



Attendance form - Please sign in so we can meet quorum



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INFO Assembly

April 3rd, 2026

Agenda



Preliminaries

Call to order

Review and approval of minutes from March

Review and approval of this agenda

Assembly Items

Dean's Update [Doug Oard]

Maryland Day [Sarah Grun]

Honors Program [Jesse Klein]

OACES [Renee Hill & Ron Padron]

ADA [Kevin Remmell]

Announcements

Open Announcements

Adjournment

Dean's Update

Doug Oard



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information and
technology for good.

Maryland Day

Sarah Grun



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INFO @Maryland Day

April 3- INFO Assembly

**INFO@
Maryland
Day 2026**

When: Saturday, April 25, 2026 from 10am-4pm
(volunteers 8am-5:30pm in shifts)

Where: Hornbake Plaza

MARK YOUR CALENDARS NOW

VOLUNTEERS NEEDED:

<https://go.umd.edu/INFOvolunteer2026>

**Tried &
True ...**

Because of YOU!!



TERP TOWN CENTER

Prize Wheel and Little Free Library



All Day



Hornbake Plaza

Join faculty, staff and students of the College of Information to spin the wheel and win prizes. All participants have a chance to win a book to take home from the college's Little Free Library.

**Keep bringing in books to donate
and encouraging your students to
do so too 😊**

CAFe



TERP TOWN CENTER

Decoding Documents



All Day



Hornbake Plaza

Try your hand at paleography (the art of reading handwriting) using cursive practice sheets (kids) and help reconstruct a large document puzzle (all ages).



TERP TOWN CENTER

Mini Photo Archive



All Day



Hornbake Plaza

Use an Instax camera to take photos that immediately print out. Visitors can then create a tiny folder and put it in a tiny archival box to take home.

**Tara
& Sarah**



TERP TOWN CENTER

"Dig" Into Digital Access

 10:00 AM – 1:00 PM  Hornbake Library Portico

Take a digital equity quiz or test your upload and download speeds. Kids and kids at heart can make their first computer (on paper). Swag and a few prizes will sweeten the pot.



TERP TOWN CENTER

Coding Games

 1:00 PM – 4:00 PM  Hornbake Library Portico

Will the mouse get the cheese? Can you program a mini robot? Test your basic coding skills with the College of Information.

**Susannah
& Heera**



TERP TOWN CENTER

Teams, Technology and You

 All Day  Hornbake Plaza

Got an opinion about teams, tech, AI and more? We want to hear it! Make your voice heard, add your mark to the Organizational Teams and Technology Research Society (OTTRS) tally, learn about what OTTRS has been up to, and pick up one of its stickers.



TERP TOWN CENTER

Imagination to Implementation: Sketching the Future of Learning

 All Day  Hornbake Plaza

Join the College of Information to reimagine what classroom technologies could be and how they should support learning. Sketch, share and learn together!

Cody



TERP TOWN CENTER

Enhancing Maryland's Elections and Information Environment



All Day



Hornbake Plaza

Discover how Maryland students and AI experts are working together to protect our elections from misinformation using cutting-edge data science and interactive technology.



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**Don't Delay!
Volunteer Today!**

go.umd.edu/INFOvolunteer2026

BUT SARAH, what's in it for me?



ALL volunteers, whether helping with event prep or day- of help will receive the Maryland Day 2026 T-shirt!

Volunteers who are on-site for more than one shift receive a lunch ticket. If you're only volunteering part day, there will likely be extra.

IF you have kids in high school who need service hours, bring them along! They can be signed up on the form and will also receive a t-shirt.



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Thank You

Honors Program

Jesse Klein



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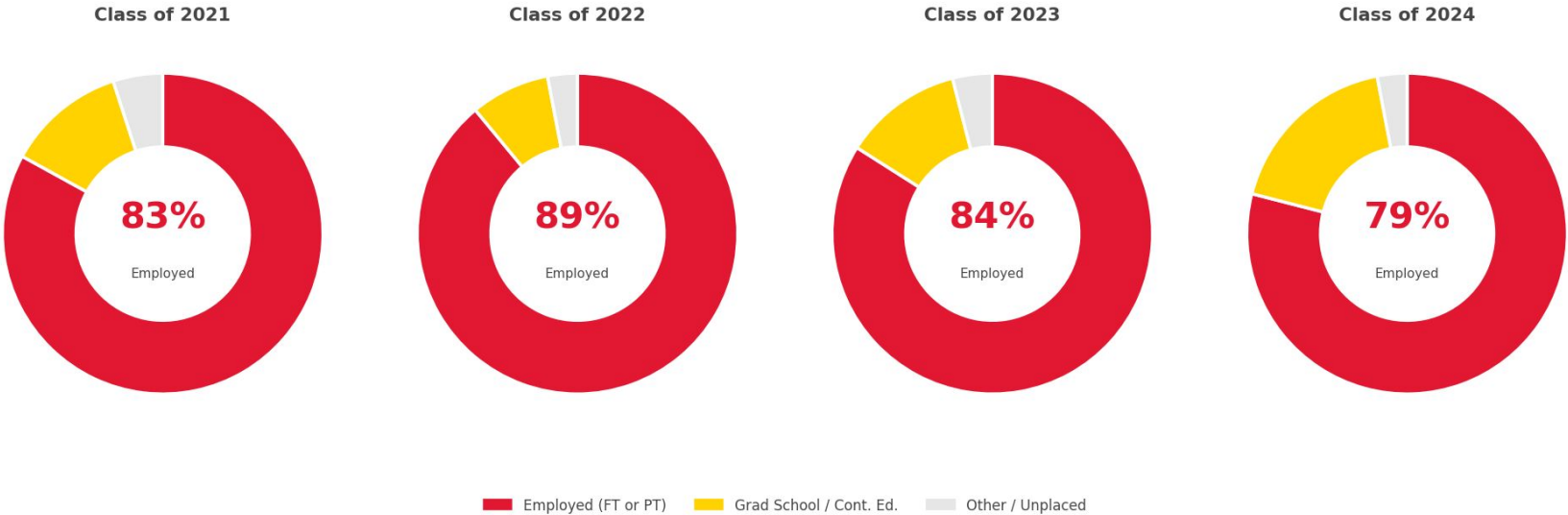
Connecting people,
information and
technology for good.

We're the only college at UMD *without* an honors program

The Dean of Undergraduate Studies has identified establishing one as
a ***required priority*** for our college

Post-Graduation Outcomes by Class Year

INFO Graduate Outcomes by Class Year



Source: UMD IRPA First Destination Graduation Survey | % of graduates with known outcomes

Why This Matters for Our Students

Fields where INFO graduates work are among the fastest-growing in the U.S. economy—all projected to grow at **more than four times the national average**

Data Scientists

+34% growth (2024–34)

Information Security Analysts

+29% growth (2024–34)

Computer & Information Research Scientists

+20% growth (2024–34)

Source: U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, 2024–34 projections. [bls.gov/ooh](https://www.bls.gov/ooh)

Where INFO Graduates Work—Top Employers

Where INFO Graduates Work — 2021-2024



What INFO Graduates Do—Job Titles

INFO Graduate Job Titles — 2021-2024



We are FINE

- Employment remains strong
- Grad school interest has doubled
- Our students are already figuring out what the future demands of them

The market is rewarding credentials, research experience, and depth—and they know it

Honors programs don't create success on their own
They *organize access* to the kinds of experiences
that already lead to it

How Honors Works Across Campus

Most UMD Colleges

- Departmental honors programs
- Thesis-based
- Students stay within their major dept
- Faculty advise within department

College of Information

- No departments → must be college-level
- Interdisciplinary by design
- Broader faculty collaboration potential
- More flexible capstone formats required

INFO's unique structure requires a unique honors model—one built around projects, research labs, and studio experiences while providing traditional thesis options

Two Pathways to Honors in Information

Individual Thesis

Up to 5-10 students/year

- Student-defined research question and methods
- Faculty mentor (student-selected)
- Substantial independent “scholarly product”
- Oral defense before committee or at showcase

Group Projects

Scaling up to 50–60 students/year

- Faculty-proposed projects
- Research, Capstone, or Studio tracks
- 7–10 projects per year
- Team-based collaborative work
- Poster session, oral defense, presentation, etc.

Group Project Tracks



Research

Faculty-led research experience

Possible Outcomes:

Co-authored paper, poster, or
conference presentation

PI-level faculty leadership



Capstone

Applied work with an external client

Possible Outcomes:

Professional
deliverable—evaluation report,
prototype, toolkit, or policy brief

Real-world client partnership



Studio

Design and creation of a digital
artifact or system

Possible Outcomes:

Software tool, visualization, archive,
or interactive narrative

Design + technical mentorship

Building the On-Ramp: H-Sections

Before their senior project, students complete two honors sections (or honors option) of existing INFO courses

INST462 Introduction to Data Visualization
Credits: 3 Grading Method: Regular, Audit Syllabus Repository (2) ★

Prerequisite: Minimum grade of C- in STAT100; minimum grade of a C- from one of the following (INST201, INST301, or BSOS233); minimum grade of C- in INST126 or GEOG276; a minimum grade of C- from one of the following (AASP101, ANTH210, ANTH260, ECON200, ECON201, GEOG202, GVPT170, PSYC100, SOCY100, or SOCY105); and a minimum grade of C- from BSOS233 or INST314.

Restriction: Must be in Information Science or Social Data Science program.

Exploration of the theories, methods, and techniques of visualization of information, including the effects of human perception, the aesthetics of information design, the mechanics of visual display, and the semiotics of iconography.

Students who wish to register should contact the College of Information Studies.

▼ Hide Sections

0101	Jesse Klein TuTh 2:00pm - 3:15pm	Seats (Total: 100, Open: 100, Waitlist: 0) TMH 0301	★
0201	Instructor: TBA Tu 11:00am - 12:15pm Th 12:30pm - 1:45pm	Seats (Total: 40, Open: 40, Waitlist: 0) SHM 2102 HBK 0109 Discussion	★

INST462H Introduction to Data Visualization
Credits: 3 Grading Method: Regular, Pass-Fail, Audit Syllabus Repository (0) ★

Prerequisite: Minimum grade of C- in STAT100; minimum grade of a C- from one of the following (INST201, INST301, or BSOS233); minimum grade of C- in INST126 or GEOG276; a minimum grade of C- from one of the following (AASP101, ANTH210, ANTH260, ECON200, ECON201, GEOG202, GVPT170, PSYC100, SOCY100, or SOCY105); and a minimum grade of C- from BSOS233 or INST314.

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▼ Hide Sections

0101	Jesse Klein TuTh 2:00pm - 3:15pm		
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HLTH140 Personal and Community Health
Credits: 3 Grading Method: Regular, Audit Syllabus Repository (3) ★

Meaning and significance of physical, mental and social health as related to the individual and to society; important phases of national health problems; constructive methods of promoting health of the individual and the community.

Cross-listed with HLTH140H. Credit granted for HLTH140 or HLTH140H.

▼ Hide Sections

0101	Instructor: TBA MW 2:00pm - 3:15pm	Seats (Total: 150, Open: 150, Waitlist: 0) SPH 1312	★
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HLTH140H Personal and Community Health
(Perm Req) Credits: 3 Grading Method: Regular, Pass-Fail, Audit Syllabus Repository (1) ★

Meaning and significance of physical, mental and social health as related to the individual and to society; important phases of national health problems; constructive methods of promoting health of the individual and the community.

Cross-listed with HLTH140. Credit granted for HLTH140 or HLTH140H.

▼ Hide Sections

0101	Instructor: TBA	Seats (Total: 150, Open: 150, Waitlist: 0)	★
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H-sections are NOT new courses

They are enriched sections of existing courses—same syllabus with added depth in certain content, assignments, projects for honors students

Courses can also be designated **H-option**, allowing individual students to earn honors credit within a regular section

Student Journey Through the Program

Build beyond the assignment. Do the kind of work you want to be known for.

Junior Fall

H-Section Course 1
(3 credits)

Intro to honors
community

Junior Spring

H-Section Course 2
(3 credits)

Submit application by
March

Confirm mentors/rank
projects

Senior Fall

Honors Experience I
(3 credits)

[1 of 3 credit hours for
research/writing/
professional development
seminar]

Begin thesis or group
project

Senior Spring

Honors Experience II
(3 credits)

[1 of 3 credit hours for
research/writing/
professional development
seminar]

Defend/present
publicly

Publish to DRUM
collection for INFO
Honors

Graduate with
Honors in
Information



How the Program Works: Annual Faculty Cycle



Thesis Track

Fall

Identify and recruit potential honors students from classes

Spring (by March)

Applications received

Summer

Mentors confirm with students

Senior year

Thesis I → Thesis II → Defense/Presentation

Group Projects Track

Fall (Junior)

Faculty submit project proposals

January

Approved projects announced to students

March

Students apply and rank preferences

Summer

Faculty review, teams matched

Aug-May

Groups complete project → Poster session/Showcase/Presentation

Program Leadership & Administration

Honors Program Director

- Oversees recruitment, admissions, curriculum, and student progress
- Coordinates faculty project proposals
- Facilitates matching students to projects/mentors
- Serves as primary faculty contact for program
- Serves as primary thesis faculty advisor
- Jesse Klein serving as inaugural director with proposed 3-year rotation

Administrative Support

- Integration with existing advising and marketing staff for registration and recruitment
- Student worker support (proposed)
- Budget for graduation materials (e.g., stoles, cords, medallions, program notations, etc.)
- Event support for information sessions, social events, presentation/poster showcase, awards, etc.
- Minimal new infrastructure needed

How YOU Can Get Involved



Many ways to participate At whatever level works for you

- Recommend students to look into and apply for INFO Honors
- Teach an H-Section or offer an H-Option
- Volunteer to provide expertise on tools/topics for ongoing projects
- Give a talk for the 1-hour research/writing/professional development seminar during senior year credits
- Propose and/or Lead a Group Project
- Serve as a Thesis Mentor
- Serve as a Committee Member
- Attend Honors
Showcases/Presentations/Graduation activities

Main Ways Faculty Can Participate

Teach an H-Section or offer an H-Option

Add an honors-enriched section of a course you already teach OR designate your existing course as H-option eligible so students can request honors credit. We'll share and complete the paperwork.

Propose and/or Lead a Group Project

Design a research, capstone, or studio experience for a team of 5–10 students. You define the project and we match you with motivated students. You decide the level and frequency of contact while students use the Honors Credits to structure their work.

Serve as a Thesis Mentor

Advise one student through a year-long independent research project as a member of the committee. Thesis committee participation and the intrinsic reward of deep mentorship.

What's “In It” For Faculty

Teach Your Best Students

Work with highly motivated, self-selected students in a deeper, more rewarding format

Participation Won't Be “Extra”

Where possible, participation in the Honors Program will align with existing teaching, mentorship, or service credit structures

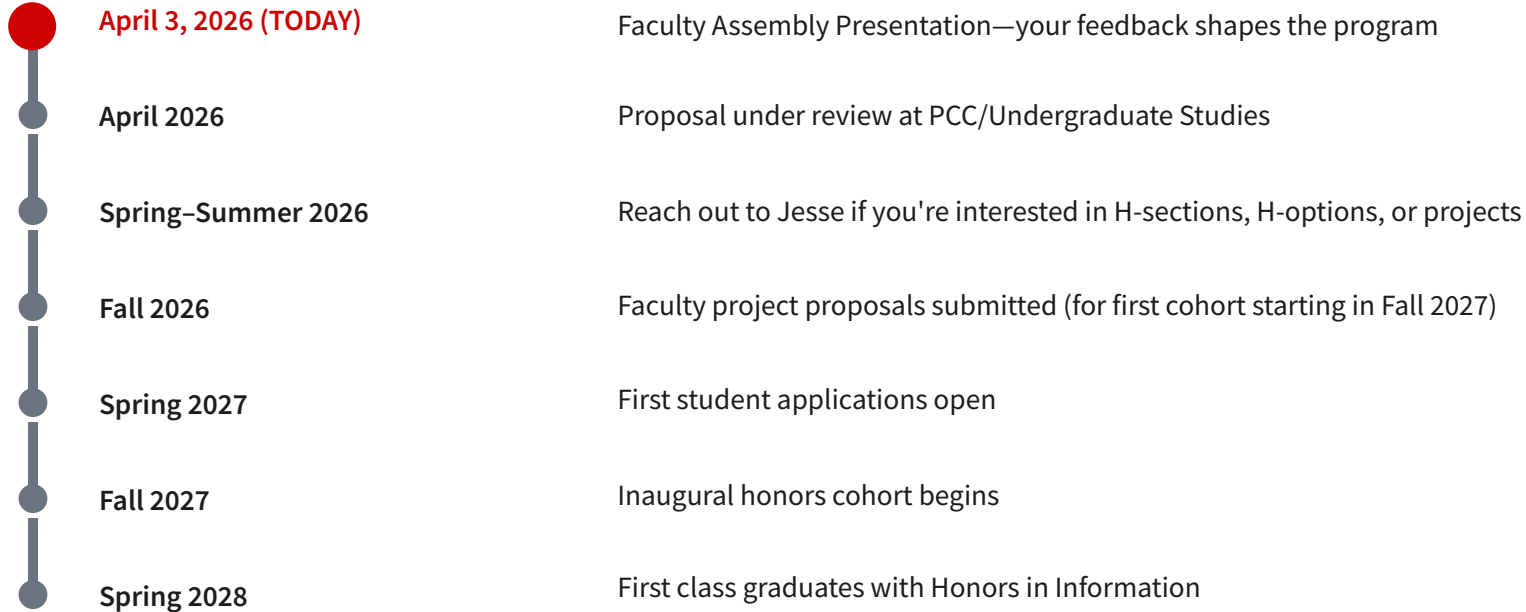
Shape Emerging Expertise Areas

Group project topics reflect your research interests—you decide the project direction and students take us to new and interesting places

Thesis Mentorship = Real Research Partnership

Co-author, co-present, build your research pipeline with undergraduate collaborators

Timeline & Next Steps

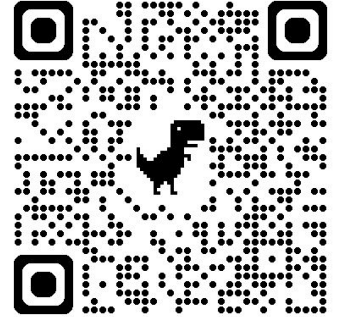


Your Input Matters

Interested in adding an H-section or H-option to your course?

Have a research, capstone, or studio project idea?

Questions, concerns, suggestions? This is YOUR program too



<https://forms.gle/hNrAIU9gfXQBK4a78>

Thank you! Let's build something great together.

Jesse Klein, Ph.D. | jrklein@umd.edu | College of Information | University of Maryland

OACES Updates

Renee Hill
& Ron Padron



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OACES

Opportunity-Access-Community Engagement-Support

**Who are
we?**



Renee Hill,
Associate Dean, OACES



Ron Padrón,
OACES Director

The road to OACES



- A commitment to social justice and equity is built into the foundation of the College
- New programs, explosive growth, and loss of personal connectivity
- Avoiding conflict and discomfort
- Ivy Report
- New national climate and attack on DEIA

How is OACES different from HR?

Theme	OACES	HR
Purpose	Build a healthier, stronger, more effective workplace	Ensure legal, fair, compliant workforce management
Focus	Community building, training, collaboration	Employment policies, risk mitigation, grievances, investigations
Key Impact Areas	Whole organization	Individual employees*
Outcomes	Improved morale, better processes, stronger teamwork, student-centered service	Reduced complaints, legal compliance, consistent personnel decisions

These are not competing functions – they are complementary.

**Predominantly staff. More limited functions for faculty and students.*

What OACES Means

Opportunity: We create pathways for individuals to grow, contribute, and succeed.

Access: We reduce barriers so that everyone can fully participate and thrive.

Community: We build meaningful connections that strengthen INFO...

Engagement: ... and help us connect with the broader UMD community and beyond.

Support: We provide responsive, people-centered support that fosters well-being and success.

Mission Statement

The OACES team and initiative at the College of Information (INFO) champions opportunity and access, nurtures community engagement, and delivers compassionate support. OACES supports students, faculty, and staff in creating inclusive academic and professional pathways that foster success, well-being, and belonging. The INFO College founded OACES as part of its commitment to building a welcoming environment where learning, collaboration, and innovation flourish for all.

OACES Values

- **Opportunity and Access**
 - We are committed to removing barriers and expanding pathways that ensure everyone has equitable access to education, information, and resources.
- **Community Engagement and Collaboration**
 - We support building authentic partnerships within and beyond our college, with an emphasis on utilizing information and technology for good.
- **Compassionate Support**
 - We approach our work with empathy, care, and respect, recognizing the unique journeys and needs of students/faculty/staff.
- **Inclusion and Belonging**
 - We value diversity in all its forms and intentionally create environments where every person feels respected, supported, and empowered to thrive.
- **Success and Well-Being**
 - We affirm that academic and professional success must be balanced with personal well-being, and we support practices that sustain both.

OACES Strategic Plan 2025-2030

****This is a plan for the College, not just OACES as a unit.****

- **We empower students.**

- Strengthen support systems that promote student success and well-being.
- Build meaningful connections and engagement opportunities for all students.
- Expand resources that remove barriers and elevate student voices.

- **We center social justice, equity, and accessibility in research and teaching.**

- Advance inclusive and culturally responsive teaching practices across the college.
- Expand equitable access to research opportunities and support structures for INFO students.
- Establish the college as a hub for scholarship and dialogue on justice, equity, and accessibility.

OACES Strategic Plan 2025-2030 cont.

- **We invest in personal and professional development.**
 - Strengthen onboarding and orientation processes to support long-term success for faculty and staff.
 - Expand access to professional learning and development resources.
 - Foster a culture of mentoring, collaboration, and engagement.
- **We partner with our neighbors to engage in information and technology for good.**
 - Build sustainable partnerships that connect the college with campus and community resources.
 - Equip students with the skills to engage ethically and effectively in community-base work.
 - Ensure partnerships are reciprocal, equitable, and responsive to community needs.

Focus Areas



Liaisons across campus



- TerrapinSTRONG Partner
- Title IX Coordinator & OCRSM Liaison
- Equal Employment Officer
 - Faculty: Renee*
 - Staff: Ron*

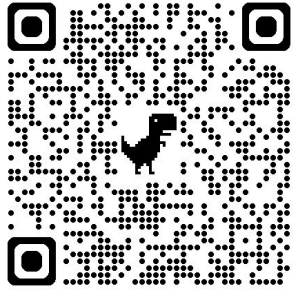
**Primary focus area. Can serve as backup if/when needed.*

Current Projects

- TerrapinSTRONG Report
- UMD Climate Survey Action Plan
- INFO CRIT Summer Seminars
- Developing a centralized student travel support process/policy
- ADA Title II Training
- Hope, Heal, Mobilize Campus Partner
- BRIDGES (CIDLIS revamp)

Partnering with OACES

- Strengthen culture and communication
- Support professional growth
- Improve systems and workflows
- Deepen student and community connection
- Collaborate to build a stronger INFO community
- Discover opportunities to engage with campus and community partners on social justice issues



What type of work would you like to see us engage in? What do you want to partner with us on?

ADA Title II

Kevin Remmell



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ADA Title II

Deadline: **21 days!** (April 24, 2026)

Academics

Urvi
infoelmsaccs@umd.edu

Staff/Admin

Mia
mhinckle@umd.edu

Everything Else

Kevin
remmell@umd.edu

What support do you most need? Catch Kevin at lunch!

Goal for This Academic Year

80% Score for Every Course and Website

Current Averages

Ally for ELMS

Median	79%
Average	77%

SiteImprove for Websites

Main Site	88.3%
Microsites (INFO standard theme)	89.9%

Progress, not perfection!

Announcements



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Open Announcements



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Thank You

Connecting people,

information

and technology

for good.