunteers 8am-5:30pm in shifts)

Where: Hornbake Plaza

MARK YOUR CALENDARS NOW



COLLEGE OF
INFORMATION
STUDIES

Needs in March and April

- Faculty- encourage your classes to donate books for the Little Free Library.
 - Donations can be left in the boxes at:
 - Patuxent Building- Rooms 1116 & 2102
 - AV Williams- 4143
 - Hornbake North- INFO Commons Service Desk (Room 0300)
 - Hornbake South- Suites 2117 & 4105
 - Volunteers will be needed to do prep the 2 weeks leading up to Maryland Day and for set-up, staffing the events, and clean up on April 27th
- go.umd.edu/INFO2024MarylandDay



Spring 2024 Commencement

- When:
 - Tuesday, May 21st
 - Ceremony: 4pm-6pm
- Where:
 - Xfinity Center
- Staff arrival 2pm
- Faculty arrival 3pm



Spring Deadlines and Important Dates:

- **Feb 26th** - 1st email sent to students
- **April 1st** - **go.umd.edu/INFOregalia2024**
 - Rental regalia request for PhD Deadline
 - Faculty & Platform party rental regalia requests due to Sarah
- **April 9th** -
 - LAST DAY for students to RSVP
 - Student Speakers selection deadline
- **May 1st** - Speaker scripts, bios, headshots due to Sarah



Roles

- **Staff-**

- Staff are expected to help with day of logistics. This includes checking in students, greeting families and guests, assisting with processional, serving as “bouncers,” helping graduates find their appropriate sections, staffing reception, etc.
- Staff and speakers will need to attend walk through at Xfinity prior to Commencement. Date and time TBD

- **Name Readers-**

- Historically Jeff, Ron, and Tetyana have served as our college name readers. We are looking for additional volunteers for this part of the ceremony!

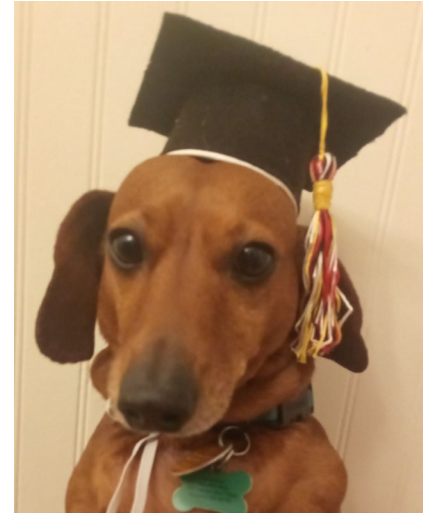


Roles Continued

- **Faculty-** Faculty are expected to attend INFO Commencement and be part of the faculty processional.
 - If you are unable to make the ceremony, you **MUST** let Keith and Sarah know as soon as possible
- **Program Directors & Deans-** You will be part of the platform party!
- **PhD Advisors of Graduates-** You will be part of the platform party and part of the hooding ceremony for your graduating student



Questions about Awards? Maryland Day? Commencement?



A large crowd of people is shown at an outdoor event, likely a sports game or festival. The image is partially obscured by a large red diagonal overlay on the left side. The text "Thank You!" is written in white, bold, sans-serif font on the red background. In the background, a young man in a white t-shirt with a red "M" logo and a backpack is walking. Other people in various clothing are visible, including a person in a green shirt with "AIA" on it. The scene is bright and sunny.

Thank You!

Announcements



A vibrant campus scene featuring a large green lawn, trees with autumn foliage, and a building in the background. The text "FEARLESSLY FORWARD" is overlaid in a white, slanted box. The word "FEARLESSLY" is in a bold, sans-serif font, and "FORWARD" is in a similar font but with a slight shadow effect.

FEARLESSLY

FORWARD