February 27, 2014

MEMORANDUM

TO: University Senate Members

FROM: Vincent Novara
                 Chair of the University Senate

SUBJECT: University Senate Meeting on Thursday, March 6, 2014
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The next meeting of the University Senate will be held on Thursday, March 6, 2014. The meeting will run from **3:15 p.m. – 5:00 p.m.,** in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office[1] by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

The meeting materials can be accessed on the Senate Web site. Please go to http://www.senate.umd.edu/meetings/materials/ and click on the date of the meeting.

Meeting Agenda

1. Call to Order

2. Approval of the February 5, 2014 Senate Minutes (Action)

3. Report of the Chair

4. PCC Proposal to Establish a Post-Master's Certificate in the Curation and Management of Digital Assets (Senate Doc. No. 13-14-25) (Action**)**

5. Academic Integrity (Senate Doc. No. 08-09-20) (Action)

6. New Business

7. Adjournment

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[1] Any request for excused absence made after 1:00 p.m. will not be recorded as an excused absence.

University Senate

February 5, 2014

Members Present

Members present at the meeting: 102

Call to Order

Senate Chair Novara called the meeting to order at 3:21 p.m.

Approval of the Minutes

Chair Novara asked for additions or corrections to the minutes of the November 13, 2013 meeting. Hearing none he declared the minutes approved as distributed.

Report of the Chair

Senate Elections
Chair Novara reported that the Senate Office had initiated the candidacy/election process for all staff, student, and single-member constituency senators for 2014-2015 on January 22, 2014. The candidacy deadline is Friday, February 7, 2014, and elections will run from February 24, 2014 through March 7, 2014. He encouraged those in attendance to run to be a senator, or to encourage colleagues to do the same. Details about the timeline and process are available under the "Elections" tab on the Senate website (senate.umd.edu).

Senate Elected Committees/Councils
Chair Novara stated that all senators should have received an email from the Senate Office yesterday detailing available positions on senate-elected committees/councils for 2014-2015. This includes the Senate Executive Committee, Committee on Committees, Athletic Council, Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC). We are looking for individuals interested in serving on these important bodies. Please visit the Senate website for information on how to nominate yourself or a colleague.

Spring Senate Meetings
Chair Novara stated that we are anticipating a significant amount of work coming out of our committees during the remaining meetings of the semester. Please note that the April 17, 2014, meeting will be the last for outgoing senators. May 7, 2014, is the transition meeting when new senators will be seated.

Alignment of Procurement Contracts with UM Non-Discrimination Values (Senate Doc. No. 12-13-29) (Information)

Chair Novara stated that the Alignment of Procurement Contracts with UM Non-Discrimination Values report from the Equity, Diversity, and Inclusion (EDI) Committee had been provided to the Senate as an informational report. After a thorough review, the EDI Committee does not recommend any changes to the Procurement Policies and Procedures, given the fact that the Department of Procurement and Supply has voluntarily adopted the State Code of Maryland Regulations (COMAR) regulations, and non-discrimination on the basis of sexual orientation and gender identity is covered by a separate University System of Maryland (USM) policy. The committee endorses current practices that the Department of Procurement and Supply has in place in order to comply with University and State non-discrimination policies and regulations.

Review of the Evidentiary Standards in the Code of Student Conduct (Senate Doc. No. 12-13-30) (Information)

Chair Novara stated that the Review of the Evidentiary Standards in the Code of Student Conduct report from the Student Conduct Committee had also been provided to the Senate as an information item. After a thorough review, the Student Conduct Committee has recommended that no changes are necessary at this time because there is no evidence that having two different standards of evidence in the Code of Student Conduct is having a negative impact on the review and processing procedures for non-academic misconduct cases. However, the committee acknowledges that it may be pertinent to revisit the issue in one or two years.

Nominations Committee Slate 2013-2014 (Senate Doc. No. 13-14-10) (Information)

Chair Novara explained that the Nominations Committee Slate 2013-2014 was originally an action item on the December senate meeting agenda. Because the University was closed due to inclement weather on December 10, 2013, and the Senate was unable to meet, the SEC voted on behalf of the Senate to approve the slate. The Nominations Committee typically begins its work in January, so delaying the vote until the February senate meeting would have significantly postponed its work. Novara stated that the Senate does have the authority to require a vote on the slate. Section 4.3 of the Senate Bylaws states that 10 senators may require a vote of the Senate. He opened the floor to any objections to the approved slate; hearing none, he stated that the SEC approval of the Nominations Committee Slate would stand.

PCC Proposal to Establish a New Upper-Division Certificate in Leadership Studies (Senate Doc. No. 13-14-12) (Action)

Marilee Lindemann, Chair of the Programs Curricula and Courses (PCC) Committee, presented the PCC Proposal to Establish a New Upper-Division Certificate in Leadership Studies and provided background information.

Novara opened the floor to discussion of the proposal; hearing none, he called for a vote on the proposal. The result was 76 in favor, 2 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

PCC Proposal to Establish a Bachelor's Program in Early Childhood Education and Early Childhood Special Education (Senate Doc. No. 13-14-19) (Action)

Marilee Lindemann, Chair of the Programs Curricula and Courses (PCC) Committee, presented the PCC Proposal to Establish a Bachelor's Program in Early Childhood Education and Early Childhood Special Education and provided background information.

Novara opened the floor to discussion of the proposal.

Senator Moyes, Faculty, College of Agriculture and Natural Resources, inquired about what would be cut from merging separate four and five year programs. How will it affect the students' ability to pass certification?

Joan Lieber, Professor, Counseling, Higher Education, and Special Education, responded that the undergraduate program in Special Education was originally a five-year program that resulted in a bachelor's degree plus a master's degree in special education. This program will not result in a master's degree. Students who are certified in special education did get certification in severe disabilities as well. The new program will not include that certification just early childhood and early childhood generic special education.   If students wish, they may return and obtain a master's degree in severe disability certification. This can be done at a future time, but it does not prevent them from getting certification in either area.

Senator Moyes inquired how important the severe disability certification is to our students.

Lieber responded that most students who are served in special education programs do not have severe disabilities, but rather mild or moderate disabilities, speech and language delays, and some motor delays.

Hearing no further discussion, Novara called for a vote on the proposal. The result was 83 in favor, 5 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

PCC Proposals from the Robert H. Smith School of Business

Novara called on Marilee Lindemann, Chair of the Programs Curricula and Courses (PCC) Committee, to present the next four agenda items, which were related PCC proposals from the Robert H. Smith School of Business. He explained that each proposal would be discussed and voted on separately following the overall presentation.

Lindemann presented the PCC Proposal to Establish a Master of Science in Accounting (Senate Doc. No. 13-14-21), the PCC Proposal to Establish a Master of Science in Information Systems (Senate Doc. No. 13-14-22), the PCC Proposal to Establish a Master of Science in Marketing Analytics (Senate Doc. No. 13-14-23), and the PCC Proposal to Establish a Master of Science in Supply Chain Management (Senate Doc. No. 13-14-24) and provided background information. She noted that the Robert H. Smith School of Business wishes to create stand-alone Masters of Science degree programs based on the current concentrations within its Master of Science in Business Program. The lack of formal degree programs in each area has been a detriment to graduates in the School, since the formal program name listed on the diploma does not accurately reflect the expertise of the graduates or demands of the market.

PCC Proposal to Establish a Master of Science in Accounting (Senate Doc. No. 13-14-21) (Action)

Novara opened the floor to discussion of the PCC Proposal to Establish a Master of Science in Accounting.

Senator Wu, Graduate Student, Robert H. Smith School of Business, asked for the Senate's support of the proposal because of the high demand in the domestic and international markets for these programs. Having separate programs will give us a competitive edge in recruiting students.

Hearing no further discussion, Novara called for a vote on the proposal. The result was 86 in favor, 2 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

PCC Proposal to Establish a Master of Science in Information Systems (Senate Doc. No. 13-14-22) (Action)

Novara opened the floor to discussion of the PCC Proposal to Establish a Master in Information Systems.

A verbatim tape of the meeting is on file in the Senate Office.

Senator Sussman, Faculty, College of Computer, Mathematical, and Natural Sciences (CMNS), stated that there was no mention of how this program would overlap with existing programs in the College of Information Studies (INFO) and the Department of Computer Science.

Betsy Beise, Member of the PCC Committee, stated that there have been discussions between the College of Information Studies (INFO) and those overseeing this program about an undergraduate program. There is collaboration but not much overlap. She was not as familiar with the relationship between this program and the computer science program. This is an existing curriculum that has been in place for a number of years.

Senator McKinney, Full-Time Instructor, stated that this is a pre-existing program. The only thing changing is the name on the degree. The program and administration will stay the same. This is merely for marketing to attract students.

Senator Ayyagari, Undergraduate Student, College of Computer, Mathematical, and Natural Sciences, inquired whether there were other benefits to the separate programs, aside from clarity.

McKinney stated that separating the programs gives the School flexibility with regard to pricing differentials. There are things that facilitate and promote the program better by being stand-alone such as the administrative aspect. There are advantages in marketing, pricing, and attracting students.

Beise responded that the advantage of disaggregating the programs is that students who want to pursue two different degrees can do that. There are also efforts underway to do five-year programs with the finance program. There is an added flexibility for dual programs and pricing.

Senator St. Jean, Faculty, College of Information Studies (INFO), stated that INFO offers a degree in information management and inquired about the difference between that program and this one.

McKinney stated that the information systems program has been around for at least 30-40 years. He was not sure what distinguishes it from the information management program.

Charles Caramello, Dean of the Graduate School, stated that the proposal had gone through Graduate PCC and the Graduate School, who typically vet these by looking at overlaps and conflicts with other programs, and this particular proposal went through without any problems.

Senator Cox, Graduate Student, Robert H. Smith School of Business, inquired whether this proposal would affect the part-time business programs. She asked

whether it would only apply to the full-time program or also the part-time. She also asked about the effect on students applying to MBA programs with a concentration.

McKinney stated that this would be applied retrospectively to degrees both full and part-time. There is a difference between MBA programs with a concentration and the MS degree. This would not affect MBA programs.

Senator Alt, Faculty, Robert H. Smith School of Business, stated that when you apply to the School of Business, you apply to either the MBA program or the MS program. If a student were looking for a specialization in a concentration, you would apply for the MS. The MBA program is an overarching program where you would get training in marketing, information systems, accounting etc. It is not designed along the same path as the MS program. People who pursue the MS might want to be the Director of Marketing for an organization, whereas with an MBA, you would be capable of filling a number of positions in an organization.

Senator Wu, Graduate Student, Robert H. Smith School of Business, stated that he supports the program. He believes that separate programs are not needed in the MBA program. Separate MS programs will help the University recruit more elite international students, help with graduate job placement, and create a stronger alumni network.

Hearing no further discussion, Novara called for a vote on the proposal. The result was 73 in favor, 10 opposed, and 3 abstentions. **The motion to approve the proposal passed.**

PCC Proposal to Establish a Master of Science in Marketing Analytics (Senate Doc. No. 13-14-23) (Action)

Novara opened the floor to discussion of the PCC Proposal to Establish a Master in Marketing Analytics; hearing none, he called for a vote on the proposal. The result was 84 in favor, 1 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

PCC Proposal to Establish a Master of Science in Supply Chain Management (Senate Doc. No. 13-14-24) (Action)

Novara opened the floor to discussion of the PCC Proposal to Establish a Master in Supply Chain Management; hearing none, he called for a vote on the proposal. The result was 81 in favor, 3 opposed, and 3 abstentions. **The motion to approve the proposal passed.**

Special Order of the Day
Bradley Hatfield
Chair, Joint Provost/Senate APT Guidelines Task Force
Progress Report and Guiding Principles

Chair Novara welcomed Bradley Hatfield, Chair of the Joint Provost/Senate APT Guidelines Task Force, to present a progress report on the task force's work thus far.

Hatfield thanked the Senate for the opportunity and noted the other members of the taskforce. He gave a brief overview of the task force's overarching goal, modus operandi, and guiding perspectives throughout the course of its review.

<u>Overarching Goal</u>
In order to contribute to excellence in our faculty and institution, the overarching goal of the task force is to provide recommendations for incorporation in the *University of Maryland Guidelines for Appointment, Promotion, and Tenure* that promote accuracy, integrity, and clarity of the candidate's record of achievement in scholarly, creative, instructional, mentoring, and service activities through a fair, just, and transparent decision-making process. The committee also recognizes the need to consider the full range of scholarship of our diverse faculty.

<u>Modus Operandi</u>
1. Identified current language in the *University of Maryland Guidelines for Appointment, Promotion, and Tenure* document relevant to the element under consideration,
2. Formulated **principles** to guide the construction of language that would reflect the overarching goal,
3. Identified relevant best practices from peer institutions,
4. And constructed new language for incorporation in the *Guidelines* document and, if needed, revised policy language.

<u>Guiding Perspectives</u>
- Balancing of interests (e.g., the candidate and the University; impartiality vs. insight as a collaborator)
- Deference to the local level - first level of review
- Specificity – one size does not fit all
- Recognition of synergies (i.e., APT and campus initiatives such as mentoring of faculty)
- Education of unit leaders

Hatfield noted that the task force focused on ten major areas of the charge: candidate notification; equity, fairness, and inclusion; external evaluations/letter solicitation; innovation and entrepreneurship; interdisciplinary research; mentoring; star appointments; standard format; teaching; and work-life balance.

A verbatim tape of the meeting is on file in the Senate Office.

These areas were carefully considered and guiding principles and potential actions have been developed as follows:

External Evaluators/Letter Solicitation
Principle: Research fields have become increasingly collaborative across a wide spectrum, resulting in many connections between researchers in some fields (e.g., through large-scale collaborations involving hundreds of people, edited volumes, etc.). There should, therefore, be flexibility in the guidelines regarding selection of external evaluators, which would allow for the possibility, in such cases, of seeking evaluations from those who would normally be deemed collaborators.
The process of letter solicitation needs standardization, clarity, and objective consideration of refusals and non-responses.
Actions:
• Letters from collaborators may be included (e.g., large collaborations) but must be justified.
• Evaluators should be leaders in the field regardless of institutional affiliation.
• Initial email contact to establish evaluator's availability. Letter log will include availability requests.
• Reference request should ask for an evaluation based on criteria provided from UM.

Teaching
Principle: The goal is to provide diverse forms of evidence to characterize the candidate's teaching and mentoring.
Actions:
• Systematic peer reviews of teaching must be conducted and included in the dossier.
• The candidate may submit a teaching portfolio that could include items such as course syllabi, reflective assessments, mentoring accomplishments.

Candidate Notification
Principle: To foster transparency of the promotion and tenure process within the constraints of requisite confidentiality.
Actions:
• Candidates may indicate if there are specific individuals in the field who might not be expected to give objective reviews.
• Candidate must be shown and certify (sign/date) the reputation of outlets, student evaluations, record of mentoring/advising/research supervision two weeks prior to departmental deliberation.
• Candidate will be informed of decisions (regardless of outcome) within two weeks of the decision by the Chair and decision by the Dean.

Scholarship
Principle: The goal is to recognize and evaluate the full range of scholarship in which a faculty member might engage and to ensure appropriate criteria are in place to measure all scholarship (including new and emerging forms).
Action: Defining scholarship as the discovery, integration, engagement, and transmission of knowledge. The quality of scholarship is assessed through peer review, impact, and significance. The onus is on the candidate to present documentation that their work meets these criteria. Such documentation will include traditional means (e.g. citations, journal impact factors) but may also take other forms.

Innovation and Entrepreneurship
Principle: Full recognition in the tenure process should be given to the broad range of entrepreneurial, public engagement, and creative activities in which faculty engage. These activities may enhance any of the criteria on which faculty are evaluated—teaching, service, and research, scholarship, and artistic creativity. These activities should be rigorously evaluated for high quality and distinction.
Action: Entrepreneurial activities should be included in the candidate's CV and personal statement.

Interdisciplinary Research
Principle: Scholarly activity is dynamic. The promotion and tenure process for Assistant and Associate Professors engaged in interdisciplinary research, an important component of scholarly activity, requires formal recognition by units of the special circumstances (similar to Memoranda-of-Understanding [MOU] for joint appointments) under which they work. Consideration of the unique approach to scholarship and career trajectories is critical at the time of appointment and at the time of examination of the record for promotion and tenure.
Actions:
• Faculty can self-identify as being interdisciplinary if engaged in scholarship in multiple fields or that crosses boundaries of traditional disciplines.
• Formal designation requires mutual agreement between the faculty member and the Chair with an associated MOU outlining expectations and the evaluative process.
• APT reviews of interdisciplinary cases should include a faculty member knowledgeable in the other discipline to serve in an advisory capacity to the subcommittee and the Department APT committee.

Work-Life Balance
Principle: Promotion and tenure policies will acknowledge that candidate dossiers can differ based on life circumstances and the allowances of work-life policies. Such recognition will decrease the probability that faculty who avail themselves of these policies are discriminated against in the promotion and tenure system (implicitly or explicitly).

Actions:
- Promotion and tenure committee members shall be informed when a candidate took parental leave, stopped the tenure clock, or was on a part-time tenure clock and informed that these are university-supported policies.
- Tenure delay text will be included in reference letter requests stating that the faculty member shall not be disadvantaged because of the delay.

Standard Format
Principle: The goal is to develop a standard format for APT dossiers that will make the evaluation of cases more *efficient* and will facilitate a full and fair review of each candidate.
Actions:
- Re-ordering of the dossier to reduce duplication.
- Place primary emphasis on the candidate's record and first-level review materials.
- Includes independent evaluations at each level and should avoid unnecessary repetition in prior reports.
- Administrative information (sample letters, notifications) is placed at the end of the dossier.

Equity, Fairness, and Inclusion
Principle: Providing a fair, equitable, inclusive, and just faculty environment is crucial for maintaining excellence at the University and is essential to the APT process. Achieving equity and justice in the APT process requires complementary institutional changes aimed at reducing unfair hiring, promotion, and retention that results from implicit or explicit biases related solely to decisions based on categories such as gender, race, ethnicity, religion, disability, nationality, sexuality, and similar group membership categories.
Actions:
- Proactive procedure: Annual letter from the University Administration reminding those involved in the review process the importance of conducting a fair and unbiased evaluation.
- APT Chairs at all levels and unit heads (if present) are tasked with ensuring that discussion and evaluation of candidates is impartial, fair, and unbiased.
- Procedures for reporting perceptions of inappropriate discussions during the review process.

Star Appointments
Principle: Hiring of the highest quality faculty is critical to the mission of the University of Maryland. In this regard, attracting "star" professors can have a strong, positive impact.   Inflexibility in the APT process and the length of time required to get dossiers approved in the current system can work against the hiring of "star" professors. Accordingly, processes with regard to these hires should be rigorous, but reasonable.
- Actions: Streamlined process for "star" appointments.

- Nominated for this type of evaluation by both the Chair and the Dean and approved by the Provost's Office.
- The 3 evaluative letters suggested by the candidate as well as the CV could be transferred from the search process.
- Process would go through normal first-level review followed by an expedited upper-level review.

Mentoring
Principle: Systematic guidance of Assistant and Associate Professors, achieved through a continuous, diversified (i.e., multiple mentors relative to differing elements of academic activity such as scholarship and mentoring), formalized, and documented procedure in the unit, is an essential element of the APT process to promote excellence in the faculty.
Actions:
- Faculty members will be assigned at least one mentor but are encouraged to seek out multiple mentors.
- Each unit must develop a mentoring plan that will be filed with the Office Faculty Affairs.
- Annual formal mentorship meetings should be held until the tenure review is complete.
- Mentoring should be continue even after the granting of tenure.

Operational Recommendations
- Annual Letter from the Administration
- Administrator Training
- Formal periodic review of the APT Guidelines

Novara opened the floor to questions.

Senator Beckett, Faculty, College of Computer, Mathematical, and Natural Sciences (CMNS), stated that one of the issues that has come up is related to collaboration and to whom and to what extent to give credit for collaboration. Is collaboration detrimental to the future of a faculty member? There are mixed messages because you are encouraged to do interdisciplinary research that leads to collaboration but then could be penalized for collaboration in the review process. We need to have clear guidelines about assigning credit in a collaborative project.

Hatfield responded that he appreciated the comment and that the task force would consider collaboration as a distinct element from interdisciplinary research. He also noted that the task force has not finalized its recommendations and will incorporate these comments into its work.

Senator Klank, Faculty, College of Arts and Humanities, stated that as a faculty member proceeds into interdisciplinary areas, he/she comes upon things which

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A verbatim tape of the meeting is on file in the Senate Office.

are unique and unknown to other colleagues, especially the interrelationship between interdisciplinary structure and collaborative relationships to one another. Often it is not approached at all and thought of as separating you from the time-honored activities. It becomes difficult to get external letters when the things that you do are unique because evaluators may not even be aware of such things.

Hatfield responded that this has been a critical element of the task force's deliberations. We have incorporated a formal recognition of the approach to scholarship and a consultant to give guidance on a reasonable approach for evaluating the candidate.

Ellin Scholnick, Member of the APT Guidelines Task Force, stated that collaboration and interdisciplinary research are two interrelated entities. One cannot occur without the other. We need to address how an individual can establish and express his/her contribution. We need to change the guidelines to incorporate how individuals that do this type of work should be evaluated.

Klank stated that as contributions become more unique, an administrator might not be familiar with how to handle or recognize them. Sometimes indifference can be more difficult to bear than criticism.

Hatfield stated that the task force is trying to craft language to respond to this issue.

Hatfield stated that the task force is working on crafting language to address that issue.

Klank also inquired about giving faculty credit for working with students who have special educational needs.

Laura Rosenthal, Member of the APT Guidelines Task Force, stated that problems like that are why we want to move to a portfolio model of teaching. You can explain special circumstances like that instead of just using student evaluations.

Chair Novara stated that we needed to move to the next agenda item. However, he directed senators to send any additional comments to Reka Montfort at reka@umd.edu. She will forward them to the task force, and they will respond directly.

Novara thanked Hatfield and the task force for its work.

Special Order of the Day
Kumea Shorter-Gooden
Chief Diversity Officer and Associate Vice President
Revisions to the Search and Selection Guidelines

Chair Novara introduced Kumea Shorter-Gooden, Chief Diversity Officer and Associate Vice President, to present the recently approved changes to the search and selection guidelines. President Loh asked the Equity Council to review the current guidelines. The Council took into account current social, technological, and workforce realities by creating a more flexible process while upholding the university's commitment to equity and diversity. The overall goal was to make revisions that result in a diverse and highly qualified workforce. The Council formed a task force that surveyed recent hiring officials, search chairs, and committee members, reviewed practices of peer institutions, and considered "best practices." The task force incorporated feedback from the Equity Council, University Human Resources, Deans, and Vice Presidents prior to President Loh's approval. Shorter-Gooden reviewed the various changes made to the search and selection guidelines.

Core Areas for Changes
• Diversity of Search Committees and Applicant Pools
• Filling Positions in Pay Bands 1 and 2
• Interactions between Hiring Official and Search Committee
• Internet and Social Media
• Search Firms
• Responsibility/Authority Structure

Diversity of Search Committees and Applicant Pools
• The importance of diversity, especially race/ethnicity and gender, in Search Committees, applicant pools, and finalist lists was stressed.
• Finalist lists are expected to be diverse regarding race/ethnicity and gender.

Filling Positions in Pay Bands 1 and 2
• Pay Bands 1 and 2 can be generally filled without the use of a Search Committee.
• Hiring Officials will attend Search and Selection training to learn best practices.
• Hiring Officials are encouraged to include colleagues in the screening and/or interviewing process.
• Equity Administrators review a list of proposed interviewees for diversity.

Interactions between Hiring Official and Search Committee
In consultation w/ Equity Administrator, Hiring Officials **may**:
• Review candidates' applications
• Meet with Search Committees to address questions and get updates

A verbatim tape of the meeting is on file in the Senate Office.

- (In exceptional cases) Interact in a structured manner with semi-finalists to provide info on their vision and respond to candidates' questions

Hiring Officials **may *not***:
- Serve as member of Search Committee
- Screen candidates in place of the Search Committee's screening
- Unilaterally add candidates to semi-finalist/finalist lists

Internet and Social Media
- Internet and Social Media may be used to post positions and recruit applicants.
- It should *not* be used as the primary source for information about applicants.
- Information should *not* be used unless related to essential functions of the job AND unless verified.
- Information pertaining to personal characteristics that are not job-related, e.g. race, religious affiliation, and sexual orientation, should *not* be considered.

Use of Search Firms
- The Search Firm must agree to the University's Search and Selection Guidelines and standards of equity, diversity and confidentiality.
- The Search Firm may do applicant recruitment, screening and/or initial interviewing.
- The Search Committee must have access to all applicant materials.
- The Search Committee decides whom they will interview.

Responsibility/Authority Structure
- Each Major Unit Head (President, VP, or Dean) is responsible for their Division/College's adherence to the Search and Selection Guidelines.
- Equity Administrators act on behalf of Major Unit Heads.
- Equity Administrators must be consulted for exceptions to the Guidelines.
- When the Equity Administrator has concerns about implementation of the Guidelines, s/he discusses them with relevant parties, may consult with the University Equity Administrator, and may recommend closing of a search.
- The Major Unit Head has ultimate decision-making authority.

Novara opened the floor to questions; hearing none, he thanked Shorter-Gooden for her presentation.

New Business

There was no new business.

Adjournment

The meeting was adjourned at 4:56 p.m.

A verbatim tape of the meeting is on file in the Senate Office.

University Senate
TRANSMITTAL FORM

Senate Document #:	13-14-25
PCC ID #:	13036
Title:	Establish a Post-Master's Certificate in the Curation and Management of Digital Assets
Presenter:	Marilee Lindemann, Chair, Senate Programs, Curricula and Courses Committee
Date of SEC Review:	February 18, 2014
Date of Senate Review:	March 6, 2014
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The College of Information Studies proposes to establish a Post-Master's Certificate in the Curation and Management of Digital Assets. The certificate focuses on the creation, management, use, and long-term preservation of digital assets in a variety of disciplines and sectors of the economy. Digital assets are a central and ever-growing component of today's economy and society. Rapidly evolving technology, obsolete data formats, and the sheer volume of digital material make the management, use and long-term preservation of digital assets increasingly challenging. This certificate is designed for professionals who have already received a Master's degree but are in need of training for next-generation cloud computing technologies, tools, and resources that help them evaluate, select, and implement digital curation solutions. The target student population will be those in archival, library preservation, or other digital management positions. The curriculum will consist of four courses: INST640 Principles of Digital Curation; INST641 Policy Issues in Digital Curation; INST742 Implementing Digital Curation; and INST XXX (number to be determined) Solving Problems in Digital Curation. The program will be entirely online and students will progress through and

	complete the program as a cohort. The funding used to convert the three existing courses to an online format and to design the Solving Problems in Digital Curation course was acquired through a grant from the Institute of Museum and Library Services (IMLS). Additional grant funding from IMLS will be used to provide full-tuition scholarships for the entire first cohort of this program. The first cohort would start their program in June 2015. The enrollment for each cohort will be limited to 15 students.
	This program will be funded through tuition revenue.
	This proposal received the unanimous support of the Graduate PCC committee on January 27, 2014. The proposal also received unanimous support from Senate Programs, Curricula, and Courses committee at its meeting on February 7, 2014.
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new certificate program.
Committee Work:	The committee considered this proposal at its meeting on February 7, 2014. Diane Barlow and Tricia Donovan of the College of Information Studies presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new certificate program.
Risks:	If the Senate declines to approve this new certificate program, the University will lose an opportunity to offer structured, advanced training in a technological field of growing importance.
Financial Implications:	There are no significant financial implications with this proposal. Grant funding was used for the initial design of the program, and the College of Information Studies anticipates that tuition from the program will be sufficient for the expenditures on the faculty, staff, and infrastructure needed to operate the program.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO. **13036**

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:
Please also add College/School Unit Code-First 8 digits: **01203500**
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits: **1350101**

Type of Action (choose one):

☐ Curriculum change (including informal specializations)   ☒ *New academic degree/award program*
   ☐ Curriculum change for an LEP Program   ☐ New Professional Studies award iteration
☐ *Renaming of program or formal Area of Concentration*   ☐ New Minor
☐ *Addition/deletion of formal Area of Concentration*   ☐ Request to create an online version of an existing
☐ *Suspend/delete program*   program

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The College of Information Studies (Maryland's iSchool) plans to offer a post-master's certificate on the curation and management of digital assets (CMDA). The CMDA certificate focuses on the creation, management and use; long-term preservation; and current and future access to digital assets in a variety of disciplines and sectors of the economy. It is a four-course, post-master's certificate designed for professionals who need training on using next-generation cloud computing technologies, tools, and resources that help them evaluate, select, and implement digital curation solutions. The certificate program will be fully online and will use a cohort model to foster virtual interaction among students. The proposed certificate is a self-funded, entrepreneurial program.

Departmental/Unit Contact Person for Proposal: **College of Information Studies/ Ann C. Weeks**

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APPROVAL SIGNATURES - *Please print name, sign, and date. Use additional lines for multi-unit programs.*

1. Department Committee Chair _____

2. Department Chair _____

3. College/School PCC Chair   Ann Carlson Weeks   *Ann Carlson Weeks*
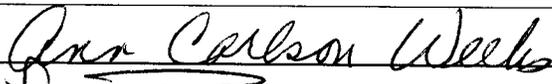
4. Dean   Jennifer Preece   *Jennifer Preece*

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC   *[signature]*   2/7/14

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
GRADUATE CERTIFICATE IN THE CURATION AND MANAGEMENT
OF DIGITAL ASSETS

COLLEGE OF **INFORMATION STUDIES**
DEAN **JENNIFER PREECE**

KIND OF DEGREE___POST-MASTER'S CERTIFICATE___

Award to Be Offered Proposed Initiation Date SPRING 2015

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I.   OVERVIEW and RATIONALE

The College of Information Studies (iSchool) on the College Park campus has long been noted as one of the leading institutions for archival specialization in the country. Ranked #7 in 2013 by *US News and World Report* for its archival and preservation program, the iSchool expects to strengthen its leadership role in the field by expanding its programs to also address the challenges inherent in digital libraries and curation. In the last few years, students specializing in archives, records, and information management in the Master of Library Science (MLS) program have looked to the iSchool for more opportunities to learn about digital curation. In fall 2013, MLS and Master in Information Management (MIM) students began to have the opportunity to specialize in Curation and Management of Digital Assets. However, individuals whose positions already focus on archival and digital assets have also expressed interest in receiving additional training. Thus, the iSchool plans to offer a post-master's certificate in this area.

The Curation and Management of Digital Assets (CMDA) Certificate focuses on instruction about and research into the creation, management, and use, long-term preservation, and current and future access to digital assets in a variety of disciplines and sectors of the economy. It is a four-course, post-master's certificate designed for professionals who need training on using next-generation cloud computing technologies, tools, and resources that help them evaluate, select, and implement digital curation solutions. The certificate program will be fully online and will utilize a cohort model to foster virtual interaction amongst students. Also, built entrepreneurially, the proposed certificate is a self-funded program.

The curriculum builds from the CMDA specialization in the MLS and MIM degree programs. Three of the four classes required for the certificate were first developed for the CMDA specialization, which was approved in 2012 and began fall 2013. Funds have been allocated from an Institute for Museum and Library Services (IMLS) grant awarded in 2012 to adapt the three specialization courses for online delivery, create the fourth course, and to fund 15 scholarships to the first cohort of students.

Digital information is at the very heart of a modern society's ability to learn, conduct business, recreate, and manage complex scientific, technological, industrial, and information infrastructures. The field of digital assets curation and management is a relatively new and rapidly evolving area for research and practice. This professional education certificate reaffirms the continued focus of the iSchool and its mission to prepare individuals to help the public connect with information that will transform society.

Market Demand
By 2018, the US will have a shortage of 140,000 to 190,000 individuals with the deep analytical skills needed to manage large holdings of digital assets.[1] In fact, in September

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[1] Manyika, et al. (2011) Big data: The next frontier for innovation, competition, and productivity. McKinsey Global Institute. http://www.mckinsey.com/insights/business_technology/

2012, twenty percent of the 267 job announcements in the American Library Association Jobsite were either specifically seeking digital resource managers/archivists or listed the expectation that successful candidates would have knowledge, skills, and abilities in managing, preserving, curating, and cataloging digital resources.

In the Washington, DC-Baltimore metropolitan region, the need for professionals to curate and manage digital assets is acute. Corporations, government contractors, Federal agencies, the State of Maryland, international organizations, universities and other not-for-profit entities, and cultural institutions (i.e., National Archives, Library of Congress) urgently need skilled professionals in the digital assets arena. Similar needs also exist in the extensive Federal scientific and military research community, which are developing and exploiting digital information that is particularly complex in nature.

Additionally, in February 2013, the White House Office of Science and Technology Policy issued a directive that Federal agencies with more than $100 million dollars in research and development expenditures must develop plans to make the published results of federally funded research freely available to the public within one year of publication; in most cases, agencies will be doing so digitally. The directive also requires researchers to better account for and manage the digital data resulting from federally funded scientific research. This directive has pushed both Federal agencies and public and private research institutions to more efficiently manage their data; now, more than ever, data managers and archivists throughout the country are being asked to curate large sets of digital data and make them more easily accessible to the public.

Online programs that focus on the curation of digital assets exist at other universities throughout the country. Some programs, including those at the University of North Texas, the University of Maine, and Syracuse University, do not require a Master's degree. Universities with programs that are specifically geared to individuals with a Master's degree, such as the University of Illinois Urbana-Champaign, require more credits than the proposed CMDA certificate or focus on digital assets in museums rather than in archives and libraries, such as the certificate offered by Johns Hopkins University. The CMDA certificate is unique amongst certificates offered by similar colleges and universities in both its focus and program length. None of the HBCUs in Maryland offers a certificate program in the curation and management of digital assets.

Student Demand
Current graduate students and recent graduates in the MLS and MIM programs have expressed the need for more course offerings focused on developing an in-depth understanding of digital information management. The CMDA specialization, upon which this certificate is built, is in very high in demand amongst MLS and MIM students; twenty-seven students have already declared the specialization, which was introduced in fall 2013. Another indication of demand among current students is that classes in the specialization filled completely in the fall 2013 semester without any special promotion among students. In fact, all classes offered for the specialization were filled to capacity.

In an ever-changing digital environment, continuing education will be necessary for all those whose careers focus on the management and curation of digital information. Business schools and technology programs focus on data analysis but do not emphasize digital curation, management, and preservation. Thus, the iSchool is fulfilling a current and future need by creating a certificate that stems from an in-demand set of classes in an important subject area.

Individuals who receive the CMDA certificate will have enhanced technical, practical, and experiential skills to work in diverse organizational settings such as the business/ commercial sector, in cultural organizations, in the digital arts and humanities, and in scientific research and development. The College anticipates strong interest in the CMDA certificate, specifically from professionals who need to update their current skills in the digital assets arena if they are to sustain and enhance their career prospects. In a survey conducted by the iSchool in May 2013, librarians and archivists were asked which topics in continuing education were of most interest, and curation and management of digital assets was among the top three. In addition, a majority of those surveyed were interested in an advanced certificate, particularly if offered online.

With both the market demand and student demand showing an active interest in a post-master's, online certificate focused on digital curation and management, we believe there will be significant enrollment for future cohorts.

The First Cohort
The first cohort of certificate students will receive full tuition remission through scholarships provided by an Institute of Museum and Library Services (IMLS) award for "Curate Cloud: Building Digital Curation Excellence Through Professional Education, Cloud Computing, and Community Outreach," a grant awarded in spring 2013. The first online cohort will be capped at 15 students, who will together take all four courses beginning May 2015. Potential students will be recruited from diverse ethnic backgrounds, as well as from cultural heritage institutions of underrepresented groups. Future cohorts, which are expected to begin annually, will be limited to 15 students, to maximize collaboration and online learning opportunities.

II. CURRICULUM

Certificate Description
The CMDA certificate focuses on the creation, management and use; long-term preservation; and current and future access to digital assets in a variety of disciplines and sectors of the economy. The certificate is based upon the CMDA specialization within the MLS and MIM graduate programs. Three of the classes required for the certificate were developed for the CMDA specialization; however, while the content for the courses is fundamentally the same, degree-seeking students and certificate students will not share the same section. Degree-seeking students take the specialization courses in-person; courses offered in the certificate program will be adapted for online delivery. The fourth class required for the certificate, a capstone course, was developed specifically for the certificate and will not be available to degree-seeking students. Students taking this

certificate course will be post-master's professionals in archival, library preservation, or digital management positions.

Certificate Cohort Model
Students enrolled in the CMDA certificate will complete their coursework together as a cohort. Cohorts begin their instruction at the same time and proceed through their program as a cohesive unit, building a networked community. This cohort model has been successful in the iSchool's online MLS program.

Certificate cohort students will take the required classes over the course of twelve months, beginning June 1. Unlike the online degree programs that follow the university's regular academic schedule, the certificate program will run in four, 12-week segments. A sample schedule is below in Table 1.

<div align="center">Table 1</div>

Dates of Courses	Course Numbers
June 1–Aug 21	INST 640
Aug 31–Nov 20	INST 641
Nov 30–Feb 19	INST 742
Feb 29–May 19	INST xxx

Required Courses
The following are the four courses required to complete the certificate:

- **INST 640: Principles of Digital Curation, 3 credit hours**
  Description: Principles for the design and implementation of long-term curation of digital data and formation assets, including born-digital and digitized assets. Framework for analysis of technical, practical, economic, social, and political factors affecting digital curation decisions. Case studies of specific digital curation scenarios.
- **INST 641: Policy Issues in Digital Curation, 3 credit hours**
  Description: Discussion of strategies to address intellectual property, privacy, security, and other policy concerns raised by the curation of digital records and data.
- **INST 742: Implementing Digital Curation, 3 credit hours**
  Description: Management of and technology for application of digital curation principles in specific settings. Characteristics, representation, conversion, and preservation of digital objects. Application of standards for digitization, description, and preservation. Planning for sustainability, risk mitigation and disaster recovery.
- **INSTXXX: Solving Problems in Digital Curation, 3 credit hours**
  Restricted to Curation and Management of Digital Assets Certificate students only.
  Description: Integrating the theory and practice of digital curation gained in the first three courses of the Digital Curation Certificate Program and from the student's personal and professional experience. Capstone projects may follow the

design, prototyping, and evaluation process from end-to-end or may focus on a subset of elements in that process, such as formative study and design. *(New course under development. To be submitted to VPAC for approval in Spring 2014.)*

Admissions Requirements
The following list represents the specific criteria for admission to the certificate program, based upon the admissions criteria for the Graduate School and the iSchool at the University of Maryland.

- *Graduate School Requirements*
    - o The Graduate School requires as a minimum standard an average of 3.0 on a 4.0 scale in all undergraduate courses taken at a regionally accredited college or university.
    - o The TOEFL is required of international applicants who are not native speakers of English.
- *iSchool Requirements*
    - o Master's degree in library or information science; or master's degree in a related area and relevant experience.
    - o Certificate must be pertinent to applicant's career.

The Professional Education Committee (PEC) will oversee the admissions process in conjunction with the Student Services Office (SSO) at the iSchool. To apply, an applicant will submit a completed Graduate School application, as well as the following:

- A current resume or CV.
- A personal statement about the applicant's interest and how the certificate will affect the applicant's career.
- One (1) letter from a supervisor or someone who can speak to the applicant's capacity for successfully completing the certificate program.

III.   STUDENT LEARNING OUTCOMES AND ASSESSMENT

The degree to which the CMDA certificate program is meeting its goals will be assessed by means of the program's Graduate Learning Outcomes Assessment plan. The Certificate Learning Outcomes Assessment Subcommittee, appointed by PEC, will direct the assessment process and report to the full committee. The subcommittee will include a representative from the iSchool Student Services Office, the CDMA specialization director (or one co-director), and a member of PEC. Assessments will be conducted biannually, beginning in the second year of the program, and will be reported to PEC in the spring semester. The report will contain the results of the assessment and recommendations for program improvement based on the results. The expectation is that 95% of certificate students will perform at the "Meets Expectation" level or above on all indicators.

The two Learning Outcomes for the certificate program are given below. Learning Outcome 1 will be assessed at the end of the first course, INST 640. Learning Outcome 2 will be assessed at the end of the fourth and final course, INST XXX.

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Learning Outcome 1: *Use basic principles and concepts relating to the cultural, technical, practical, economic, legal, and political factors that may affect digital curation for a specific collection.*

The assessment of Learning Outcome 1 will be based on a digital repository plan constructed by students in INST 640. Students will develop a digital repository plan for a given collection, including identifying a collection and the corresponding cultural institution that will be responsible for the collection. The plan will be assessed using the matrix provided in Table 2.

Table 2

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. The student identifies a significant digital curation problem.					
2. The level and detail of analysis are appropriate.					
3. The recommendations are creative and appropriate.					
4. The student uses relevant digital curation concepts and principles.					
5. The presentation is clear and well written.					

The program will have successfully met Learning Outcome 1 if at least 85% of students attain a rating of Outstanding, Exceeds Expectations, or Meets Expectations across the indicators in the matrix.

Learning Outcome 2: *Integrate and apply relevant digital curation theory and practice in managing digital assets.*

Assessment of Learning Outcome 2 will be based on the capstone project developed by students in INST XXX. Students will identify a specific digital curation problem faced by their organization, propose a plan to address the problem, describe the consequences of not addressing the problem, identify the most cost-effective and feasible strategy for success, implement the strategy, and evaluate the efficacy of the project. The project must address both management and technology issues, and include interaction with stakeholders. The plan will be assessed using the matrix shown in Table 3.

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Table 3

Indicators	Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
1. The student identifies an appropriate problem.					
2. The proposal is appropriate for the problem identified.					
3. The student identifies appropriate strategies for addressing the problem.					
4. The student implements strategies on-site.					
5. The student evaluates the efficacy of the project.					

The program will have successfully met Learning Outcome 2 if at least 90% of students attain a rating of Outstanding, Exceeds Expectations, or Meets Expectations across the indicators in the matrix.

IV.   FACULTY AND ORGANIZATION

Management of the certificate program will be the responsibility of the Professional Education Committee (PEC) at the University of Maryland's iSchool. The director of the CMDA specialization will provide academic direction and oversight. Currently, Dr. Michael Kurtz and Dr. Katie Shilton are co-directors of the specialization. The Director of Online Programs for the iSchool will assist the co-directors of the specialization in providing support for the online students; Dr. Mary Choquette is Director of Online Programs at present. Academic support will also be provided by the academic advisors in the iSchool's Student Services Office.

Courses will be taught by regular or adjunct members of the faculty who have been approved for teaching and appointment to the Graduate Faculty. Full-time faculty will be given the option to teach in the certificate program as an overload, or during the summer, for extra compensation.

V.   OFF CAMPUS PROGRAMS

Student Services
Student services will be provided through the iSchool's Student Services Office. Advisors will work with online certificate students in the same way they work with other iSchool students. They will be responsible for working with applicants and assisting students with registration and other problems. Advisors maintain regular office hours, which are published on the iSchool website, in the student handbook, and through periodic emails to student listservs. Students may access these services in the same way students access these services: through web chat, email, telephone, or in person.

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Financial Aid
The first cohort of 15 students in the online certificate program will be given full tuition remission through an IMLS grant awarded in 2013. Future cohorts will not receive financial aid from the iSchool.

Library and Other Instructional Resources
The University Library System's collection of journals and other resources in electronic format is sufficient to support the certificate program. Most courses currently taught in the CMDA specialization rely heavily or exclusively on these materials. The iSchool is working with the library to provide additional access for online students. Amazon.com and other online bookstores are the most commonly used source for purchasing textbooks. Therefore, students in the online certificate program should not encounter any difficulty in obtaining remote access to the necessary materials.

Technology
The iSchool will rely on and benefit from the installed base of technology provided by the Department of Information Technology. The ELMS Canvas platform will serve as the foundation for the online program. Many of its ancillary products will be incorporated to provide the interactivity required in a high-quality online course. Adobe Connect will also be used to bring virtual guest speakers to the online courses, as well.

Virtual Research Learning Environment
In addition to traditional online learning tools, this online certificate program will utilize an innovative cloud-based digital curation Virtual Research and Learning Environment (VRLE). The VRLE is being developed from funds awarded through the 2013 IMLS grant. Created by a former iSchool faculty member and now managed by Dr. Jimmy Lin, Associate Dean for Research, and David Baugh, Technology Officer at the iSchool, the VRLE will allow online certificate students with modest computers and internet connections to work with powerful technology. The VRLE will also allow students and instructors to collaborate via shared computational resources, and will enable exploration via an open computer lab framework. The VRLE will allow integration of real-world tools into the curriculum and will enable students to design and deploy their own digital curation environments during their capstone experience. Both on-campus and online students will utilize the VRLE, and the technology staff of the iSchool will sustain the virtual environment through funds generated by the certificate program. The goal of developing the VRLE is to provide the iSchool with a sustainable virtual learning environment that can be utilized in both in-person and online programs.

Initially, one administrative server will be used as a launch platform to the Amazon Cloud Environment (EC2), which hosts the VRLE. The server, donated to the iSchool by Yahoo!, will be housed in the Research Data Center in the A.V. Williams building. OIT provides this free service to colleges for dedicated research use.

Intellectual Property
The iSchool works with appropriate university personnel to develop agreements and other documents to assure compliance with the University's Policy on Intellectual Property.

VI.   COMMITMENT TO DIVERSITY

The iSchool at the University of Maryland is dedicated to supporting non-traditional students, students from diverse ethnic backgrounds, as well as those working for organizations that support underrepresented groups. As a requirement of the grant awarded through IMLS, the first cohort of online certificate students will be recruited from diverse groups, and special consideration will be made to award funding to them. Additionally, each course will feature content important in understanding diversity issues in digital curation, including serving underrepresented groups and institutions, meeting unique curation needs for diversity promotion, and developing capacity in all sizes and types of libraries and cultural heritage institutions.

VII.   RESOURCE NEEDS AND RESOURCES

The IMLS funding is sufficient to enable three of the courses to be converted into an online format (INST640, INST 641, INST741), as well as to create the fourth online course (INSTXXX: Capstone) by regular faculty in the iSchool. Revenue from the certificate program will be used to pay all program expenses, including instructors, additional support for the iSchool SSO, and the administrators of the certificate. Current regular and adjunct faculty approved for teaching and appointment to the Graduate Faculty will teach the four courses required for the certificate, with full-time faculty given the option to teach in the certificate program as an overload or during the summer for extra compensation. No additional resources are needed for new staff.

Students in the first certificate cohort will receive a full tuition remission through grants awarded by IMLS. The following certificate cohorts will then be offered annually on a cost-recovery basis as an entrepreneurial program.

VIII. CONCLUSION

Digital assets curation and management is a new and rapidly evolving field, and career professionals in archives and information management are looking for additional education and support as they build their knowledge and skill set in an ever-changing digital arena. The CMDA certificate offered by the University of Maryland's iSchool is designed to meet this need for professional continuing education. This post-master's, fully online certificate will prepare students by using next-generation cloud computing technologies and tools to better provide individuals with digital curation solutions for their own organizations.

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BUDGET JUSTIFICATION

Revenue
As an entrepreneurial program, the CMDA certificate will generate the revenue required to cover the cost of administering the program. Student tuition will cover the costs of instruction, student services, and program support, and under the current budget will generate a net revenue beginning in the third year of the program.

Tuition Rate
The iSchool is proposing a non-standard tuition rate for students in the online certificate program. The $800 per credit hour will be the same for both instate and out of state students, and the iSchool anticipates adjusting the tuition for inflation by 4% each year. The iSchool also will charge a yearly program fee of $95 fee per student to offset technology and program costs. That fee also will be adjusted by 4% each year. The College asks that the University's on-campus fees be waived because the certificate program is entirely online and the students will use none of the campus's services.

Cohort Size and Schedule
Tuition for the first cohort of the certificate will be covered under a 2013 IMLS grant. The grant, however, does not cover the program fee, and students will be expected to pay that fee for the year. It is anticipated that one cohort of 15 students per year (June–May) will participate in the program.

Expenses
Direct costs to administer the program can be broken down into three sections: instruction, student services, and program support. Due to the certificate program start date (June 1) and the financial dates of the proposed budget (fiscal years beginning July 1 and ending June 30), the first year of the program includes only one of the first cohort's courses. Years two through five indicate a more accurate version of an entire yearly budget for the certificate program.

Instruction
Because the fiscal year begins during a cohort, the first-year budget includes only one faculty member teaching one course. In years two through five, four faculty members will teach one course apiece. Faculty for the certificate will include both full-time, regular faculty as well as adjunct faculty that have been approved for teaching by the Graduate College. The full-time faculty will not have the certificate courses included on-load, but will have the option of teaching them for additional compensation. Currently, the budget reflects two full-time, regular faculty members and two adjuncts teaching courses each year. No additional faculty members are needed. The iSchool has also included funds each year for online course development and instructional support ($15,000 for years one and two, and $5,000 for each year thereafter) to enable both full-time and adjunct faculty to engage in curriculum development and professional development to support online teaching.

In addition, the budget also includes support for a 10-hour graduate assistant to provide administrative assistance for the program every year.

Student Services
The Student Services Office (SSO) at the iSchool will provide support to students throughout the certificate program. The iSchool has budgeted for one advisor at 8% for the first year and 12% for each year thereafter. In addition, $5,000 has been included in the budget for recruitment materials and general SSO services for each year of the certificate program.

Online Program Support
Program support for the CMDA certificate includes resources allocated to the Director of Online Programs (at 5% for the first year and 10% for each year thereafter), as well as a program assistant (12% the first year and 20% thereafter) who will work with all professional development activities offered by the iSchool. In addition to program staff, the budget includes funds for maintenance of the Virtual Learning Resource Environment (VRLE) by the Technology Officer at the iSchool (7.5% the first year and 12% for each year thereafter). Equipment, software, and additional direct costs have been included in the budget, as well.

Administration and Support
The University's F&A rate is included as 22% for year one (six months) and 42.5% in subsequent years. The percentage will change as directed by the University.

Curation and Management of Digital Assets—Budget Years 1-5										
	7/1/14-6/30/15		7/1/15-6/30/16		7/1/16-6/30/17		7/1/17-6/30/18		7/1/18-6/30/19	
		Total		Total		Total		Total		Total
Revenue										
# New Students[1]		15		15		15		15		15
# Continuing Students				15		15		15		15
Total students		15		30		30		30		30
Proposed online tuition rate per credit		$800		$832		$865		$900		$936
Proposed nonresident tuition rate per credit										
Credits generated per year	45		45		45		45		45	
Total tuition		$36,000		$149,760		$155,750		$161,980		$168,460
Program Fee	$95	$1,425	$97	$1,454	$99	$1,483	$101	$1,512	$103	$1,542
Total Revenue		$37,425		$151,214		$157,233		$163,493		$170,002
Revenue to Campus	10%	$3,743	10%	$15,121	10%	$15,723	10%	$16,349	10%	$17,000
Revenue to iSchool	90%	$33,683	90%	$136,092	90%	$141,510	90%	$147,143	90%	$153,002
Costs										
Direct Costs										
Instruction										
Courses taught per Academic Year		1		4		4		4		4
Regular faculty	1	$9,000 · $9,000	2	$9,270 · $18,540	2	$9,548 · $19,096	2	$9,835 · $19,669	2	$10,130 · $20,259
Adjunct faculty		$0	2	$5,000 · $10,000	2	$5,150 · $10,300	2	$5,305 · $10,609	2	$5,464 · $10,927
Faculty Benefits	$720	$720	$1,483	$1,483	$1,528	$1,528	$1,574	$1,574	$1,621	$1,621
Graduate assistants	0.5	$8,114	0.5	$8,357	0.5	$8,608	0.5	$8,866	0.5	$9,132
Graduate assistants Benefits		$1,136		$1,170		$1,205		$1,241		$1,279
Course development & instructional support	3	$5,000 · $15,000	3	$5,000 · $15,000	1	$5,000 · $5,000	1	$5,000 · $5,000	1	$5,000 · $5,000
Total Instruction		$33,970		$54,551		$45,737		$46,959		$48,218
Student Services										
Recruitment materials and services		$5,000		$5,000		$5,000		$5,000		$5,000
Advisor	8%	$42,000 · $3,360	12%	$43,680 · $5,242	12%	$45,427 · $5,451	12%	$47,244 · $5,669	12%	$49,134 · $5,896
Advisor Benefits	$11,760	$941	$12,230	$1,468	$12,720	$1,526	$13,228	$1,587	$13,758	$1,651
Total Student Services		$9,301		$11,709		$11,978		$12,257		$12,547
Online Program Support										
Program Director	5%	$90,000 · $4,500	10%	$93,600 · $9,360	10%	$97,344 · $9,734	10%	$101,238 · $10,124	10%	$105,287 · $10,529
Program Director Benefits	$25,200	$1,260	$26,208	$2,621	$27,256	$2,726	$28,347	$2,835	$29,480	$2,948
Telephone, postage, copying, supplies		$1,000		$1,000		$1,000		$1,000		$1,000
Program assistant	12%	$42,000 · $5,040	20%	$43,260 · $8,652	20%	$44,558 · $8,998	20%	$45,895 · $9,358	20%	$47,271 · $9,732
Program assistant Benefits	$11,760	$1,411	$12,113	$2,423	$12,476	$2,495	$12,850	$2,570	$13,236	$2,647
Technology support staff	7.5%	$70,000 · $5,250	12%	$72,100 · $8,652	12%	$74,263 · $8,912	12%	$76,491 · $9,179	12%	$78,786 · $9,454
Technology support staff Benefits	$19,600	$1,470	$20,188	$2,423	$20,794	$2,495	$21,417	$2,570	$22,060	$2,647
Equipment and software		$15,000		$12,500		$12,500		$12,500		$12,500
Total Online Program Support	$244,000	$34,931	$252,640	$47,630	$261,592	$48,860	$270,867	$50,136	$280,478	$51,458
Total Direct Costs		$78,202		$113,890		$106,575		$109,352		$112,223
Administration and Support[2]	22.0%	$17,204	42.5%	$48,403	42.5%	$45,294	42.5%	$46,474	42.5%	$47,695
Total Costs		$95,406		$162,293		$151,869		$155,826		$159,918
Gross Revenue		$37,425		$151,214		$157,233		$163,493		$170,002
Total Expenses		$95,406		$162,293		$151,869		$155,826		$159,918
Gross Revenue-Total Expenses		-$57,981		-$11,080		$5,364		$7,667		$10,085

[1] Each new cohort begins June 1
[2] Six months of support in Year 1

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds[1]	$0.00	$0.00	$0.00	$0.00	$0.00
2. Tuition/Fee Revenue[2] (c+g below)	$36,000.00	$149,760.00	$155,750.40	$161,980.20	$168,460.20
a. #F.T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	$0.00	$0.00	$0.00	$0.00	$0.00
c. Annual Full Time Revenue (a x b)	$0.00	$0.00	$0.00	$0.00	$0.00
d. # Part Time Students	15	15	15	15	15
e. Credit Hour Rate	$800.00	$832.00	$865.28	$899.89	$935.89
f. Annual Credit Hours	3	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$36,000.00	$149,760.00	$155,750.40	$161,980.20	$168,460.20
3. Grants, Contracts, & Other External Sources[3]	$0.00	$0.00	$0.00	$0.00	$0.00
4. Other Sources	$1,425.00	$1,455.00	$1,483.00	$1,512.00	$1,542.00
TOTAL (Add 1 - 4)	$37,425.00	$151,215.00	$157,233.40	$163,492.20	$170,002.20

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses	**$9,720**	**$30,023**	**$30,924**	**$31,852**	**$32,807**
(b + c below)					
a. # FTE	0.10	0.40	0.40	0.40	0.40
b. Total Salary	$9,000	$28,540	$29,396	$30,278	$31,186
c. Total Benefits	$720	$1,483	$1,528	$1,574	$1,621
2. Total Administrative Staff Expenses (b + c below)	**$23,232**	**$40,841**	**$42,337**	**$43,892**	**$45,504**
a. # FTE	0.05	0.20	0.20	0.20	0.20
b. Total Salary	$18,150	$31,906	$33,095	$34,330	$35,611
c. Total Benefits	$5,082	$8,935	$9,242	$9,562	$9,893
3. Total Support Staff Expenses (b + c below)	**$9,250**	**$9,527**	**$9,813**	**$10,107**	**$10,411**
a. # FTE	0.50	0.50	0.50	0.50	0.50
b. Total Salary	$8,114	$8,357	$8,608	$8,866	$9,132
c. Total Benefits	$1,136	$1,170	$1,205	$1,241	$1,279
4. Equipment	**$15,000**	**$12,500**	**$12,500**	**$12,500**	**$12,500**
5. Library	**$0**	**$0**	**$0**	**$0**	**$0**
6. New or Renovated Space	**$0**	**$0**	**$0**	**$0**	**$0**
7. Other Expenses	**$38,204**	**$69,403**	**$56,294**	**$57,474**	**$58,695**
TOTAL (Add 1 - 7)	**$95,406**	**$162,294**	**$151,868**	**$155,825**	**$159,917**

University Senate
TRANSMITTAL FORM

Senate Document #:	08-09-20
PCC ID #:	N/A
Title:	Academic Integrity
Presenter:	Jason Speck, Chair, Senate Student Conduct Committee (SCC)
Date of SEC Review:	February 18, 2014
Date of Senate Review:	March 6, 2014
Voting (highlight one):	On resolutions or recommendations one by one, or In a single vote To endorse entire report
Statement of Issue:	The Office of Student Conduct (OSC) recognizes that many students are often faced with difficult decisions and ethical dilemmas for the first time in their lives while at college. During the 2008-2009 academic year, the Chair of the Senate Student Conduct Committee (SCC) raised the idea of developing strategies for supporting the OSC's efforts to educate students about proper practices regarding academic integrity. The SCC and the OSC jointly determined that an online academic integrity tutorial would very likely help students to better understand how to behave with academic integrity, and would be a useful tool for student success both at the University and in their future careers. In conjunction with the OSC, the SCC developed a plan of action for the creation of the Academic Integrity Tutorial. The OSC received a grant to develop the tutorial, and the SCC developed a timeline for its development, trial, and multiple pilot testing periods. The goal of the tutorial is to educate students about the tenets of the *Code of Academic Integrity*, and to prevent or deter students from committing acts of academic dishonesty (including plagiarism, cheating, fabrication, and facilitation). The SCC is confident the Academic Integrity Tutorial, as created, will be an essential benefit for the University as a whole.
Relevant Policy # & URL:	N/A

Recommendation:	The SCC recommends that the OSC communicate with and work with major stakeholders (as listed in the report) to publicize the existence of the Academic Integrity Tutorial. In order to further encourage the dissemination of the tutorial, the SCC recommends that the OSC approach the various stakeholders and make a concerted effort to ensure that as many students as possible are exposed to the tutorial as a helpful resource. The SCC also recommends that the OSC continue to monitor the effectiveness of the tutorial, and consider updating the case studies used in the tutorial, as needed. The committee would ultimately like to see the Academic Integrity Tutorial be a mandatory part of the academic experience of all students on campus. However, for now, the committee believes that course instructors should be allowed to decide for themselves whether they want to make the tutorial a requirement of their course. Thus, the SCC recommends that faculty members be encouraged to require their students to complete the tutorial (with proof of certification) as part of their class assignments. One way to encourage faculty members to utilize the tutorial is via UMEG (the University's Web application for electronic grades and rosters). UMEG should centrally inform all faculty instructors and graduate teaching assistants of the availability of the tutorial, and ask them to consider whether they would like to make it part of their required assignments for courses. Use of such a platform will allow faculty instructors and graduate teaching assistants to easily access the link to the tutorial and to add it to their class syllabi. Therefore, the SCC recommends that the administration make the necessary arrangements for such an announcement to become a regular part of the UMEG application. The committee also encourages the Office of the Provost, or other appropriate unit, to share the Academic Integrity Tutorial as a resource with other institutions in the Big Ten Conference and with the appropriate integration committee, so as to encourage a collaborative effort towards the important goal of further developing academically-honest student bodies nationwide.

Committee Work:	In the spring of 2010, the SCC submitted a letter of request to the Senate Executive Committee (SEC), asking to be officially charged with implementing a trial period of the online tutorial. The SEC approved the committee's request. The SEC then charged the incoming 2010-2011 SCC with implementing a trial period of an online tutorial and developing a method for assessing its effectiveness. The SEC asked for a status report by the end of the spring 2011 semester.
	The SCC designed a trial period, and worked with the OSC to flesh-out the tutorial. During the course of the 2010-2011 academic year, the SCC worked with the OSC to draft and revise the tutorial, both in content and design. In April 2011, the SCC made a number of edits to the drafted tutorial and voted in favor of submitting it for beta-testing with a small number of selected UNIV 100 courses and other introductory courses that agreed to participate. The SCC submitted a status report to the SEC in May 2011.
	The 2011-2012 SCC reviewed the tutorial during the fall 2011 semester, and identified additional edits for incorporation into the tutorial before it was sent out for beta-testing. In the spring of 2012, the SCC met with representatives from the OSC and the Department of Resident Life's Information Systems Unit on multiple occasions to discuss logistics for use and dissemination of the tutorial. The SCC also developed a post-test survey for the beta-test period. The OSC took the lead in in coordinating the beta-test period. The beta-test period took place during the summer of 2012 and the fall of 2012. During this time, students in a sampling of UNIV 100 courses, student athletes from the Department of Intercollegiate Athletics, and University Student Judiciary (USJ) members completed the tutorial and post-test survey. The OSC collected feedback from 169 voluntary participants over a period of four months (August 2012 – November 2012).
	At the end of the fall 2012 semester, the SCC met with an Assistant Director from the OSC to review preliminary findings and feedback collected from the beta-test period of the Academic Integrity Tutorial. The SCC found that the majority of comments received were largely positive. The SCC worked with the OSC to make changes to the tutorial in response to this feedback. The OSC increased piloting with students during the spring 2012 semester, including new USJ members and transfer students. By October 2013, the OSC had tracked a total of 320 students who have taken the tutorial. During the fall 2013 semester, the SCC met again with

	an Assistant Director from the OSC to discuss steps for submitting a report to the SEC for Senate consideration.

Throughout the process of developing the Academic Integrity Tutorial, the committee consulted with the Director of Student Conduct about the academic misconduct caseload it handles on an annual basis. The SCC analyzed data on the number of academic misconduct cases that are processed and reviewed by the OSC.

The SCC also researched peer institutions, including those in the Big Ten Conference, to determine whether other institutions of higher education have any similar models available for or required of students. The findings helped to solidify the SCC's final recommendations.

On February 10, 2014, the SCC voted to approve submitting its report and recommendations to the SEC for Senate consideration. |
Alternatives:	The Senate could choose not to accept the recommendations.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	Senate Approval, Presidential Approval.

Senate Student Conduct Committee

Report

Academic Integrity (Senate Document 08-09-20)

February 2014

INTRODUCTION

The University of Maryland, College Park is the flagship institution in the University System of Maryland (USM), and is dedicated to its charge of fostering academically enriched students and developing innovative ideas. According to the Strategic Plan for the University of Maryland, "[T]he University's mission is to foster the education, critical thinking, and intellectual growth of its students, the creation and application of new knowledge, the economic development of the State, and the effective engagement of its students, faculty, and staff with the surrounding world" (2008, p. 4, http://www.umd.edu/strat_plan/stratplan.cfm).

As such, the University should be a leader in developing and encouraging the highest level of ethical development of its students. Students are responsible for knowing the academic expectations that the University has set for them. Thus, all students at the University should be able to make informed decisions that empower them to do academically-honest work. When students act with integrity, they render the University of Maryland a 'Community of Character.'

BACKGROUND

The Office of Student Conduct (OSC) recognizes that many students are often faced with difficult decisions and ethical dilemmas for the first time in their lives while at college. During the 2008-2009 academic year, the Chair of the Senate Student Conduct Committee (SCC) raised the idea of developing strategies for supporting the OSC's efforts to educate students about proper practices regarding academic integrity as described in the *Code of Academic Integrity*. When exploring this idea, the committee discussed a number of tools that the University could utilize in order to address this need, including the creation of an online academic integrity tutorial for students. The committee determined that an academic integrity tutorial would very likely help students to better understand these expectations, and would be a useful tool for student success both at the University and in their future careers.

In conjunction with the OSC, the SCC developed a plan of action for the creation of the Academic Integrity Tutorial. The OSC received a grant to develop the tutorial, and the committee developed a timeline for its development, trial, and pilot. During the 2009-2010 academic year, the SCC and the OSC worked together to create a draft of the online tutorial.

The goal of the tutorial is to educate students about the tenets of the *Code of Academic Integrity*, and to prevent or deter students from committing acts of academic dishonesty (including plagiarism, cheating, fabrication, and facilitation). The SCC is confident the Academic Integrity Tutorial, as created, will be an essential benefit for the University as a whole.

The SCC and the OSC put substantial effort into developing case studies for the tutorial that would cover a variety of concerns from across multiple disciplines. The final five case studies included in the tutorial cover example situations from a chemistry lab, an interview writing assignment, a computer model engineering assignment, a research paper, and an argument

outlining an assignment for a government and politics course. A quiz follows each case study, as well as an explanation of what happened to the students in the case studies involved in the situations of academic dishonesty.

ELEMENTS OF THE ACADEMIC INTEGRITY TUTORIAL

The Academic Integrity Tutorial is available online at www.academicintegrity.umd.edu/ Users must log in with their University ID and Password to access the tutorial.

The tutorial takes about 30 to 60 minutes to complete. Most users complete the tutorial in a half an hour. Users can complete the tutorial in one sitting, or they can work on it gradually. The tutorial saves each page as it is completed. There is a progress bar on the bottom of each page, so that users can track their progress as they go along.

The objectives of the tutorial are:

- To provide students with information to understand the *Code of Academic Integrity*.
- To give students information about what constitutes academic dishonesty.
- To ensure that students understand how to act with integrity in their academic work, and, most importantly, why academic integrity is important.
- To familiarize students with the Office of Student Conduct and the referral process.

The tutorial is broken into eight sections:

- Section 1: Introduction
- Section 2: Academic Integrity Knowledge Pre-Quiz
- Section 3: The Honor Pledge
- Section 4: Case Studies and Aspects of the *Code of Academic Integrity*
- Section 5: Academic Integrity Reporting, Process, and Sanctioning
- Section 6: Myths about Academic Dishonesty
- Section 7: The Importance of Academic Integrity
- Section 8: Academic Integrity Knowledge Post-Quiz

When finished, the tutorial will generate a confirmation of completion for the user. Students must submit answers to the Post-Quiz in order to receive a certificate of completion. The certificate is emailed to students upon successful completion. Students are then able to submit this certificate to their faculty members as proof of completion. Since they can access the certificate as often as needed, students are able to illustrate proof of completion to multiple faculty members. The OSC can also track and locate users of the tutorial via their University Directory IDs, and it can access the certificates if copies need to be re-sent.

COMMITTEE WORK

In the spring of 2010, the SCC submitted a letter of request to the Senate Executive Committee (SEC), asking to be officially charged with implementing a trial period of the online tutorial (Appendix 1). The SEC approved the committee's request (Appendix 2). The SEC then charged the incoming 2010-2011 SCC with implementing a trial period of an online tutorial and developing a method for assessing its effectiveness (Appendix 3). The SEC asked for a status report by the end of the spring 2011 semester.

The SCC designed a trial period, and worked with the OSC to flesh-out the tutorial. During the course of the 2010-2011 academic year, the SCC worked with the OSC to draft and revise the tutorial, both in content and design. However, because the committee was mainly focused on another major charge during the fall 2010 semester, the proposed timeline originally submitted to the SEC was delayed. In April 2011, the SCC made a number of edits to the drafted tutorial and voted in favor of submitting it for beta-testing with a small number of selected UNIV 100 courses and other introductory courses that agreed to participate. As requested, the SCC submitted a status report to the SEC in May 2011 (Appendix 4).

The incoming 2011-2012 SCC reviewed the tutorial during the fall 2011 semester, and identified additional edits for incorporation into the tutorial before it was sent out for beta-testing. In the spring of 2012, the SCC met with representatives from the OSC and the Department of Resident Life's Information Systems Unit on multiple occasions to discuss logistics for use and dissemination of the tutorial. The SCC also developed a post-test survey for the beta-test period. The OSC took the lead in in coordinating the beta-test period. The beta-test period took place during the summer of 2012 and the fall of 2012. During this time, students in a sampling of UNIV 100 courses, student athletes from the Department of Intercollegiate Athletics, and University Student Judiciary (USJ) members completed the tutorial and post-test survey. The OSC collected feedback from 169 voluntary participants over a period of four months (August 2012 – November 2012).

At the end of the fall 2012 semester, the SCC met with an Assistant Director from the OSC to review preliminary findings and feedback collected from the beta-test period of the Academic Integrity Tutorial (Appendix 5). The SCC found that the majority of comments received were largely positive. A large number of participants responded that they had a better understanding of the concept of academic integrity after taking the tutorial. The biggest criticism received had to do with the length of the tutorial and the amount of reading involved. The SCC worked with the OSC to make changes to the tutorial in response to this feedback. The OSC increased piloting with students during the spring 2012 semester, including new USJ members and transfer students. By October 2013, the OSC had tracked a total of 320 students who have taken the tutorial. During the fall 2013 semester, the SCC met again with an Assistant Director from the OSC to discuss steps for submitting a report to the SEC for Senate consideration.

ANALYSIS OF PEER INSTITUTIONS

The SCC researched peer institutions, including those in the Big Ten Conference, to determine whether other institutions of higher education have any similar models available for or required of students. A spreadsheet outlining this research was created for the committee's review (Appendix 6).

The SCC found that only one of the University's peers within the Big Ten Conference (Rutgers University) appears to have implemented mandatory academic integrity training for students across the board, although the College of Literature, Science, and the Arts (LSA) at the University of Michigan requires that its students (approx. 18,000) complete an online academic integrity tutorial.

Rutgers University requires that all new students take an academic integrity tutorial and quiz during their first semester. Students are notified of the requirement during orientation and in first-year and transfer seminars. Students log into a site on Blackboard to take the tutorial and quiz. A staff member in the Rutgers University Office of Student Conduct tracks how many students have completed the tutorial. While it is mandatory, there is currently no mechanism for

holding students accountable for completion. The Office of Student Conduct asks faculty members teaching first-year and transfer seminars to include completion of the tutorial as a part of class requirements. The Office of Student Conduct also works with the international office and the university's writing program to incorporate the tutorial into their programs.

Many of the University's peer institutions have online tutorials available to educate students about academic integrity (e.g. Penn State University, University of Wisconsin). Additionally, several institutions outside of the Big Ten Conference network require their students to complete mandatory academic integrity tutorials, including Georgetown University, Fordham University, and the University of Southern Florida (USF). At Georgetown, all first-year and transfer students must complete the tutorial by the first week in October, prior to pre-registration for the spring semester. At Fordham, all incoming freshmen must complete and pass an academic integrity tutorial by a published deadline in order to receive a special six-digit advising PIN needed to register for the spring semester. At USF, all new freshmen are required to complete five quizzes in an online tutorial and earn an overall score of at least 80%.

Within the University System of Maryland (USM), the University of Maryland, Baltimore County (UMBC) requires that all entering graduate students complete an academic tutorial. Before the end of the second week of classes at UMBC, each new graduate student is required to take and pass the academic integrity tutorial. Each of 20 questions has a score of 5, and a passing score is a total of 80 or higher; therefore, only a maximum of 4 of the 20 questions may be answered incorrectly. Failure to complete the tutorial and pass the test will result in the graduate student's registration being blocked for future terms.

Some institutions without a formalized tutorial regarding academic integrity expressed interest in collaborating on such a development. For instance, a representative from Ohio State University's Committee on Academic Misconduct stated that she would be very interested in working together on a common core that could be customized as needed for each institution in the Big Ten Conference. The University of Maryland should consider leading the way on this important academic effort.

OSC PERSPECTIVE & CASELOAD

Throughout the process of developing the Academic Integrity Tutorial, the committee consulted with the Director of Student Conduct about the academic misconduct caseload it handles on an annual basis. The SCC reviewed data provided by the OSC regarding the number of academic misconduct cases processed and reviewed during the past eleven academic years:

- 2001-2002: 243 cases of academic misconduct
- 2002-2003: 310 cases of academic misconduct
- 2004-2005: 374 cases of academic misconduct
- 2005-2006: 361 cases of academic misconduct
- 2006-2007: 379 cases of academic misconduct
- 2007-2008: 418 cases of academic misconduct
- 2008-2009: 274 cases of academic misconduct
- 2009-2010: 281 cases of academic misconduct
- 2010-2011: 407 cases of academic misconduct
- 2011-2012: 374 cases of academic misconduct
- 2012-2013: 400 cases of academic misconduct

In particular, the committee examined the number of academic misconduct cases that were actually processed and reviewed during the 2012-2013 academic year, which included new referrals, as well as cases carried over from the previous reporting period. The academic misconduct caseload increased by 6.9% from the previous year to 400 new referrals. From June 1, 2012 to May 31, 2013, the OSC processed and reviewed 400 new cases of academic misconduct, and 72 carry-over cases, for a total of 472 cases.

When a student is charged with an allegation of academic dishonesty, he or she is afforded two options for resolution: 1) informal resolution: admit responsibility and accept an "XF" in the course; 2) honor review: contest either the charges or the penalty before an honor board. During 2012-2013, 95 students went through the honor board process, and 200 students chose to go through the informal resolution process. During the 2012-2013 academic year, 87% of students who were referred were found responsible or admitted violating the *Code of Academic Integrity* – a percentage which remains high.

Additionally, the SCC found that the average time to complete cases resolved through administrative informal resolutions during the 2012-2013 academic year was 23.2 calendar days when the University was in session, while hearings were completed in 49 days. The total average number of days to resolve a case from date received to resolution was 31.9 days. As the OSC's 2012-2013 annual report explains, "The academic integrity area is complicated by the fact that a disproportionate number of cases are referred at or near to the end of each semester, which may skew the number of days for resolution, particularly for summer cases."

The SCC learned that charges of cheating and plagiarism continue to be the most prevalent acts of academic misconduct at the University. According to the OSC's annual report, "Plagiarism has risen steadily over the past several years with increased reliance on technology and the internet." Technological advancements, including the utilization of Google and Wikipedia, have changed the ways that students are accessing information. The ease of finding and using that information responsibly in the digital age adds a level of complexity to an already challenging set of circumstances in which students must learn what it means to be academically honest. This is why the Academic Integrity Tutorial is important, and why it is educational at its core.

The academic misconduct case burden has been on a steady rise over most of the past several years, and the committee hopes that wide-spread use of an academic integrity tutorial would help to educate more students about how to conduct themselves in an academically-honest manner. Many students enter the University with varying levels of understanding of what constitutes plagiarism, cheating, fabrication, and facilitation. With increased education about what is expected of students, the expectation is to have less instances of academic dishonesty occurring on campus, resulting in a lessened case load for the OSC.

It is also important to encourage faculty members who teach students from all levels to require use of the tutorial, as seniors comprised the largest number of referrals for academic dishonesty last year (34%), followed by juniors (21%), sophomores (16%), and freshman (11%); graduate students comprised 16.5% and the remaining 1.5% was made up of post-baccalaureate and special undergraduate students.

The OSC estimates that in the vast majority of cases referred for academic dishonesty, the accused student will assert at some point that he or she did not have enough information or a strong enough understanding of academic integrity to avoid committing an act of academic dishonesty. Thus, the committee believes that widespread use and/or requirement of

completion of the Academic Integrity Tutorial should help to reduce the number of instances in which students plead ignorance of the standards of academic integrity at the University.

PROSPECTIVE BENEFITS

The tutorial provides all members of the University community with a concise but thorough primer on academic integrity. For those unfamiliar with the standards regarding citation, research protocols, collaboration, and other academic practices, the tutorial serves as an invaluable introduction. Meanwhile, the case studies delve deeply into these subjects, assuring that all users – including veteran researchers and faculty – will be engaged in a conversation about the University's standards and expectations. The tutorial is designed to simultaneously inform, clarify, and reinforce. It also provides a resource that "models" standards for students and faculty alike, which will help with conversations about best practices and the OSC's handling of academic integrity cases.

RECOMMENDATIONS & SUGGESTIONS FOR FACILITATION

The SCC recommends that the OSC communicate with and work with other major stakeholders (see below) on campus to publicize the existence of the Academic Integrity Tutorial. In order to further encourage the dissemination of the tutorial, the SCC recommends that the OSC approach the various stakeholders and make a concerted effort to ensure that as many students as possible are exposed to the tutorial as a helpful resource.

The SCC also recommends that the OSC continue to monitor the effectiveness of the tutorial, and consider updating the case studies used in the tutorial, as needed.

The committee would ultimately like to see the Academic Integrity Tutorial be a mandatory part of the academic experience of all students on campus. However, for now, the committee believes that course instructors should be allowed to decide for themselves whether they want to make the tutorial a requirement of their course. Thus, the SCC recommends that faculty members be encouraged to require their students to complete the tutorial (with proof of certification) as part of their class assignments. One way to encourage faculty members to utilize the tutorial is via UMEG (the University's Web application for electronic grades and rosters). UMEG should centrally inform all faculty instructors and graduate teaching assistants of the availability of the tutorial, and ask them to consider whether they would like to make it part of their required assignments for courses. Use of such a platform will allow faculty instructors and graduate teaching assistants to easily access the link to the tutorial and to add it to their class syllabi. Therefore, the SCC recommends that the administration make the necessary arrangements for such an announcement to become a regular part of the UMEG application.

Many faculty members, academic departments, and units have already signed on voluntarily. For instance, the Robert H. Smith School of Business has informally reported that it plans to make the tutorial mandatory for all MBA and Master of Science in Business programs. Additionally, the Academic Support & Career Development Unit of the Department of Intercollegiate Athletics has been instrumental in helping to circulate the tutorial and share its usefulness with student athletes at the University. The committee is encouraged by the tremendous amount of interest in the utilization of the Academic Integrity Tutorial and support it has received over the years.

The following list, while not exhaustive, illustrates the individuals and units at the University of Maryland, College Park, with whom the OSC should communicate about the tutorial. It will be important for these entities to be involved with the publicity and dissemination of this useful tool.

- Directors of departmental undergraduate and graduate studies programs
- The Office of Faculty Affairs
- The Office of Undergraduate Studies
- The Graduate School
- The Associate Dean for General Education
- The Center for Teaching Excellence (CTE)
- The Graduate Student Government (GSG)
- The Student Government Association (SGA)
- The Residence Hall Association (RHA)
- The Office of International Affairs/International Student & Scholar Services (ISSS)
- The PanHellenic Council
- Academic Support & Career Development Unit (Department of Intercollegiate Athletics)

The committee also encourages the Office of the Provost, or other appropriate unit, to share the Academic Integrity Tutorial as a resource with other institutions in the Big Ten Conference and with the appropriate integration committee, so as to encourage a collaborative effort towards the important goal of further developing academically-honest student bodies nationwide.

APPENDICES

Appendix 1 – Letter of Request to be Charged from the SCC (April 13, 2010)

Appendix 2 – Response from the SEC (April 27, 2010)

Appendix 3 – Charge from the Senate Executive Committee (August 24, 2010)

Appendix 4 – Status Report from the SCC (May 5, 2011)

Appendix 5 – Beta-Test Period Results (PowerPoint) (December 2012)

Appendix 6 – Peer Institution Research (Conducted during 2013-2014 Academic Year)

UNIVERSITY OF MARYLAND

UNIVERSITY SENATE

1100 Marie Mount Hall
College Park, Maryland 20742-4111
Tel: (301) 405-5805   Fax: (301) 405-5749
http://www.senate.umd.edu

April 13, 2010

Dr. Elise-Miller Hooks
Chair, University Senate
1100 Marie Mount Hall
University of Maryland
College Park, MD 20742-7541

Dear Dr. Miller-Hooks:

The Senate Student Conduct Committee began discussing the issue of Academic Integrity on campus at the beginning of the 2008-2009 academic year. The committee discussed a number of avenues by which the University could address the need to both better prepare students (to help them recognize their responsibilities regarding academic work) and to provide faculty and administrators with the tools to cultivate a culture of academic responsibility. The SCC concluded that the creation of an online tutorial for all incoming students (including transfer students) would be the most beneficial project and would have widespread impact. Over the course of my two-year tenure as Chair of SCC, we have discussed the possibilities of creating such a tutorial, examined comparable programs at other institutions, discussed possible designs and content, and considered options for disseminating and testing the tutorial itself. In 2009, the Office of Student Conduct received a grant to develop an online tutorial and began working on it with the Office of Information Technology.

As the committee transitions into the next academic year, with new membership and a new chair, the current committee would like to ensure that this agenda item will carry-over. Therefore, on behalf of the Senate Student Conduct Committee, I would like to request that the 2010-2011 Student Conduct Committee be officially charged with implementing a trial period of an online tutorial and developing a method for assessing its effectiveness. If it appears to be a useful and valuable tool, the SCC would then be responsible for submitting a proposal to the full Senate for campus-wide adoption at the end of the full trial period (see timeline below).

The following summarizes our work-in-progress and may help with the construction of this charge:

1) Proposed Timeline
    - Spring 2010—complete draft of tutorial's content
    - Summer 2010—Office of Student Conduct and Office of Information Technology will complete the software
    - Fall 2010—beta-test trial period with UNIV 100 classes
    - Spring 2011—pilot with selected units (the SCC has been discussing the program with department chairs, interested faculty, etc.)
    - Fall 2011-Spring 2012—selected units participate in a full trial period

2) Trial Period

    - SCC will work with Office of Student Conduct to coordinate beta-test with UNIV 100 classes and recruit/organize units for Spring 2011 pilot

- During Fall 2010-2011, SCC will consult with Office of Student Conduct regarding necessary revisions to the tutorial (both content and design)
- Spring 2011—SCC will discuss assessment procedures for the 2011-2012 full trial period

3) Brief Description of Proposed Tutorial Content

- Bank of examples and questions (no more than 12) with emphasis on recognizing, understanding, and avoiding plagiarism
- Space for instructors/units to insert supplemental examples and questions that are discipline and/or class-specific (for example, regarding collaborative work on labs or exam preparation, proper citations, take-home exams, etc.)
- Concludes with survey to gauge the tutorial's effectiveness

Thank you for your consideration of this matter.

Sincerely,

David M. Freund
Chair, University Senate Student Conduct Committee

DF/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate

UNIVERSITY OF MARYLAND
UNIVERSITY SENATE

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April 27, 2010

Dr. David Freund
Chair, Student Conduct Committee
2143 Taliaferro Hall
College Park, MD 20742-7315

Dear Dr. Freund,

The Senate Executive Committee (SEC) reviewed your request to charge the 2010-2011 Student Conduct Committee with continuing the work of this year's committee on Academic Integrity. The SEC has granted your request and will charge the committee once they have been constituted. Specifically, next year's committee will be asked to implement a trial period of an online tutorial and develop a method for assessing its effectiveness. The committee will then be asked to make a recommendation based on their assessment of the trial.

The new Student Conduct Committee will be given your request and proposed timeline along with the new charge. Thank you for your committee's work on this important issue.

Sincerely,

Elise Miller-Hooks
Chair
University Senate

Cc: Chelsea Benincasa

University Senate
CHARGE

Date:	August 24, 2010
To:	Nan Ratner Chair, Student Conduct Committee
From:	Linda Mabbs Chair, University Senate
Subject:	Academic Integrity
Senate Document #:	08-09-20
Deadline:	May 1, 2011

The Senate Executive Committee (SEC) met on April 20, 2010 to review the letter submitted by the 2009-2010 Student Conduct Committee regarding its investigation of the topic of Academic Integrity. The letter outlined the committee's strong support for charging the 2010-2011 Student Conduct Committee with designing and implementing a trial period of an online tutorial.

The SEC voted to grant this request, and asks that the 2010-2011 Student Conduct Committee design and implement a trial period of an online tutorial on academic integrity. In addition, the SEC requests that the committee develop a method for assessing the effectiveness of the abovementioned trial period. The committee should work with the Office of Student Conduct regarding any necessary revisions to the tutorial, both in content and design. During the 2010-2011 academic year, the SEC asks that the Student Conduct Committee work with the Office of Student Conduct to coordinate the Fall 2010 beta-test with UNIV 100 classes, and to recruit/organize units for the Spring 2011 pilot program.

The SEC requests that the Student Conduct Committee provide a status report on the pilot program by the end of the Spring 2011 semester. A full trial should be completed during the 2011-2012 academic year, as indicated in the timeline of the attached letter of request. The 2011-2012 Student Conduct Committee will be responsible for making a recommendation based on the assessment of the full trial.

If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

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May 5, 2011

Dr. Eric S. Kasischke
Chair, University Senate
1153 LeFrak Hall
University of Maryland
College Park, MD 20742-8225

Dear Chair Kasischke:

Last April, the Senate Executive Committee (SEC) voted to grant the previous Student
Conduct Committee's (SCC) request of charging the committee with designing and
implementing a trial period of an online Academic Integrity tutorial. At the beginning of the
Fall 2010 semester, the SEC asked the SCC to continue its work on the topic of Academic
Integrity. The SEC also asked for a status report by the end of the Spring 2011 semester.
This letter serves as our status report.

The SCC has designed a trial period, as well as worked with the Office of Student Conduct
to create such a tutorial. During the course of this academic year, the SCC worked with the
Office of Student Conduct to draft and revise the tutorial, both in content and design.
However, because the committee was mainly focused on its Medical Amnesty/Good
Samaritan charge during the Fall 2010 semester, the proposed timeline originally submitted
to the SEC in April 2010 has been set back.

Following its meeting on April 6, 2011, the SCC made a number of edits to the drafted
tutorial and voted in favor of submitting it for beta-testing with a small number of selected
UNIV 100 courses and other introductory courses that have agreed to participate. The
Office of Student Conduct is currently working on the launch of the pilot version for this
beta-test and will coordinate its dissemination.

The SCC's revised timeline is as follows:

- **Spring 2010**: Drafted content for tutorial
- **Summer 2010**: Office of Student Conduct/Office of Information Technology completed
  software needed to build tutorial
- **Fall 2010**: Completed basic draft of tutorial's content
- **Spring 2011**: Edited and evaluated tutorial's content
- **Summer 2011**: Contact instructors of UNIV 100 classes and other introductory courses
- **Fall 2011**: Beta-test trial period with UNIV 100 classes and other introductory courses;
  collect feedback and incorporate changes/make edits as needed; add animation and
  other 'bells & whistles' to tutorial webpage
- **Spring 2012**: Conduct pilot with selected units
- **Fall 2012–Spring 2013**: Selected units participate in a full trial period of the tutorial

The committee continues to recruit units for the full trial period. The 2011-2012 SCC will determine assessment procedures for the results of the 2012-2013 trial period.

The committee expresses its tremendous gratitude to Dr. Brenda Lutovsky Quaye, Assistant Director of the Office of Student Conduct, who has worked tirelessly on this topic with us over the years. Dr. Quaye is departing the University to assume the role of Director of Academic Integrity at George Mason University, and Dr. Andrea Goodwin, Associate Director of the Office of Student Conduct, will take over this project in the interim. We greatly look forward to working with Dr. Goodwin on the next steps of this process.

Sincerely,

Nan Ratner
Chair, University Senate Student Conduct Committee

Enclosure(s): Charge from SEC, August 24, 2010
                    Request from SCC, April 13, 2010

NR/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate

UNIVERSITY OF MARYLAND ACADEMIC INTEGRITY TUTORIAL PILOT RESULTS

A partnership between the Office of Student Conduct, Department of Resident Life, and the University Senate.

Background

- University Senate charged OSC to create tutorial

- AI Tutorial was initiated by preceding Assistant Director, Brenda Lutovsky Quaye

- Draft was completed in 2010-2011, edited in 2011-2012, delay due to office transition

- OSC worked on content; DRL-Info Systems Unit worked on internet platform and functionality

Piloting the Tutorial

- Tutorial was piloted on University Student Judiciary members and in UNIV 100 courses across campus.

- We received 169 responses over 4 months (August-November 2012).

- Minor adjustments made by OSC/DRL throughout piloting
  - Cosmetic and functional changes, not content
  - E.g. Change of 100% requirement on quiz
  - Tutorial given link on academicintegrity.umd.edu

Tutorial Length
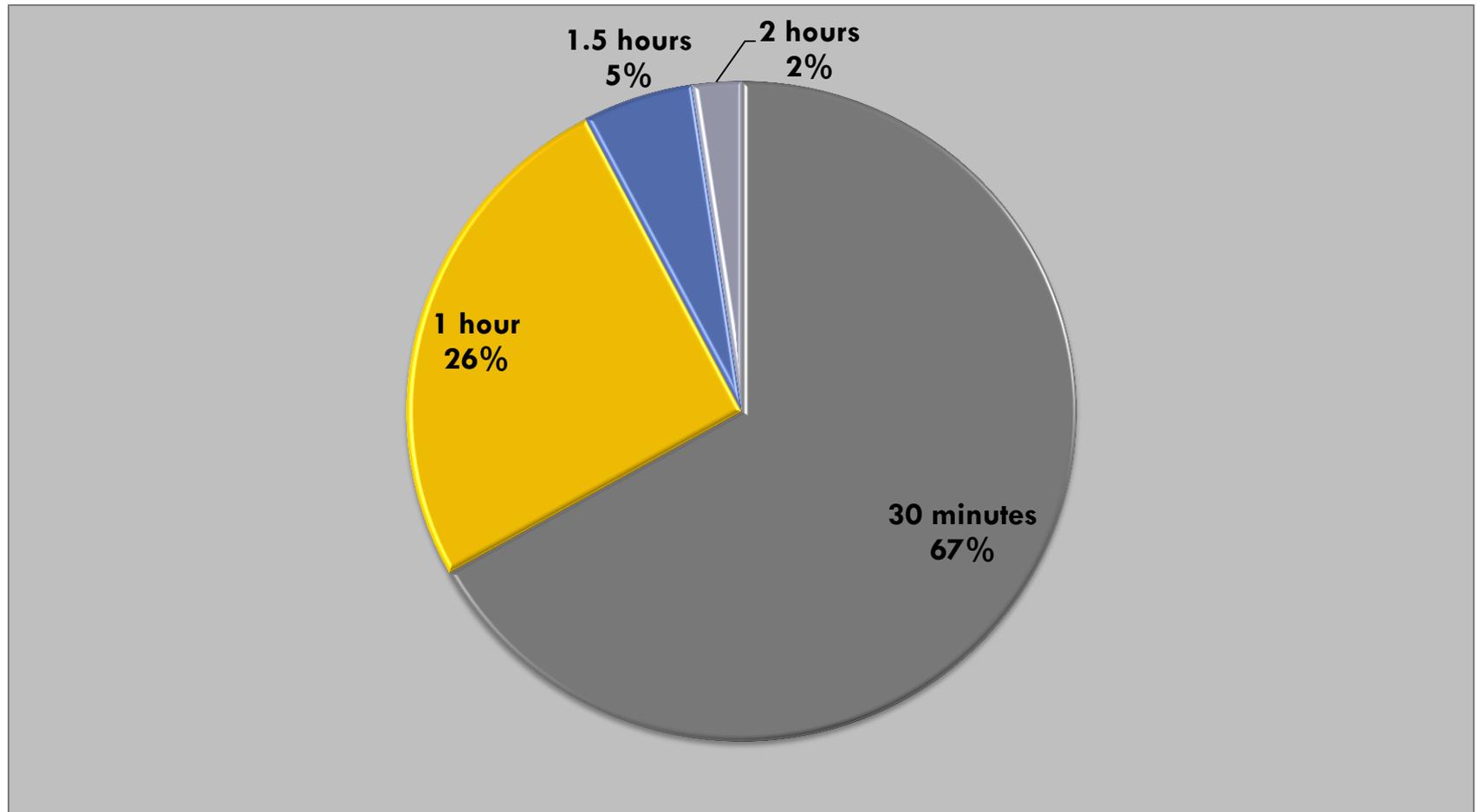
Question 1: This tutorial was a reasonable length.
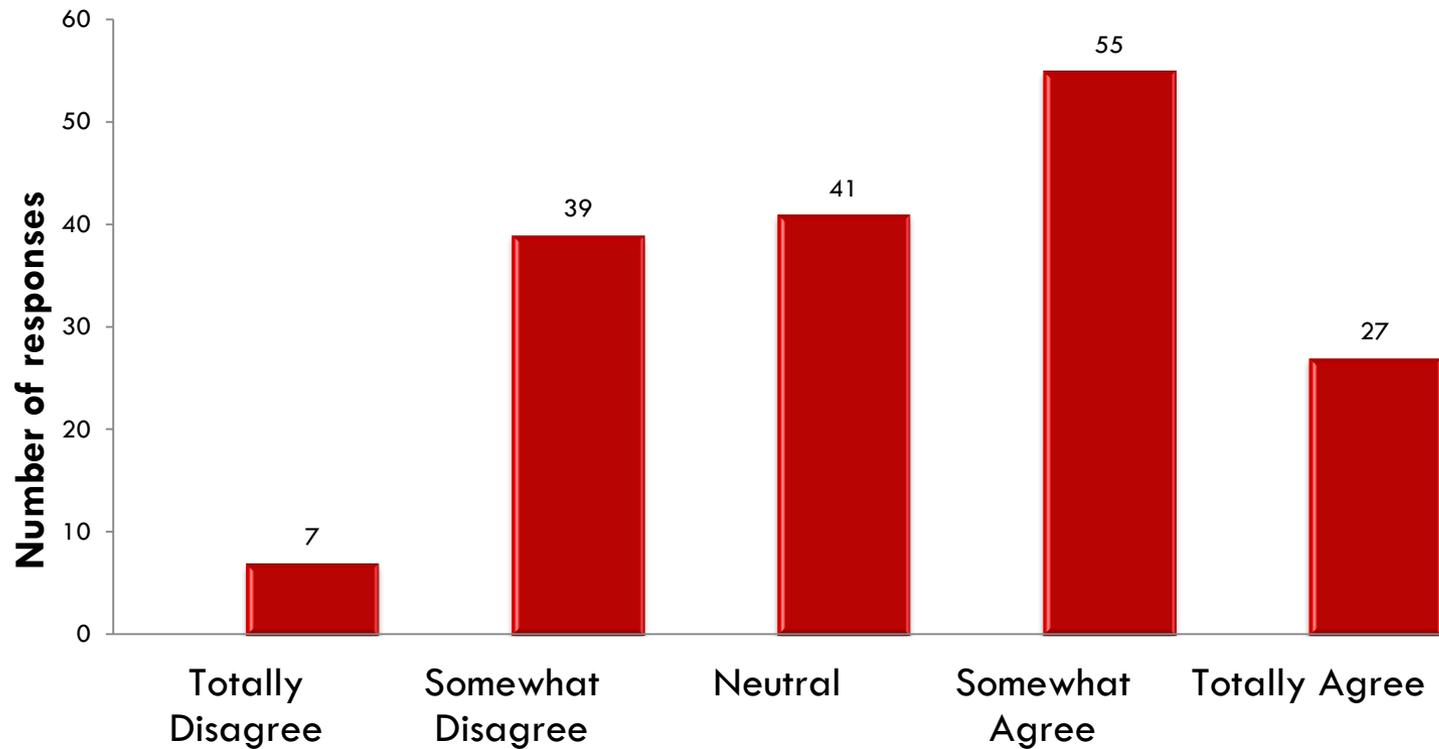
Question 2: This tutorial was easy to comprehend.
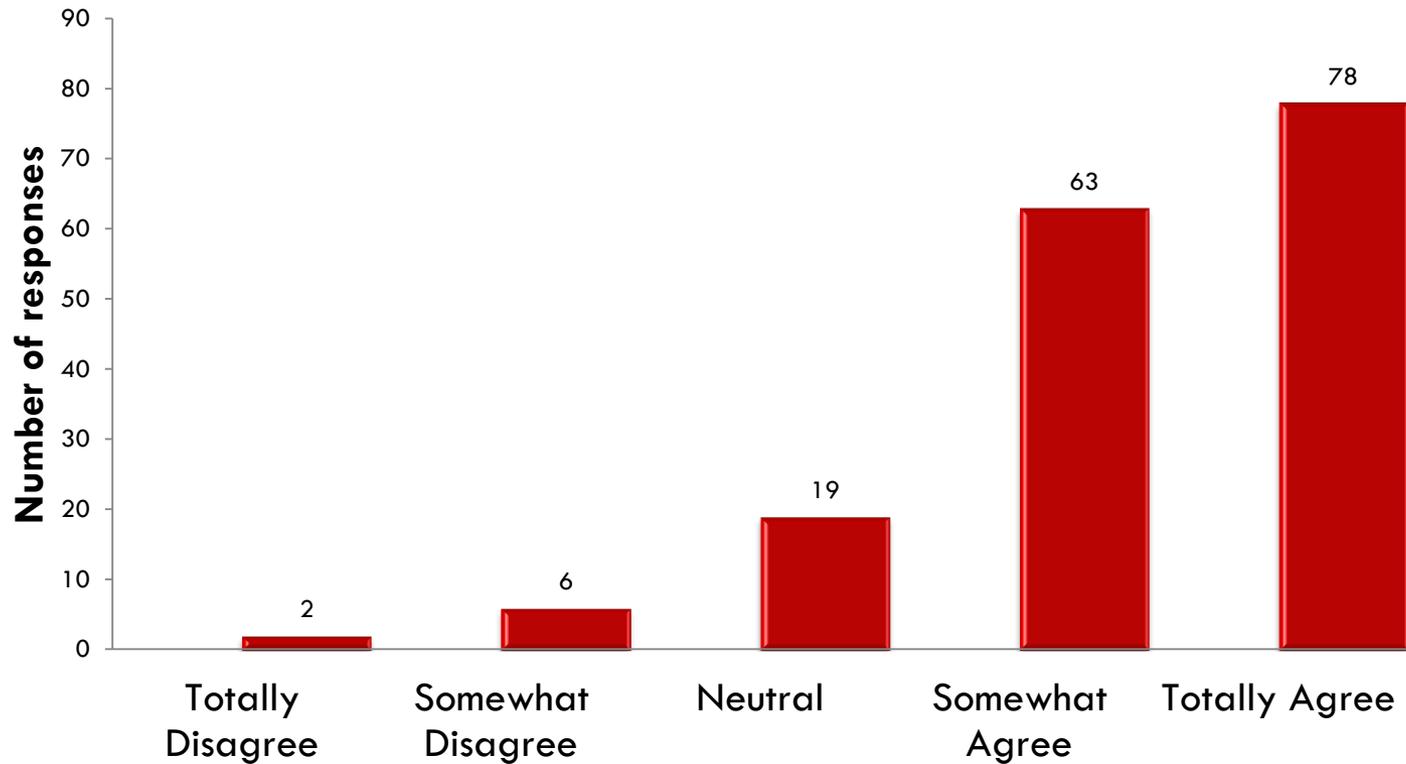
Question 3: After taking this tutorial, I understand the concept of "academic integrity" better than prior to taking it.
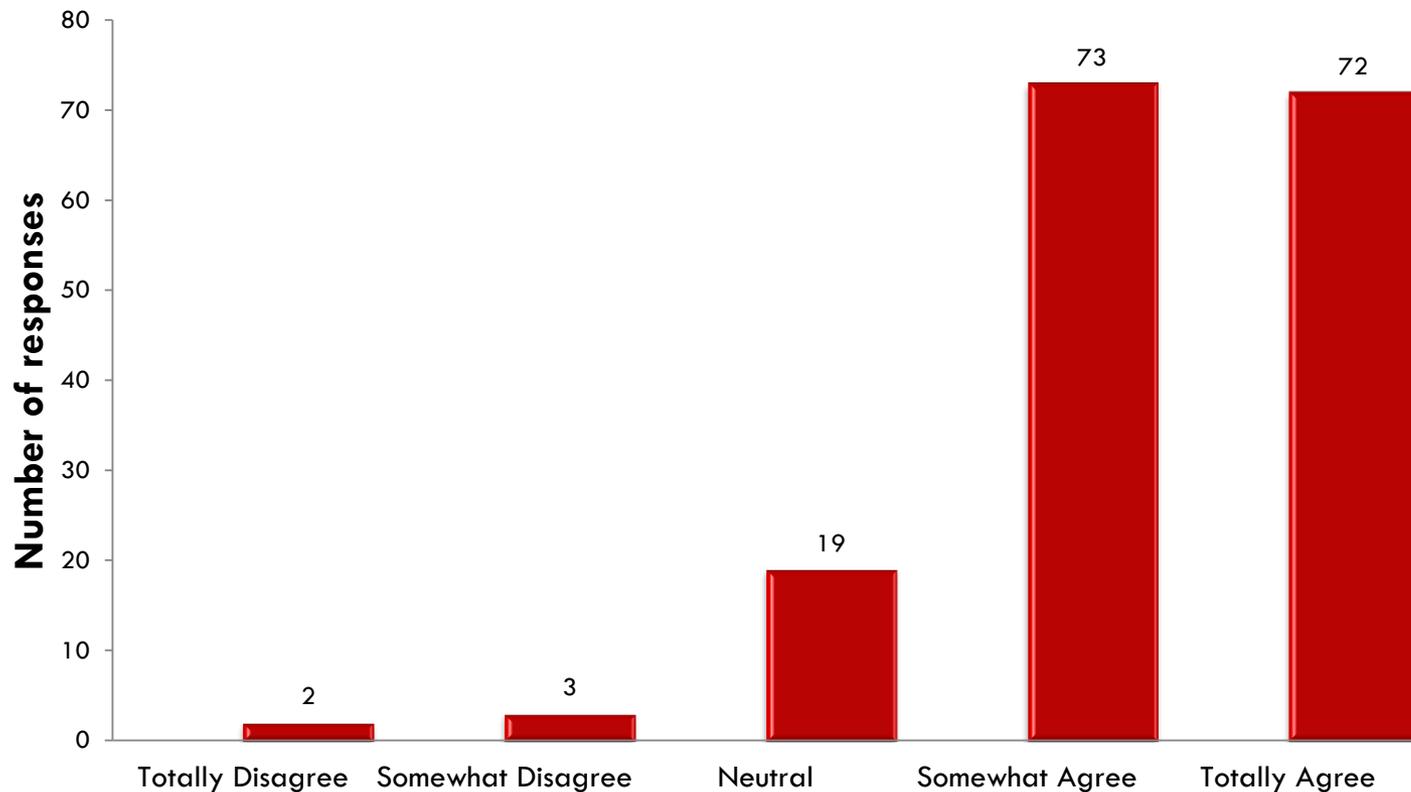
Question 4: This tutorial helped me realize the value and importance of adhering to the Code of Academic Integrity.
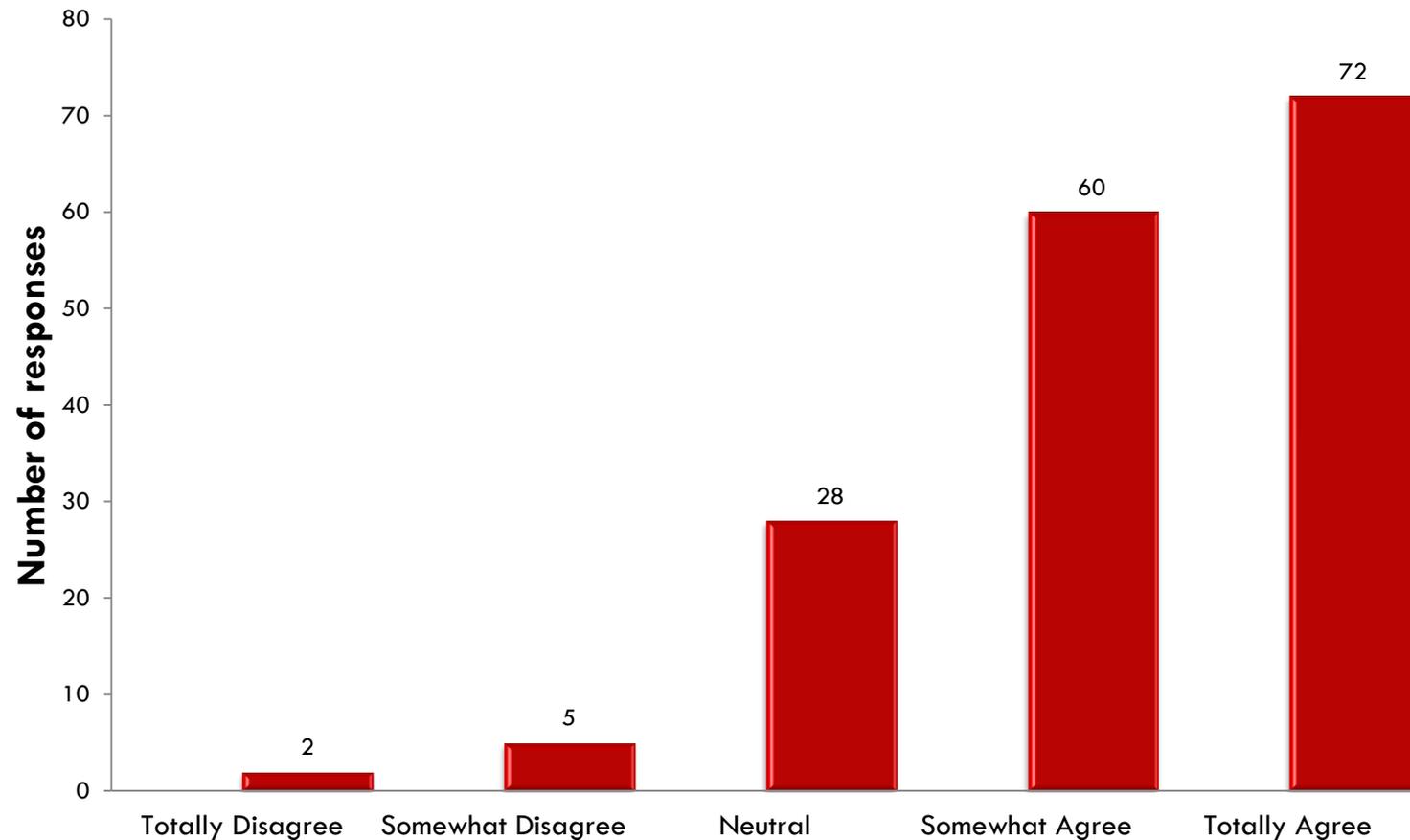
Question 5: This tutorial provided me with helpful information on what I can and cannot do when completing assignments for my classes.
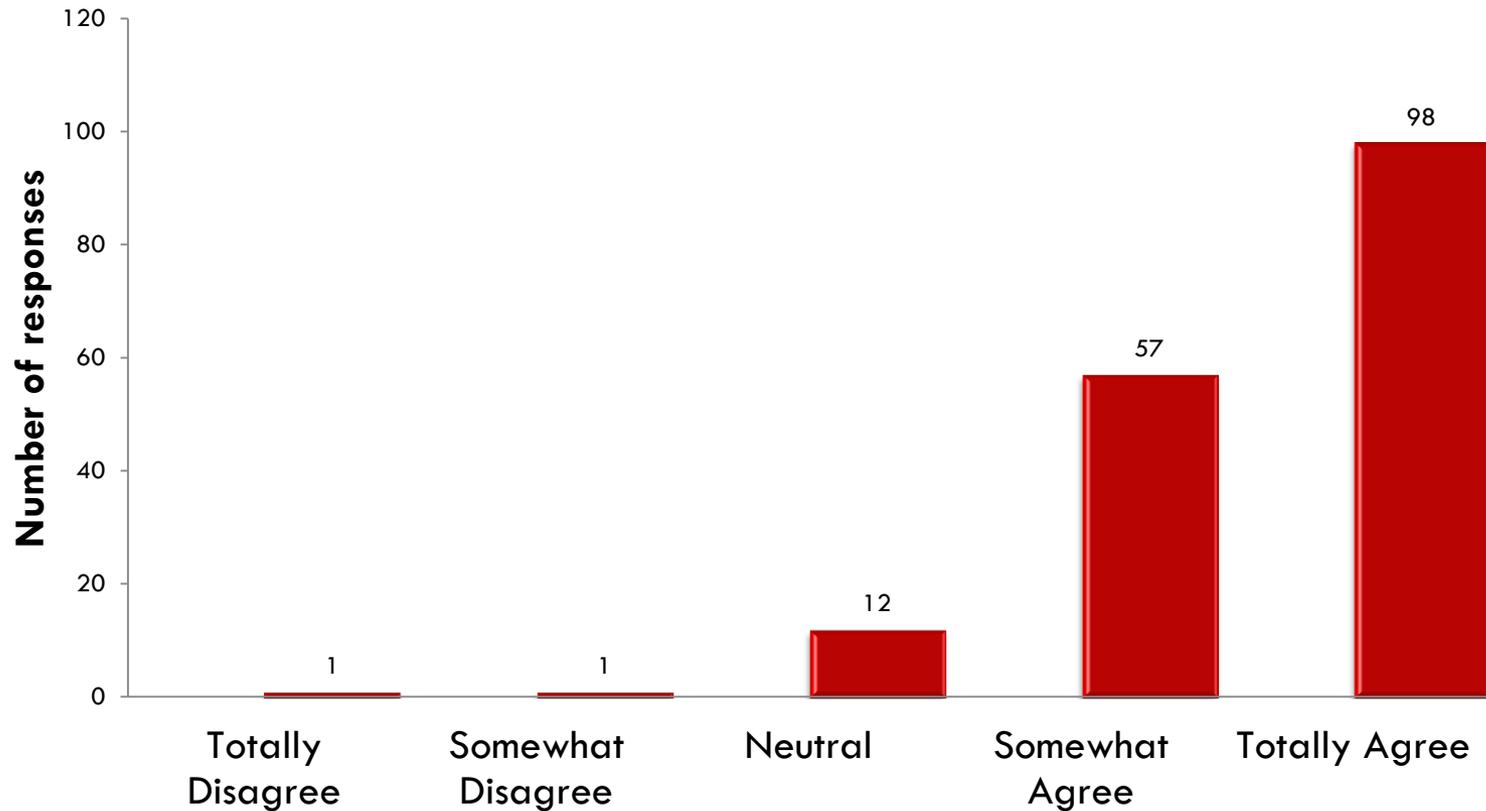
Question 6: I understand the potential consequences of violating the Code of Academic Integrity.
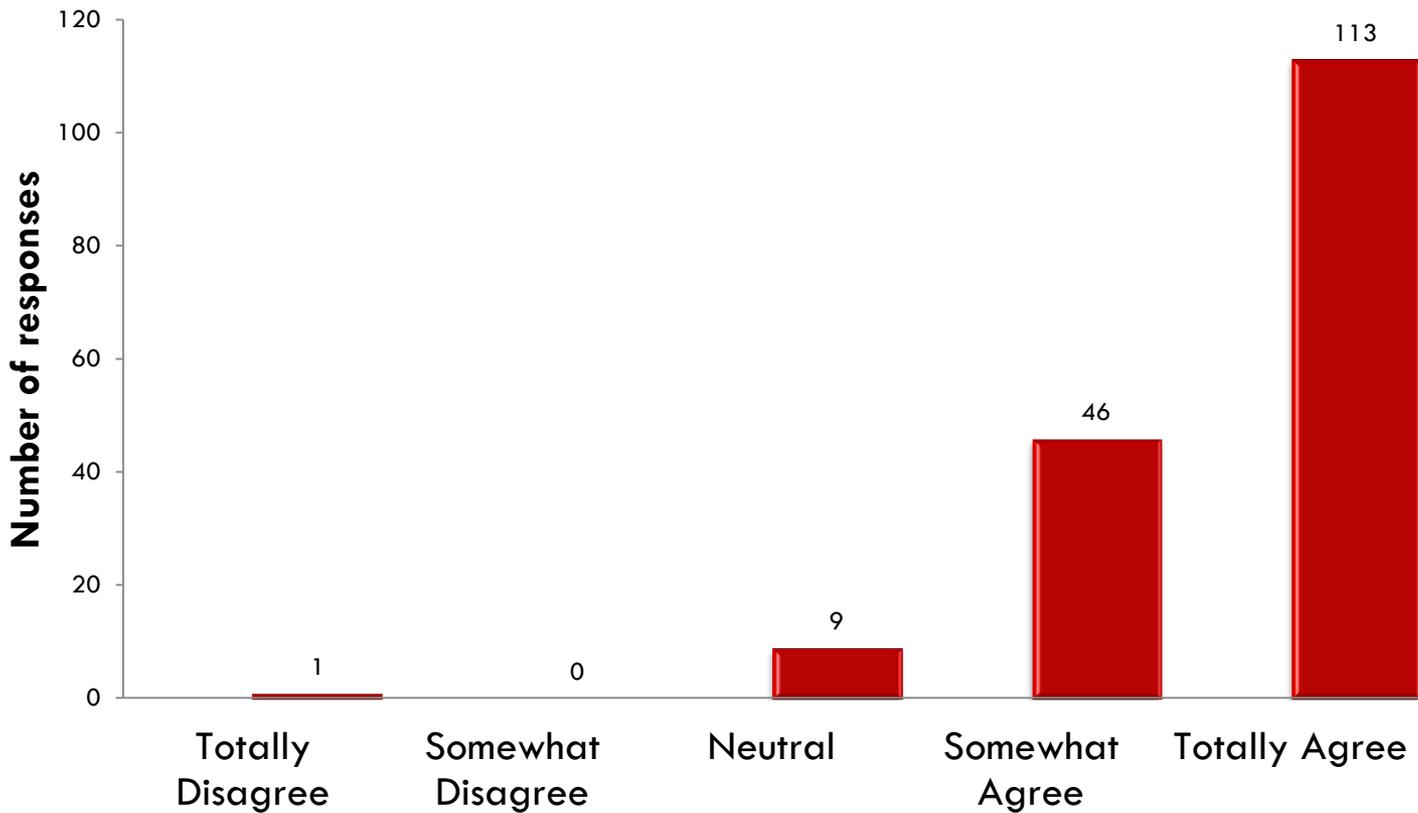
Question 7: The case studies were helpful and engaging.
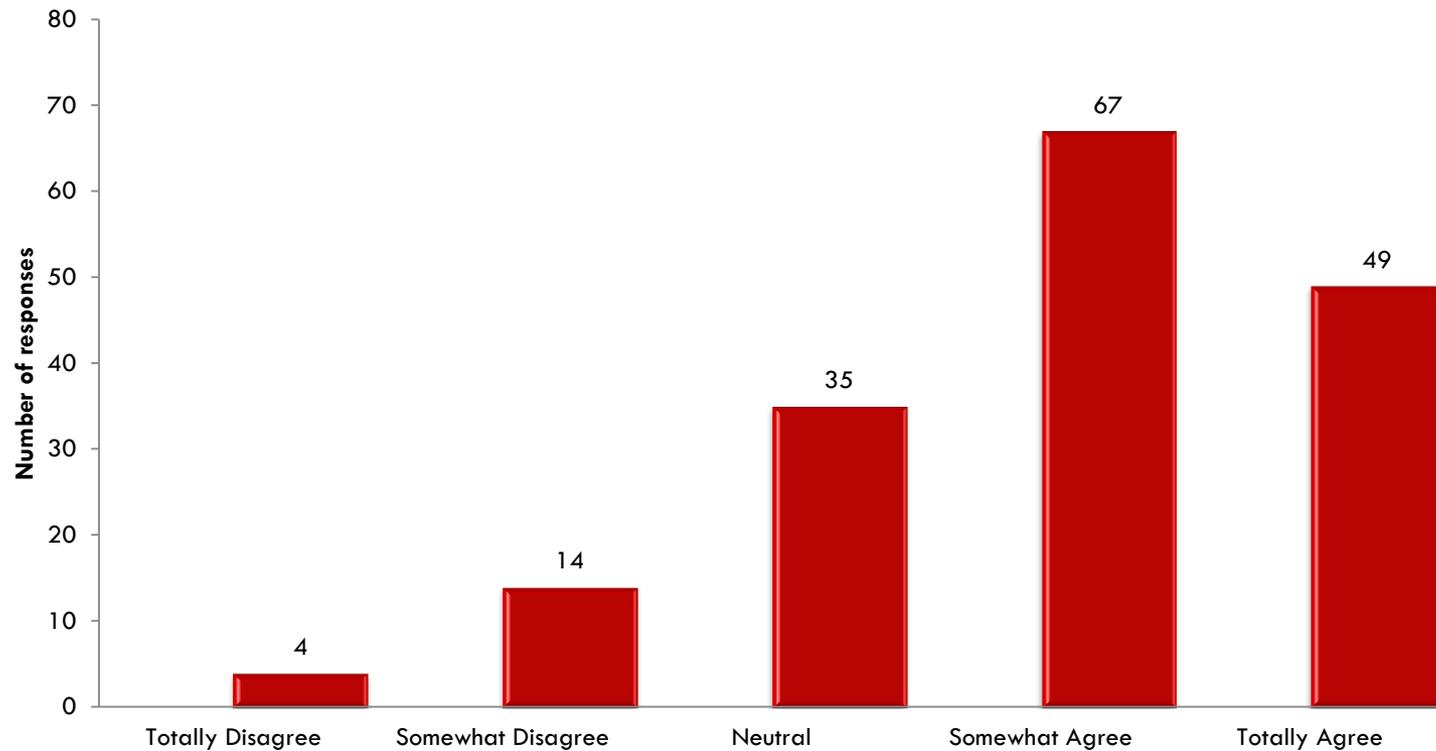
Question 8: There were a reasonable number of case studies.
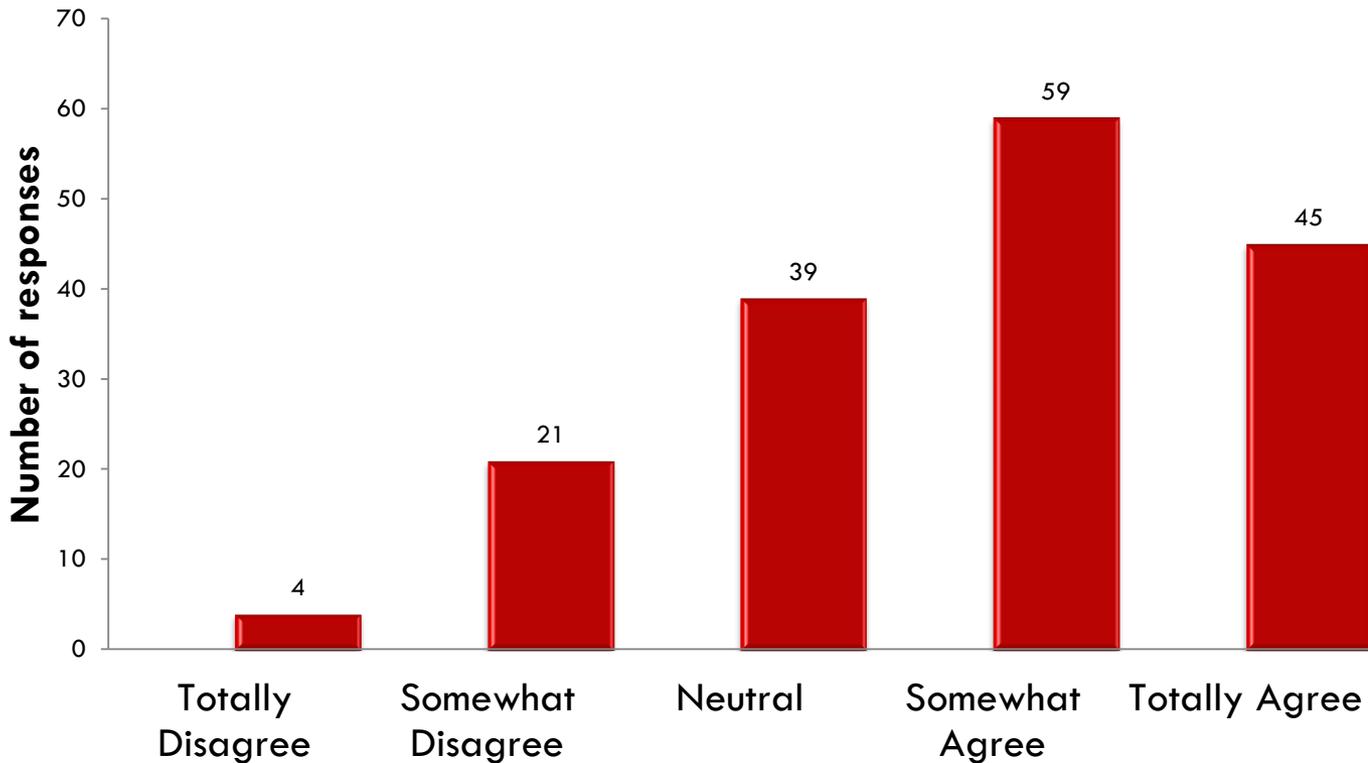
What was your least favorite aspect of taking this tutorial?

Common Concerns (More than100)	Occasional Concerns (Less than 10)
☐ Too much reading! ☐ The length	☐ Taking the quizzes ☐ Too many case studies

Moving forward

- Increase piloting with students in the Spring 2013 semester
    - New USJ members, transfer students
- Get new Provost to create intro letter
- Work with Provost to have implemented as official requirement for class of 2017 and beyond
- Compare pre- and post- quiz scoring data

Special Thanks…

- The following people were instrumental to this project:
  - OSC:
    - Dr. Brenda Lutovsky-Quaye
    - M'Shae Alderman
    - Dr. Lucy LePeau
  - DRL:
    - Deanna Romero
    - Gidon Rosenthal

Questions?

Contact: James Bond, jebond@umd.edu, M'Shae Alderman, mla@umd.edu

Academic Integrity Training / Education Requirements for Students
Research Fall Semester 2013

BIG 10 SCHOOLS

Highlights
- None of our peer institutions in the Big 10 appear to have implemented mandatory academic integrity training for students across the board (one college within the University of Michigan requires that its students complete an online academic integrity tutorial).
- Several of our peer institutions do have online tutorials available to educate students (e.g. Penn State University, University of Wisconsin, Rutgers University)
- Several institutions outside of our Big 10 peer network use mandatory academic integrity tutorials (including UMBC, Georgetown University, Fordham University, University of Southern Florida)

Institution	Mandatory Training Program?	Description	Additional Information
University of Illinois	No	Many colleges at Illinois have "101" courses that discuss various topics related to becoming acclimated to the University. Academic Integrity issues are often discussed in such courses. Illinois recently unveiled a revamped academic integrity policy. As a result, administrators have been regularly presenting to students and student groups about how the process works and the importance of academic integrity.	Contact: Brian Farber Associate Dean of Students (217) 333-3680 bfarber@illinois.edu

Michigan State University	No	Such training is being considered and may be implemented in the near future. They do require all students who have been reported for academic misconduct to go through rehabilitative training. A growing campus concern about protection of academic integrity is evidenced by the formation, last year, of the MSU Academic Integrity Consortium.	Contact(s): Robert Caldwell University Ombudsperson bob@msu.edu Shannon Lynn Burton Director, Academic Integrity Consortium sburton@msu.edu
Northwestern University	No	Northwestern offers an academic integrity guide for incoming students called "Academic Integrity: A Basic Guide." Within the text, students are encouraged to read the booklet carefully, as they "will be held responsible for its contents" (p. 2). A non-exhaustive list of sanctions that may result from a violation of the principles of academic integrity is provided in the guide, as well. Link to guide: http://www.northwestern.edu/provost/policies/academic-integrity/full-policy.pdf	Contact: Ronald Braeutigam Associate Provost for Undergraduate Education braeutigam@northwestern.edu

Purdue University	No	They do review concepts of academic integrity in several of their new student orientation programs, with parents and family members, during the student led Boiler Gold Rush program (welcome week program), first year seminars, and individual class presentations.	Contact: Jeffery Stefancic Associate Dean of Students 765-494-1250 jpstefan@purdue.edu
University of Wisconsin	No	They do have an educational program (RAISE) for students who are found responsible for violations of academic integrity standards for their first time. http://raisestandards.com/ Repeat offenders must attend a different integrity seminar. The cost is $100 and is paid by the student unless a waiver is given for financial hardship. http://integrityseminar.org/	Contact: Tonya Schmidt Assistant Dean 608-263-5700 tschmidt@studentlife.wisc.edu

University of Iowa	No	This year, the university started a pilot study of assigning students to complete the Academic Integrity Seminar offered via: http://integrityseminar.org/ They are using the course as a sanction (and not as a tool to first educate all students). They have been discussing how to educate all students, and as of fall 2013 they have decided that the lesson is most applicable from faculty before assignments or exams are due – delivered at the moment when students are most likely tempted to commit an act academic dishonesty. Iowa appears to be leaning away from implementing a blanket requirement, which they do have for sexual harassment and for alcohol education. They plan to analyze the results from using the seminar as a sanction. So far, the pilot results are positive, but they have to wait until the end of the spring 2014 semester to fully assess its impact.	Contact: Kathryn Hall Director, Academic Programs & Student Development 319-335-2633 kathryn-hall@uiowa.edu
Indiana University	Unsure	Nothing on website to suggest a mandatory AI tutorial.	

| University of Michigan | Yes, but only for one college within the institution | The College of Literature, Science, and the Arts (LSA) developed an online tutorial required for all new students, including transfers. The response rate is 97%. LSA is quite a large college with over 100 degree programs and 75 academic departments and programs. It is the largest college on campus and has approx. 18,000 students. There is no penalty for not completing the quiz.

They track who takes the tutorial electronically and for the very small number that have not taken it by the first week of class, a reminder is sent out with a warning from the Office of Undergraduate Education.

LSA appears to be the only college with an online tutorial, and there are no plans to make this a University-wide requirement. In addition, the college's Student Honor Council has created a series of integrity workshops for all first-year students enrolled in first-year writing class, which is a college-required course. | Contact:

Esrold Nurse

Assistant Dean for Undergraduate Education

734-764-7297

eanurse@umich.edu |

University of Minnesota	No	The Office for Student Conduct delivers PowerPoint presentations to students and gives handouts from their office during orientation. There is no online tutorial to educate students.	Contact: Sharon Dzik Director for the Office for Student Conduct and Academic Integrity 612-624-6073 sdzik@umn.edu
Ohio State University	No	Students in the various colleges or enrollment units take a mandatory University survey course and many of the advisors who teach those courses include a segment on academic integrity and the code of student conduct in that course. The formats vary at the discretion of the course offering units—some write case studies, others are more informational about the code of student conduct and the student conduct process (PowerPoint presentations).	Contact: Kathryn Corl Coordinator, Committee on Academic Misconduct 614-247-1822 corl.1@osu.edu

Rutgers University	Yes	All new students must take an integrity tutorial and quiz during their first semester at Rutgers. Students are notified of the tutorial responsibility during orientation and in first year and transfer seminars. All students are entered into a site on Blackboard to take the tutorial and quiz. A staff member in the Office of Student Conduct tracks how many students have completed it. While it is theoretically mandatory, Rutgers does not have a mechanism to hold students accountable. The Office of Student Conduct asks faculty members teaching first year and transfer seminars to include completion of the tutorial as a part of class requirements. The Office of Student Conduct also works with the International Office and the Writing Program to see if they can add the tutorial to their programs. http://academicintegrity.rutgers.edu/ http://library.camden.rutgers.edu/EducationalModule/Plagiarism/ http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html	Contact: Anne Newman Director, Office of Student Conduct 732-932-9414 amnewma@echo.rutgers.edu

University of Nebraska-Lincoln	Unsure	Nothing on website to suggest a mandatory AI tutorial.	
Penn State University	No	General Link: http://tlt.psu.edu/plagiarism/student-tutorial/ Workshops: http://istudy.psu.edu/tutorials/academicintegrity/	Contact: Karen Feldbaum Associate Director, Office of Student Conduct 814-863-0342 kxf6@psu.edu

OTHER INSTITUTIONS

Georgetown University	Yes	Completion of an online tutorial is required of all first-year and transfer students and must be completed by the first week of October, prior to pre-registration for the spring semester. More information: https://www.library.georgetown.edu/tutorials/academic-integrity Visitor Mode Tutorial: https://www4.georgetown.edu/uis/keybridge/keyquiz/slides/index.cfm?Action=Preview&Mode=takeQuiz&quizID=43	Contact: N/A
Northern Illinois University	No	They do have an AI tutorial, but it is not mandatory. It is usually only taken by students as a sanction for committing an act of academic dishonesty. http://www.niu.edu/ai/students/	Contact: Jeanne Meyer, J.D. Director, Community Standards & Student Conduct 815-753-1571 jeanne@niu.edu

| Fordham University | Yes | All incoming freshmen must complete and pass the Academic Integrity Tutorial by a published deadline in order to receive a special six-digit advising PIN needed to register for the spring semester.

The tutorial is an online presentation designed to help students understand issues related to academic integrity in general, and the Undergraduate Policy on Academic Integrity in particular. It explores what it means to plagiarize, cheat, and misrepresent scholarly work with examples and interesting illustrations. The tutorial provides strategies that can be used to improve academic efforts and avoid committing academic offenses.

As an example, the deadline for completing the tutorial for 2013-2014 is Friday, October 4, 2013. The tutorial is accessed through blackboard and students do not need to complete the tutorial in one sitting. The program will save progress so that when students come back at a later date they are able to pick up where they left off. All answers are randomized, so they will need to re-read the question and answers each time. The tutorial consists of 8 chapters and takes approximately one hour to complete.

http://www.fordham.edu/academics/handbooks__publicati/undergraduate_academ/academic_integrity_t/ | Contact:

N/A |

University of Maryland, Baltimore County (UMBC)	Yes, for graduate students only	The academic tutorial was developed by The Graduate School and is required of all entering graduate students. Before the end of the second week of classes at UMBC, each new graduate student is required to take and pass the Academic Integrity tutorial. Each of 20 questions has a score of 5, and a passing score is a total of 80 or higher; therefore, only a maximum of 4 of the 20 questions may be answered incorrectly. Failure to complete the tutorial and pass the test will result in the student's registration being blocked for future terms. When the student is ready to begin the tutorial, the student must login to Blackboard at www.umbc.edu/blackboard Dr. Barbara E. Lovitts, a national authority on issues of higher education, who was at the time affiliated with the University of Maryland, College Park, developed the tutorial in 2003 for UMBC. Link to the online tutorial: http://www.umbc.edu/gradschool/essentials/proc_academic_integrity.html	Contact: The Graduate School at UMBC 410-455-2537 umbcgrad@umbc.edu

University of Southern Florida (USF)	Yes	The Academic Integrity Tutorial is administered by the Dean's Office, Undergraduate Studies. All new Freshmen are required to complete all five quizzes in the online Tutorial and earn an overall score of at least 80%. Students are informed at Orientation that they must complete the Academic Integrity Tutorial. At this time, USF does not place any holds on students' records if they do not complete the tutorial. There are no formal penalties for not completing the tutorial. However, USF is considering adding a required 1-2 hour University Experience course that would include completing this and other Life Skills tutorials for those remaining students who did not complete the tutorial in their first semester. USF administrators run reports to identify the students who have not yet completed the tutorial and they follow-up with an email reminder and deadline. http://usfweb2.usf.edu/ethics/splash.html	Contact: Liz Melton Academic Services Administrator 813-974-6986 melton@usf.edu

University of Southern California (USC)	Yes, but only for students who are found responsible for violations (faculty members can also choose to make it a mandatory part of their classes)	At the start of every semester, the Office of Student Judicial Affairs and Community Standards conducts academic integrity seminars with incoming students to familiarize them with the academic integrity rules. They present and discuss the facts from actual cases they have investigated, and discuss the consequences for violations. Students risk being given an "F" in the course if they are found in violation of academic integrity rules. Second offenders and graduate students risk not only an "F" in the course, but also a one year suspension from the University. Below is the link to an academic integrity tutorial that the office mandates for students who are found responsible for violations of academic integrity standards. http://www.usc.edu/libraries/about/reference/tutorials/academic_integrity/index.php Upon completion of the tutorial, students must successfully complete an assessment, and submit a printed certificate to the Office of Student Judicial Affairs and Community Standards by a given deadline. Some academic units and individual faculty members also have their students complete the academic integrity tutorial at the start of a semester, and sign individual statements confirming completion, to assure that their students are aware of the standards of academic integrity and	Contact: Donna Budar-Turner Assistant Director Student Judicial Affairs and Community Standards 213-821-7373 budartur@usc.edu

		resources available on campus. USC has found that faculty members also feel more confident moving forward with reports of violations when they know the student was well-aware of the rules.	
University of New Mexico	No, although there is a non-mandatory tutorial available as a resource for students	UNM does inform students about the Center for Academic Program Support (CAPS) http://caps.unm.edu/ and the Graduate Resource Center https://unmgrc.unm.edu/workshops/ when they seem to struggle with their writing. UNM does not currently have any type of mandatory tutorial that is given as an education sanction for students that are involved in academic integrity issues. The following link is a non-mandatory academic tutorial that is made available as a resource for students: http://grad.unm.edu/current-students/aire/ai-tutorial.html	Contact: Robert Burford Dean of Students 505-277-3361 rburford@unm.edu
University of North Carolina, Chapel Hill	Unsure		

| University of California, Los Angeles (UCLA) | Yes, for international students only | UCLA requires all incoming international students to go through an online academic integrity workshop/module as a part of their orientation.

UCLA recognizes that international students may have been taught from a different philosophy/perspective within their countries regarding academic integrity; thus, UCLA wants them to be prepared and understand the expectations in which it has set forth at the institution.

In collaboration with the international student office, there is a system in place that verifies if a student has completed the online orientation (including the academic integrity workshop). Therefore, if it is determined that a student has not completed the mandatory components of orientation, a registration hold is placed on the student account, which prevents the student from enrolling in courses. | Contact:

Kevin Dougherty

Assistant Dean of Students

310-825-3871

kdougherty@saonet.ucla.edu |
| University of California, Berkeley | No | N/A | Contact:

Hallie Hunt

Director, Center for Student Conduct and Assistant Dean of Students

510-643-9069

hallie.hunt@berkeley.edu |