



1. Call to Order
2. Approval of the May 9, 2023 Senate Minutes (Action)
3. Report of the Chair
4. Special Order
Veronica Marin
Director, University Senate
Orientation: Senators, Senate Meetings, and Shared Governance
5. 2022-2023 Senate Legislation Log (Senate Document #23-24-01) (Information)
6. Approval of the 2022-2023 Committee & Council Slates (Senate Document #23-24-02) (Action)
7. Review of the Student Codes of Conduct: Code of Student Conduct and the Code of Academic Integrity (Senate Document #21-22-22) (Information)
8. PCC Proposal to Establish a Bachelor of Science in Global Health (Senate Document #23-24-03) (Action)
9. Proposal to Amend Bylaws of the University Senate: inclusion of the process for Intellectual Property Committee membership (Senate Document #22-23-22) (Action)
10. Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure (Senate Document #21-22-11) (Action)
11. New Business
12. Adjournment



CALL TO ORDER

Chair Newman called the meeting to order at 3:16 p.m.

ELECTION OF SENATE CHAIR ELECT (ACTION)

Gene Ferrick and Jordan Sly were identified as the candidates for Chair-Elect. Gene Ferrick is an exempt staff member from the College of Computer, Mathematical, and Natural Sciences. Jordan Sly is a Librarian III from the University Libraries.

Nominations were taken from the floor for any additional nominees for the position of Chair-Elect. Senator Hajiaghayi, faculty, College of Computer, Mathematical, and Natural Sciences self-nominated as a candidate for Chair-Elect.

Jordan Sly was elected Chair-Elect.

APPROVAL OF THE MINUTES, APRIL 26, 2023 MEETING

Chair Newman asked if there were any additions or corrections to the minutes of the April 26, 2023 meeting; hearing none, she declared the minutes approved as distributed.

TRANSITION MEETING SLATE 2023-2024 (SENATE DOCUMENT #22-23-25) (ACTION)

Chair Newman stated that all Senators and Deans should have received the slates and statements for all of the candidates running in the Transition Elections for the Senate's elected committees and councils with the meeting materials. She stated that all of the elected committee and council elections will be held online starting immediately after this meeting and provided instruction for online voting for the Transition Elections.

Nominations were taken from the floor for faculty, staff, and student representatives for the Senate Executive Committee (SEC), the Committee on Committees, the University Athletic Council, the Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC).

Senator Elonge, faculty, College of Agriculture and Natural Resources, self-nominated as a candidate for the SEC.

Senator Mikoulinskii, graduate student, College of Education, self-nominated as a candidate for the SEC.

Senator Hajiaghayi, faculty, College of Computer, Mathematical, and Natural Science self-nominated as a candidate for the SEC.

Senator Mahamalage, undergraduate student, Letters & Sciences self-nominated as a candidate for the Committee on Committees.

Senator Frenkel, undergraduate student, College of Behavioral and Social Sciences, nominated Senator Biswas, undergraduate student, Business and Management, and Senator Fox, undergraduate student, A. James Clark School of Engineering, as candidates for the Committee on Committees.

Senator Elonge, faculty, College of Agriculture and Natural Resources, self-nominated as a candidate for CUSF.

Senator Biswas, undergraduate student, Business and Management, nominated Senator Vinodh, undergraduate student, College of Computer, Mathematical, and Natural Science, as a candidate for CTAC.

Senator Rose, undergraduate student, A. James Clark School of Engineering, self-nominated as a candidate for CTAC.

Chair Newman stated that Senators will have until 4:00 p.m. on Friday, May 12th, 2023 to complete online voting. She added that winners will be announced after the voting is closed.

REPORT OF THE OUTGOING CHAIR, ROCHELLE NEWMAN (INFORMATION)

Chair Newman expressed her gratitude to everyone for their hard work in the Senate throughout the year. She extended her thanks to the Senate Office staff and recognized their exceptional work during challenging times. She also expressed her appreciation for the Senate Parliamentarian Falvey, outgoing past-Chair Williams, and incoming Chair Jarzynski for their invaluable contributions. She reviewed the actions and policy reviews that were undertaken throughout the school year such as the Interim University of Maryland Non-Discrimination Policy and Procedures, the Technical Revisions to the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment, the Proposal to Promote Mental Health and Equity in the Excused Absence Policy, and the Review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs.

REPORT OF THE INCOMING CHAIR, CHRISTOPHER JARZYNSKI (INFORMATION)

Chair Jarzynski thanked Newman for her leadership and immense contribution to the University Senate. Jarzynski presented Newman with a plaque in recognition for her service as chair.

Jarzynski went on to express his enthusiasm to begin as chair for the Senate and stressed the significance of shared governance. Jarzynski thanked all of the Senators for their commitment to shared governance.

Jarzynski shared the Senate meeting schedule for the 2023-2024 academic year, which was displayed on screen for Senators. The Senate tries to balance meetings between the Wednesday schedule and Tuesday/Thursday schedule so Senators do not have to miss all of the meetings because of class conflicts. Senate meetings will continue to be held from 3:15 p.m. – 5:00 p.m. All Senate meetings will be held on Zoom, with the exception of the two State of the Campus Addresses, which will be held in person and have a virtual option for those who need it.

NEW BUSINESS

There was no new business

ADJOURNMENT

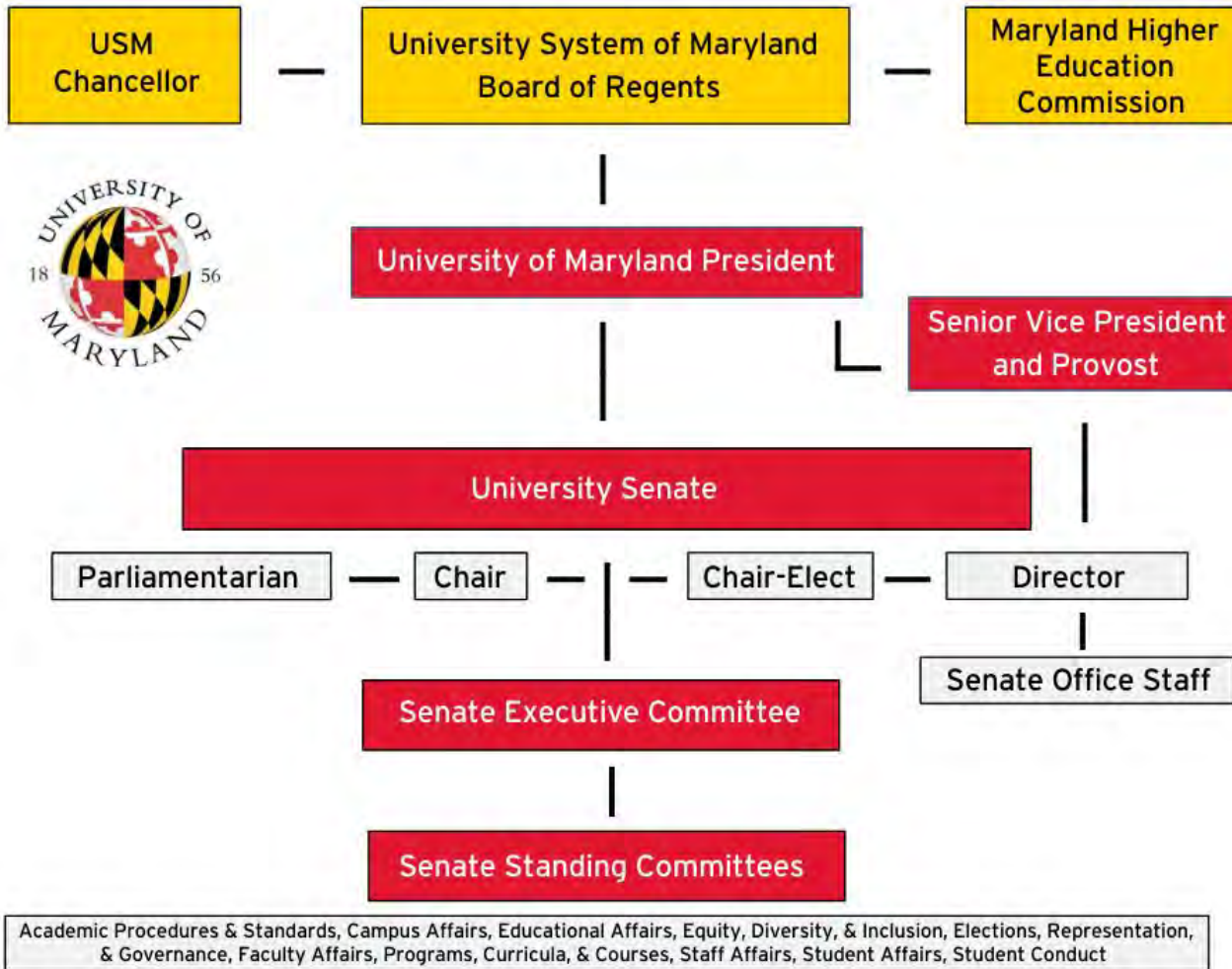
The meeting was adjourned at 4:02 p.m.

Senator Training



UNIVERSITY SENATE





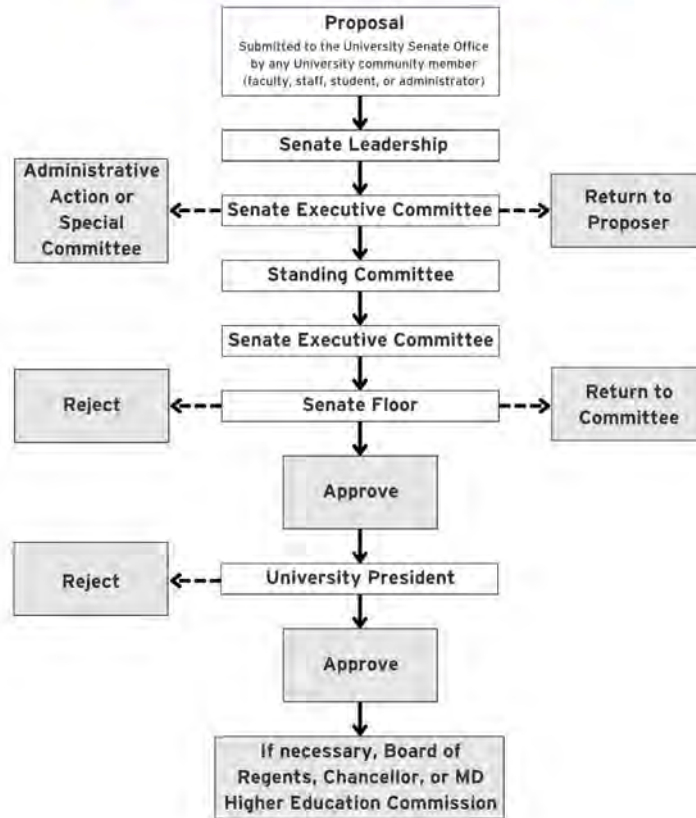
Submitting a Proposal

The Senate will only consider proposal matters within its purview including:

- University Policies and Procedures (including revisions to new and existing policies and procedures)
- Campus-wide safety issues
- Approval of guiding documents (e.g., the Strategic Plan, the Climate Action Plan)
- Oversight and creation/elimination of academic programs (e.g., General Education, new degree programs and certificates)



University Senate Proposal Pathway



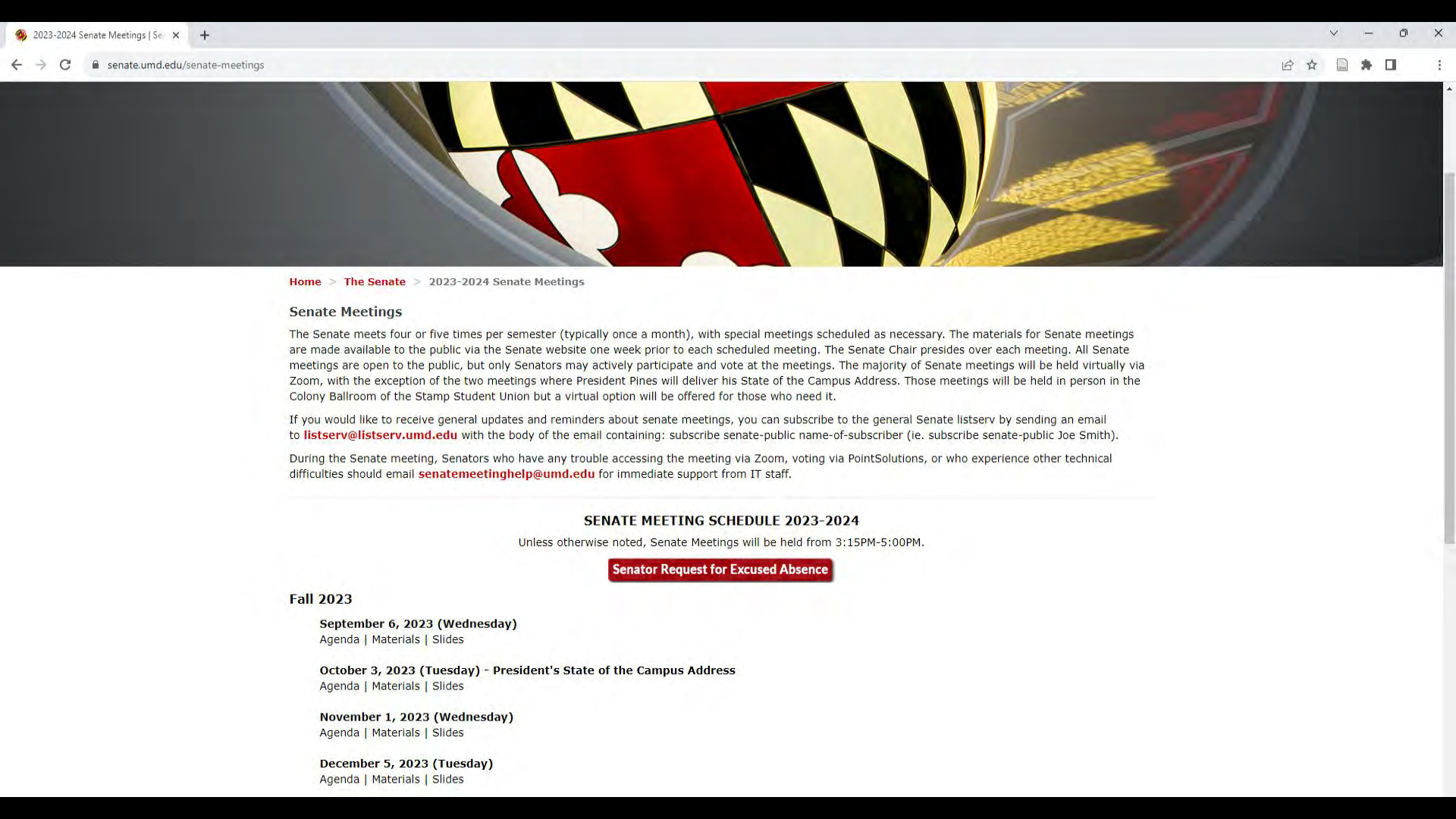


Expectations

Senator Expectations

- Review materials before meetings (*e.g. legislation, University policies*)
- Attend monthly meetings
- Contribute to discussions, when appropriate, and in a concise and polite manner
- Vote on reports and proposals
- Elect the members of the Executive Committee, the Chair-Elect, and other University & System councils and committees





[Home](#) > [The Senate](#) > 2023-2024 Senate Meetings

Senate Meetings

The Senate meets four or five times per semester (typically once a month), with special meetings scheduled as necessary. The materials for Senate meetings are made available to the public via the Senate website one week prior to each scheduled meeting. The Senate Chair presides over each meeting. All Senate meetings are open to the public, but only Senators may actively participate and vote at the meetings. The majority of Senate meetings will be held virtually via Zoom, with the exception of the two meetings where President Pines will deliver his State of the Campus Address. Those meetings will be held in person in the Colony Ballroom of the Stamp Student Union but a virtual option will be offered for those who need it.

If you would like to receive general updates and reminders about senate meetings, you can subscribe to the general Senate listserv by sending an email to listserv@listserv.umd.edu with the body of the email containing: subscribe senate-public name-of-subscriber (ie. subscribe senate-public Joe Smith).

During the Senate meeting, Senators who have any trouble accessing the meeting via Zoom, voting via PointSolutions, or who experience other technical difficulties should email senatemeetinghelp@umd.edu for immediate support from IT staff.

SENATE MEETING SCHEDULE 2023-2024

Unless otherwise noted, Senate Meetings will be held from 3:15PM-5:00PM.

[Senator Request for Excused Absence](#)

Fall 2023

September 6, 2023 (Wednesday)

[Agenda](#) | [Materials](#) | [Slides](#)

October 3, 2023 (Tuesday) – President’s State of the Campus Address

[Agenda](#) | [Materials](#) | [Slides](#)

November 1, 2023 (Wednesday)

[Agenda](#) | [Materials](#) | [Slides](#)

December 5, 2023 (Tuesday)

[Agenda](#) | [Materials](#) | [Slides](#)



Home > The Senate > Senate Meetings > Senate Meeting Excused Absences

Senate Meeting Excused Absences

Quorum for Senate meetings is set after calculating how many Senators will attend each meeting. If a Senator cannot attend a meeting or will be late, they should notify us using the appropriate excused absence form below so that we can have an accurate quorum. If you submit the form and your schedule subsequently changes and you are able to attend, please email the Senate Office at senate-admin@umd.edu.

SENATE MEETING SCHEDULE 2023 - 2024

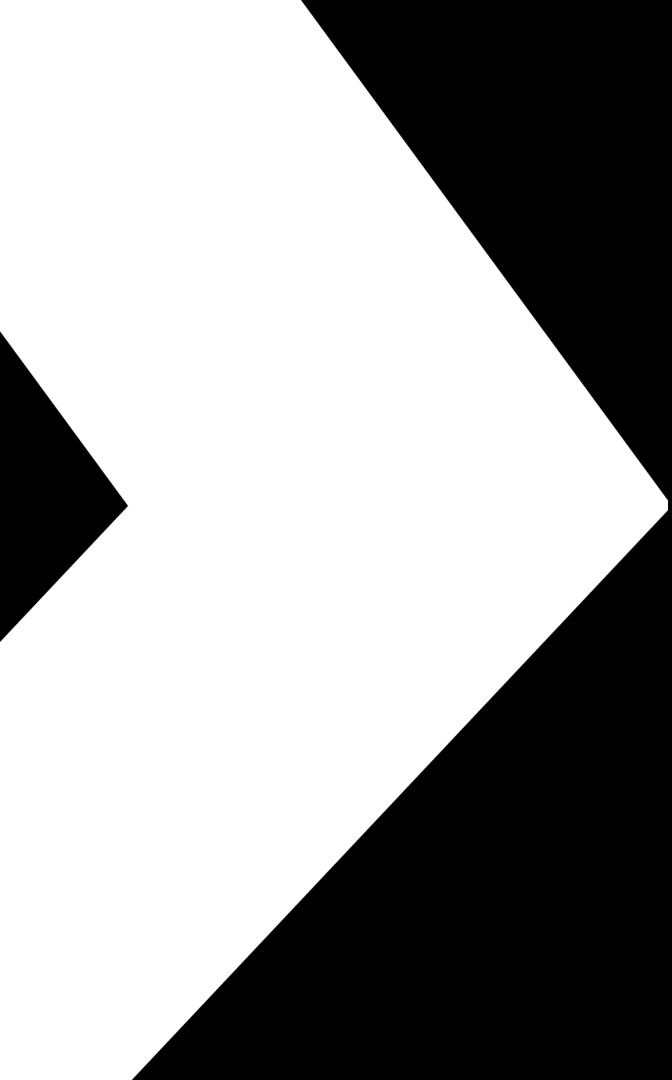
Senate Meetings will be held from 3:15 p.m. - 5:00 p.m. on Zoom unless noted otherwise.

Fall 2023

Date	Location	Absence Form
Wednesday, September 6, 2023	ZOOM	Excused Absence
Tuesday, October 3, 2023	Colony Ballroom, Stamp Student Union	Excused Absence
Wednesday, November 1, 2023	ZOOM	Excused Absence
Tuesday, December 5, 2023	ZOOM	Excused Absence

Spring 2024

Date	Location	Absence Form
Tuesday, February 6, 2024	ZOOM	Excused Absence
Wednesday, March 6, 2024	Colony Ballroom, Stamp Student Union	Excused Absence
Wednesday, April 3, 2024	ZOOM	Excused Absence
Tuesday, April 23, 2024	ZOOM	Excused Absence
Tuesday, May 7, 2024	ZOOM	Excused Absence



Meeting Etiquette

Meeting Etiquette

- Sign-in at umd.zoom.us using your UMD directory ID and password first before clicking on the meeting link.
- Use your individualized link to ensure you can participate as a panelist.
- Please mute yourself unless you are speaking.
- Email senatemeetinghelp@umd.edu for tech support during meetings.



Meeting Etiquette

- The Senate Chair will lead the meeting and moderate all discussions.
- Only Senators, those introduced by Senators, or committee members whose report is being presented at the time, may speak.
- Those who wish to speak must use the “**Raise Hand**” feature at the bottom of the Zoom window.
 - The Senate Chair will recognize speakers and they will be unmuted to speak.
 - Speakers **MUST** state their **name**, **constituency**, and **unit** for the record each time they speak.



Meeting Etiquette

When recognized by the chair, senators may:

- (a) provide comments on the current agenda item.
- (b) make motions related to the current item (e.g. amend the proposal, refer the proposal to back to committee, postpone consideration of the current item)
- (c) ask the Chair to clarify any procedural issues;
- (d) with the Chair's permission, direct a question relevant to the current item to the presenter or another Senator
- (e) with the Chair's permission introduce a non-Senator who wishes to speak on the current agenda item



Meeting Etiquette

- The **Chat box** will be used for communication from Senators when someone else has the floor. This may include special motions, such as Points of Order, Points of Information, and Points of Personal Privilege.
 - Points do not require a seconder.
 - Senators may post Points in the Chat for the Senate Chair to respond to immediately without using the Raise Hand feature.
- You must stay on topic. Discussion must be relevant to the current agenda item.
- Comments should be concise and to the point in order to allow all interested parties an opportunity to contribute.
- To speak more than once on an agenda item you must wait until every other Senator has had a chance to speak.



The background features a large yellow triangle pointing to the right, set against a black background. The word "Voting" is written in white, bold, sans-serif font, centered horizontally and partially overlapping the yellow triangle.

Voting

Logging into pointsolutions

- Using your University email address, sign in to the pointsolutions app or web browser <https://ttpoll.com/>
- You will then have to log in with your Directory ID and password through the University's CAS login.
- Enter Session ID and click Join Session.
- “Vote” on the attendance/quorum slide to be marked as present.
 - Select the circled “1”
 - Once you've selected it, the circled “1” should become **pink** in color.



Voting

- All Senate votes are anonymous except for the quorum slide.
- For each action item, Senators will select:
 - 1 - In favor
 - 2 - Opposed
 - 3 - Abstain
- Recorded votes will appear in **pink**.





Communication

Media Requests

Chairs, committee members, and Senators **cannot** speak on behalf of the Senate.



UNIVERSITY SENATE



Senator-Constituency Communication

- In May 2023, a Senator Communication Working Group was created to create a way for Senators to communicate with their constituency and launch at the beginning of the 2023-2024 academic year.
- We have created Google Groups for all Senators to directly communicate with their constituency and provide updates after our Senate meetings.
- University Senate Leadership will provide an updated email template for Senators to share information that was discussed at the Senate meeting with their constituency.
- Senators can use this email template as a starting point, and then add their own commentary regarding how these issues are relevant to their constituents.



Senator-Constituency Communication

193

Google groups

217

Senators

45,569

Constituents



99+

Compose

Mail

Chat

Spaces

Meet

Inbox 4,150

Starred

Snoozed

Sent

Drafts

More

Labels +

20 of 4,217

rgnanase@umd.edu wants to invite you to 'Gmail Email Templates' team



rgnanase@umd.edu to me

Fri, Aug 18, 3:28 PM (3 days ago)

cloudHQ

Hi there,

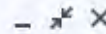
cloudHQ user rgnanase@umd.edu wants to add you to their "Gmail Email Templates" team. After you join the team you will have access to all shared team templates and collaborate on them.

Private message from rgnanase@umd.edu is the following:

Accept Invite



New Message



Recipients

Subject

--

John Regan

(he/him/his)

UNIX Engineer / Email Administrator

Division of IT, Platform Services

Phone: 301-405-0154

jreganjr@umd.edu

Rich text editor toolbar: Undo, Redo, Font Face (Sans Serif), Font Size (12), Bold (B), Italic (I), Underline (U), Text Color (A), Background Color, Bulleted List, Numbered List, Decrease Indent, Increase Indent

Rich text editor toolbar: Send, Attach, Location, Link, Image, Text Color, Background Color, Link, Unlink, Emojis, Attachments, Images, Attachments, Attachments, More options, Delete

- 99+ Mail
- Chat
- Spaces

- 1:48 PM
- 1:29 PM
- 1:03 PM
- 12:17 PM
- 12:04 PM
- 9:40 AM



✍️ Compose

📧 Inbox 272

☆ Starred

🕒 Snoozed

▶️ Sent

📧 Drafts 70

< More

Labels +

📧 Automated Things

📧 VoiceMessages

< More

UMD Senate Notes - August 17, 2023 Inbox x



John Regan .admin
to senate-demo-agnr-undergrad
...

2:24 PM (2 minutes ago) ☆ ⏪ ⋮



UNIVERSITY SENATE

Senate Meeting Notes - August 1, 2023

Dear Senate Constituency Member,
At this meeting:

- The Chair of the Senate reported that the Senate Nominations Committee is still

Senator-Constituency Communication

- Please ensure you are communicating the meetings items highlighted in the updated template after each Senate meeting. You may add your thoughts to your email, **but you must specify** that they are your own and not of the University Senate.
- You must use Google Chrome to access your Google Group and share the Senate meeting notes template, which is accessible using the Chrome extension, CloudHQ.
- The University Senate Office will send an email to Senators with further instructions and provide a list of your designated Google Groups on Thursday, September 7, 2023
- Senators will receive access to CloudHQ and their Google Groups by Friday, September, 8, 2023.



Thank you to our committee members

Nicole Joie (Office of Marketing and Communications)

Veronica Marin (University Senate)

Rochelle Newman (BSOS, Hearing & Speech Science)

Axel Persaud (Division of Information Technology)





Account



Dashboard



Courses



Calendar



Inbox



Portfolio



History



CourseExp



Help



EMT



Course Policies

Home

Discussions

People

Pages

Chat

Panopto Recordings

Clickers

Course Reserves

Adobe Creative Cloud

Modules

University Senate



UNIVERSITY SENATE

Welcome!

Thank you for volunteering your time and skills as a member of the University Senate. Here you will find a variety of resources to assist you during your service with the Senate. We hope that you will utilize these resources often.

Do not hesitate to reach out to The University Senate with any questions or concerns.

[Click Here for Senator Training and Resources](#)

1100 Marie Mount Hall, 7814 Regents Drive
College Park, MD 20742
301.405.5805 | senate-admin@umd.edu
senate.umd.edu

24/7 Canvas Chat Support

...or call 1-833-566-3347 (staff/faculty)
1-877-399-4090 (students)

[View Course Stream](#)

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[View Course Notifications](#)

To Do

Nothing for now

[How to use UMD Canvas](#)

[Textbooks](#)

[Adopt Textbook](#)

Thank you!

Please reference the Senator ELMS modules throughout the year for additional resources.



UNIVERSITY SENATE





Senate Legislation Log

PRESENTED BY Veronica Marin, Executive Secretary & Director

REVIEW DATES SEC – August 21, 2023 | SENATE – September 6, 2023

VOTING METHOD For information only

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS N/A

ISSUE

The Senate Legislation Log is an overview of the work brought to the Senate during the 2022-2023 academic year. The log shows all completed legislation as well as dates of subsequent approvals following Senate approval. In addition, there is a table of continuing legislation that was not completed last year, but will continue into the 2023-2024 academic year.

RECOMMENDATION(S)

The Legislation Log is provided for informational purposes.

COMMITTEE WORK

N/A

ALTERNATIVES

N/A

RISKS

N/A

FINANCIAL IMPLICATIONS

N/A

Completed University Senate Legislation 2022-2023

Senate Document Number	Action	Date of Senate Meeting Action	Disposition	Approval Date(s)	Completion Date
19-20-39	Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization	12/07/2022	Presidential Approval	12/08/2022	12/08/2022
21-22-04	Proposal to Promote Mental Health and Equity in the Excused Absence Policy	12/07/2022	Presidential Approval	12/08/2022	12/08/2022
21-22-10	Review of the Interim University of Maryland Policy on Criminal Background Checks	10/07/2021	Complete		09/07/2022
21-22-22	Review of the Student Codes of Conduct	05/15/2023	Presidential Approval	05/25/2023	05/25/2023
21-22-36	2022 Council of University System Staff Elections	09/07/2022	Complete	N/A	09/07/2022
22-23-01	2021-2022 Legislation Log	09/07/2022	Complete		09/07/2022
22-23-02	Approval of the 2022-2023 Committee & Council Slates	09/07/2022	Presidential Approval	09/08/2022	09/08/2022
22-23-03	Review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs	03/08/2023	Presidential Approval	03/24/2023	03/24/2023
22-23-04	Interim University of Maryland Non-Discrimination Policy and Procedures	N/A	Presidential Approval	09/30/2022	09/30/2022
22-23-05	PCC Proposal to Rename the Certificate of Advanced Study in "Measurement, Statistics and Evaluation" to "Quantitative Methodology: Measurement and Statistics"	11/02/2022	Presidential Approval MHEC Approval Chancellor's Approval	11/07/2022 12/22/2022 01/05/2023	01/05/2023
22-23-06	PCC Proposal to Rename the Master of Science in "Measurement, Statistics and Evaluation" to "Quantitative Methodology: Measurement and Statistics"	11/02/2022	Presidential Approval MHEC Approval Chancellor's Approval	11/07/2022 12/22/2022 01/05/2023	01/05/2023
22-23-07	PCC Proposal to Rename the Ph.D. in "Measurement, Statistics and Evaluation" to "Quantitative Methodology: Measurement and Statistics"	11/02/2022	Presidential Approval MHEC Approval Chancellor's Approval	11/07/2022 12/22/2022 01/05/2023	01/05/2023
22-23-08	PCC Proposal to Rename the Post-Baccalaureate Certificate in "Measurement, Statistics and Evaluation" to "Quantitative Methodology: Measurement and Statistics"	11/02/2022	Presidential Approval MHEC Approval Chancellor's Approval	11/07/2022 12/22/2022 01/05/2023	01/05/2023
22-23-09	PCC Proposal to Rename the Master of Education in "Measurement, Statistics and Evaluation" to "Quantitative Methodology: Measurement and Statistics"	11/02/2022	Presidential Approval MHEC Approval Chancellor's Approval	11/07/2022 12/22/2022 01/05/2023	01/05/2023
22-23-10	PCC Proposal to Rename the Master of Science in "Business and Management" to "Management Studies"	11/02/2022	Presidential Approval MHEC Approval Chancellor's Approval	11/07/2022 12/22/2022 01/05/2023	1/2/2023
22-23-11	PCC Proposal to Rename the Bachelor of Science in "Embedded Systems and Internet of Things" to "Cyber-Physical Systems Engineering"	11/02/2022	Presidential Approval Chancellor's Approval MHEC Approval	11/07/2022 12/05/2022 12/14/2022	12/14/2022
22-23-12	Review of the Interim University of Maryland Policy on Full-Time Faculty Workload and Responsibilities (II-1.25[A])	04/26/2023	Presidential Approval	05/08/2023	05/08/2023
22-23-14	PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action	12/07/2022	Presidential Approval Chancellor's Approval MHEC Approval	12/08/2022 02/03/2023 04/07/2023	04/07/2023
22-23-15	PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences	12/07/2022	Presidential Approval Chancellor's Approval MHEC Approval	12/08/2022 02/17/2023 04/03/2023	04/03/2023
22-23-16	Nominations Committee Slate 2022-2023	12/07/2022	Presidential Approval	12/08/2022	12/08/2022
22-23-17	Technical Revisions to the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment	1/31/2023	Complete: The technical revisions were presented to the Senate as an information item.	12/16/2022	12/16/2022
22-23-18	Technical Revisions to the University of Maryland Interim Policy on Full-Time Faculty Workload and Responsibilities (II-1.25[A])	N/A	Presidential Approval	12/07/2022	12/07/2022
22-23-25	Slates for the 2023 Transition Elections	05/24/2023	Complete	N/A	05/24/2023
22-23-26	BOR Staff Awards 2022-2023	N/A	Complete	N/A	07/12/2023

Pending University Senate Legislation 2022-2023

Senate Document Number	Name	Requester	Reviewing Committee	Date Received	Senate Status
Legislation Reviewed from Prior Years					
13-14-37	Revisions to the School of Public Health (SPHL) Plan of Organization	School of Public Health (SPHL)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/02/2013	Under Review.
19-20-15	Campus Transportation Advisory Committee (CTAC) Senate Representation	J. David Allen, Director, Department of Transportation	Elections, Representation, & Governance (ERG) Committee	09/13/2019	Under Review.
19-20-24	Revisions to the School of Public Policy (PLCY) Plan of Organization	School of Public Policy (PLCY)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	10/29/2019	Under Review.
19-20-33	Review of the University of Maryland Policy on Threatening and Intimidating Conduct	Senate Office	Equity, Diversity, & Inclusion (EDI) Committee	11/25/2019	Under Review.
20-21-14	Review of the University of Maryland Policy and Procedures on Conflict of Interest and Conflict of Commitment	Laurie Locascio, Vice President for Research	Research Council	10/12/2020	Under Review.
21-22-11	Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure	Doug Roberts, Associate Dean for General Education	Academic Procedures & Standards (APAS) Committee	09/08/2021	Under Review.
21-22-13	Student Fee Process	Kislay Parashar, Student Body President ; Tamara Allard, Graduate Student Government President; Scott Cronin, Residence Hall Association President	Vice President for Finance & Chief Financial Officer	09/01/2021	Under Review.
21-22-14	Review of the Interim University of Maryland Policy and Procedures on the Naming of Facilities and Programs	President's Office	Educational Affairs Committee	09/15/2021	Under Review.
21-22-16	Implementation of a SGA Ex-Officio Representative on the Senate Standing Committee for Academic Procedures and Standards	Madhulika C. Nallani, UMD SGA Director of Academic Affairs	Senate Executive Committee (SEC)	10/07/2021	Under Review.
21-22-30	Review of the University of Maryland Plan of Organization for Shared Governance	Senate Executive Committee	Plan of Organization Review Committee (PORC)	01/24/2022	Under Review.
21-22-35	Plan of Organization Review Committee (PORC) Review of the Relationship Between the Senate and the University's Student Organizations	ERG Committee	Plan of Organization Review Committee (PORC)	05/09/2022	Under Review.
Senate Document Number	Name	Requester	Reviewing Committee	Date Received	Senate Status
Legislation Reviewed from 2022-2023					
22-23-13	Review of the Interim University of Maryland Consulting Policy (II-3.10[E])	Reka S. Montfort, Director, Research Transparency & Outreach	Research Council	10/14/2022	Under Review.
22-23-19	Proposal to Amend the Reasonable Accommodations Guidance in the UMD Policy on Excused Absence [V-1.00 (G)]	Emily Lucio, ADA/504 Coordinator	Senate Executive Committee (SEC)	10/04/2022	Under Review: SEC voted to delay proposal consideration.
22-23-20	Request to review UMD Policy X-3.01(A) Concerning Telephone Billing	Jeffery Klauda, IT Council Chair	Campus Affairs Committee	12/07/2022	Under Review.
22-23-21	Request to review UMD Policy X-3.06(A) on University Funded Cellular Telephones and Service	Jeffery Klauda, IT Council Chair	IT Council	12/07/2022	Under Review.
22-23-22	Proposal to Amend Bylaws of the University Senate: inclusion of the process for Intellectual Property Committee membership	Willie Brown, Interim Senate Director	Senate	12/15/2022	Under Review.
22-23-23	Proposal to Increase CUSF and CUSS Senate connections	Rochelle Newman, Professor, Senate Chair, Department Chair	Plan of Organization Review Committee (PORC)	12/14/2022	Under Review.
22-23-24	PCC Proposal to Establish a Post-Master's Certificate in Supporting Immigrant Students for Professional School Counselors	PCC Committee		01/27/2023	Pending Approval. Waiting on approvals from Chancellor Approval, MHEC Approval



2023-2024 Senate Standing Committee & University Council Slates

PRESENTED BY Jordan Sly, Chair

REVIEW DATES SEC – August 21, 2023 | SENATE – September 6, 2023

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT N/A

NECESSARY APPROVALS Senate, President

ISSUE

Presentation of the Senate Standing Committee and University Council Slates, as generated by the Senate Committee on Committees, to be approved by the Senate Executive Committee (SEC) and the University Senate.

RECOMMENDATION(S)

The Committee on Committees recommends that the Senate approve the slates as submitted..

COMMITTEE WORK

The Committee on Committees met on May 26, 2023, May 31, 2023, and June 23, 2023, to review all committee volunteers and their statements. There were 91 membership openings on the ten standing committees of the Senate. The Committee on Committees reviewed 206 volunteer applications from the campus faculty, staff, and graduate and undergraduate student constituencies. The committee endeavored to create balanced standing committee memberships, representing a variety of Colleges/Schools, departments/units, disciplines, positions, and backgrounds. The committee members also considered the volunteers' top three committee choices indicated on their applications. In addition, the committee members and the Senate Office staff engaged in further recruitment efforts as needed for specific committee membership seats.

The Committee on Committees approved the final slates of the committee memberships on June 26, 2023. Following the final placements, the Senate Office informed all the volunteers whether they were placed on a committee for the 2023-2024 academic year.

The Senate Office staff worked with the Chair of the Committee on Committees to fill any vacancies that arose during the summer.

Senate Chair Jarzynski appointed current Senators as chairs for each of the ten standing committees of the Senate, in accordance with the provisions of the Senate Bylaws. They are included on the slates for approval by the Senate. In addition, the committee slates include the continuing committee members and the ex-officio representatives appointed by the appropriate administrative unit head, which are provided for information only.

The Senate Chair, assisted by Senate Office Staff, consulted with the designated administrative officers to create a slate of candidates for each University Council. Individuals nominated by Senators, volunteers for Senate committees who were not placed on a committee, and past Council members were considered.

On August 10, 2023, the Senate Director met with the Vice President and Chief Information Officer along with the Senate Assistant Director and the Information Technology (IT) Council Chair to develop a plan for filling vacant seats on the Council. The membership slate that they proposed will be considered by the Committee on Committees for referral to the Senate Executive Committee (SEC) to place on the agenda for the September 6, 2023 Senate meeting.

The Senate Director also met with the Library Council Chair on August 11, 2023, and consulted with the Associate Provost for Faculty Affairs, the Provost's representative on the Library Council, to develop the membership slate for the Library Council. That slate will also be considered by the Committee on Committees.

On August 11, 2023, the Senate Director met with the Chair of the Research Council. The Committee on Committees is also reviewing the proposed membership for that Council.

In accordance with the Senate Bylaws, the slates for the University Councils will be considered for approval by the Committee on Committees and submitted to the SEC to be placed on the agenda for the September 6, 2023 Senate meeting.

Any remaining vacancies on committees and councils that arise during the academic year will be filled in accordance with the Senate Bylaws.

ALTERNATIVES

The Senate could decide not to approve the slates.

RISKS

There are no risks to the University in approving these slates.

FINANCIAL IMPLICATIONS

There are no financial implications in approving these slates.

Academic Procedures & Standards (APAS) Committee

Nominated

Shannon Buenaflor	Staff	ENGR	2025
Linda Coleman	Faculty	ARHU	2025
Crystal Davis	Faculty	ARHU	2025
Rachel Haber	Faculty	BSOS	2025
Michael Kio	Faculty	ENGR	2025
Marilee Lindemann	Faculty	UGST	2025
Veronica Vaisman	Graduate Student	EDUC	2024
Natalia Hlasko	Undergraduate Student	BSOS	2024
Crystal Niu	Undergraduate Student	BMGT	2024
Pranav Ramesh	Undergraduate Student	BMGT	2024

Ex-Officio

Adrian Cornelius	Ex-Officio - University Registrar Rep	SVPAAP	2024
Shannon Gundy	Ex-Officio - Director of Undergraduate Admissions Rep	SVPAAP	2024
Lisa Kiely	Ex-Officio - Undergraduate Studies Rep	UGST	2024
William Cohen	Ex-Officio - Provost's Rep	UGST	2024
Jason Farman	Ex-Officio - Graduate School Rep	ARHU	2024

Continuing Members

John Buchner	Faculty	CMNS	2024
Joseph Eggen	Faculty	CMNS	2024
Alka Gandhi	Faculty	BSOS	2024
Katherine Izsak	Faculty	INFO	2024
Li Ma	Faculty	AGNR	2024

Chair

Amy Karlsson	Chair	ENGR	2024
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Campus Affairs Committee

Vacancies

Ex-Officio - Vice President for Diversity & Inclusion Rep

Nominated

Corinne Carter	Faculty	CMNS	2025
Diganta Das	Faculty	ENGR	2025
Joseph Koivisto	Faculty	LIBR	2025
Lance Yonkos	Faculty	AGNR	2025
Andrew Dworski	Graduate Student	BMGT	2024
Mikol Bailey	Graduate Student	INEL	2024
Blake Jeter	Staff	CMNS	2025
Micah Ferguson	Undergraduate Student	SPHL	2024
Eric Valentine	Undergraduate Student	BSOS	2024

Ex-Officio

Carrie Blankenship	Ex-Officio - Chair of Coaches Council Rep	PRES	2024
Courtney Brown	Ex-Officio - VP & Chief Administrative Officer Rep	VPA	2024
Chris Carroll	Ex-Officio - VP Marketing & Communications Rep	PRES	2024
Megan Gebregziabher	Ex-Officio - Provost's Rep	SVPAAP	2024
Allynn Powell	Ex-Officio - VP Student Affairs Rep	VPSA	2024
Jillian Rothschild	Ex-Officio - GSG Rep	BSOS	2024
Alexandra Debus	Ex-Officio - SGA Rep	CMNS	2024

Continuing Members

Ginny Hutcheson	Staff	SVPAAP	2024
Lester Andrist	Faculty	BSOS	2024
Leigh Ann DePope	Faculty	LIBR	2024

Chair

Steve Halperin	Chair	CMNS	2024
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Educational Affairs Committee

Nominated

John DeOrnellas	Staff	EXST	2025
Leah DiCiesare	Faculty	LIBR	2025
Marilena Draganescu	Faculty	EDUC	2025
William Farmer	Faculty	INFO	2025
Patrick McGurrin	Faculty	SVPAAP	2025
Riva Riley	Faculty	UGST	2025
Derek Willis	Faculty	JOUR	2025
Tvisha Vyas	Graduate Student	EDUC	2024
Alayna Brandolini	Undergraduate Student	BSOS	2024
Jose Villamayor	Undergraduate Student	BMGT	2024

Ex-Officio

Alice Donlan	Ex-Officio - Undergraduate Studies Rep	UGST	2024
Linda Macri	Ex-Officio - Graduate School Rep	GRAD	2024
Marcio Oliveira	Ex-Officio - Division of Information Technology Rep	DIT	2024
Tami Smith	Ex-Officio - Provost's Rep	SVPAAP	2024
Douglas Roberts	Ex-Officio - Associate Dean for General Education	UGST	2024
Autumn Perkey	Ex-Officio - GSG Rep	BSOS	2024
Lulia Mehari	Ex-Officio - SGA Rep	BSOS	2024

Continuing Members

Mary Fortier	Staff	LIBR	2024
Caroline Boules	Faculty	AGNR	2024
Robert DiLutis	Faculty	ARHU	2024
Joanne Klossner	Faculty	SPHL	2024
David Straney	Faculty	CMNS	2024

Chair

Jessica O'Hara	Chair	SVPAAP	2024
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Elections, Representation, & Governance (ERG) Committee

Nominated

Lian Kish	Exempt Staff	BMGT	2025
Paul Brown	Faculty	PLCY	2025
Jon Crocker	Faculty	BMGT	2025
Polly O'Rourke	Faculty	INFO	2025
Serena Mlawsky	Graduate Student	SPHL	2024
Abdulazeez Olukose	Graduate Student	BMGT	2024
Steven Miller	Undergraduate Student	INEL	2024
Jenna Dimaggio	Undergraduate Student	ARHU	2024

Ex-Officio

Orna Garnett	Ex-Officio - Director of Human Resources Rep	VPA	2024
Pamela Phillips	Ex-Officio - Associate VP IRPA Rep	SVPAAP	2024

Continuing Members

Mark Coulbourne	Faculty	LIBR	2024
Erin Miller	Faculty	BSOS	2024
Hilary Thompson	Faculty	LIBR	2024
Michael Werre	Non-Exempt Staff	VPSA	2024

Chair

Gene Ferrick	Chair	CMNS	2024
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Equity, Diversity, & Inclusion (EDI) Committee

Nominated

Shannon Quarles	Non-Exempt Staff	VPSA	2025
Cheng-Yu Li	Faculty	CMNS	2025
Nolan Coble	Graduate Student	CMNS	2024
Tara Holmes	Graduate Student	INEL	2024
Anna Petersen	Undergraduate Student	BSOS	2024
Michelle Rodriguez Cruz	Undergraduate Student	SPHL	2024

Ex-Officio

Dannielle Glaros	Ex-Officio - VP & Chief Administrative Officer Rep	VPA	2024
Yvette Lerma Jones	Ex-Officio - VP Student Affairs Rep	VPSA	2024
Brian Medina	Ex-Officio - Vice President for Diversity & Inclusion or Rep	PRES	2024
Angela Nastase	Ex-Officio - OCRSM Rep	PRES	2024
Laura Rosenthal	Ex-Officio - Provost's Rep	ARHU	2024

Continuing Members

Donna Hammer	Exempt Staff	CMNS	2024
Tony Randall	Exempt Staff	VPSA	2025
Tunji Sawyer	Exempt Staff	PRES	2024
Deneen Brown	Faculty	JOUR	2024
Sun Young Lee	Faculty	ARHU	2024
Thu Nguyen	Faculty	SPHL	2025
Shane Walsh	Faculty	BSOS	2025
Lauren Miles	Non-Exempt Staff	CMNS	2025

Chair

Kim Coles	Chair	ARHU	2024
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Faculty Affairs Committee

Nominated

Jerelyn Fileppi	Staff	BSOS	2025
Vikrant Aute	Faculty Senator	ENGR	2025
Sabrina Baron	Faculty	ARHU	2025
Jessica Mathiason	Faculty	ARHU	2025
Terry Owen	Faculty	LIBR	2025
Heidi Scott	Faculty Senator	SPHL	2025
Piotr Swistak	Faculty	BSOS	2025
Lei Zhou	Faculty Senator	BMGT	2025
Valerie Aldana Lainez	Graduate Student	SPHL	2024
Jack Rickey	Graduate Student	BMGT	2024
Zuzanna Mamczarz	Undergraduate Student	CMNS	2024

Ex-Officio

Rashel Byrd	Ex-Officio - Director of Human Resources Rep	VPA	2024
Michele Eastman	Ex-Officio - President's Rep	PRES	2024
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2024
Holly Brewer	Ex-Officio - CUSF Rep	ARHU	2024
Karen O'Brien	Ex-Officio - Ombuds Officer	BSOS	2024

Continuing Members

Jennifer Mullinax	Faculty	AGNR	2024
Sean Mussenden	Faculty	JOUR	2024
Andrew Ristvey	Faculty Senator	AGNR	2024

Chair

Robert Sprinkle	Chair	PLCY	2024
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Programs, Curricula, & Courses (PCC) Committee

Nominated

Juana Hurtado	Staff	ENGR	2025
Robert Brame	Faculty	BSOS	2025
Sarah Dammeyer	Faculty	ARHU	2025
Joanna Goger	Faculty	AGNR	2025
Tracy Sweet	Faculty	EDUC	2025
Pawan Pradhan	Graduate Student	ENGR	2024
Addison Hanrattie	Undergraduate Student	CMNS	2024
Megan Williams	Undergraduate Student	BSOS	2024

Ex-Officio

Lisa Kiely	Ex-Officio - Undergraduate Studies Rep	UGST	2024
Jason Farman	Ex-Officio - Graduate School Rep	ARHU	2024
Daniel Mack	Ex-Officio - Dean of Libraries Rep	LIBR	2024
William Reed	Ex-Officio - Provost's Rep	SVPAAP	2024

Continuing Members

Patricia Cossard	Faculty	LIBR	2024
Howard Loshin	Faculty	INFO	2024
Heather McHale	Faculty	AGNR	2024
Ashley Newby	Faculty	BSOS	2024
Diana Obanda	Faculty	AGNR	2024
Beth St Jean	Faculty	INFO	2024

Chair

Wendy Stickle	Chair	BSOS	2024
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Staff Affairs Committee

Vacancies

Ex-Officio - Director of Human Resources Rep
Non-Exempt Staff Contingent II

Nominated

Allison Decker	Exempt Staff (Academic)	ARHU	2025
Dennis Paffrath	Exempt Staff (Division)	VPR	2024
Cathy Fisanich	Non-Exempt Staff (Academic)	CMNS	2025
Charles Rozario	Non-Exempt Staff (Division)	VPSA	2025
Steven Wall	Non-Exempt Staff (Division)	VPA	2025
Amy Yaich	Non-Exempt Staff (Academic)	CMNS	2025
Amia Miller	Student	BSOS	2024

Ex-Officio

Vandaliah Aderholt	Ex-Officio - CUSS Rep (Non-Voting)	VPA	2024
Suzanne Ashour-Bailey	Ex-Officio - CUSS Rep (Non-Voting)	ENGR	2024
Earl Cabellon	Ex-Officio - VP Student Affairs Rep	VPSA	2024
Meredith Carpenter	Ex-Officio - CUSS Rep	VPSA	2024
Megan Gebregziabher	Ex-Officio - Provost's Rep	SVPAAP	2024
Dannielle Glaros	Ex-Officio - VP & Chief Administrative Officer Rep	VPA	2024
Kalia Patricio	Ex-Officio - CUSS Rep	VPSA	2024
Namrata Ram-Andriessens	Ex-Officio - CUSS Rep (Non-Voting)	VPA	2024
Maureen Schrimpe	Ex-Officio - CUSS Rep	VPSA	2024

Continuing Members

Luis Alfonzo	Exempt Staff (Division)	VPA	2024
Kelsey Diggs	Exempt Staff Contingent II	VPSA	2024
Ronald Mentzer	Exempt Staff (Academic)	ENGR	2024
Maggie Saponaro	Faculty	LIBR	2024

Chair

Adrienne Mayo-Brown	Chair	EDUC	2024
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Student Affairs Committee

Nominated

Tait Brooks	Staff	PRES	2025
Abigail Nicolas	Faculty	BSOS	2025
Diana Allos	Graduate Student Senator	PUAF	2024
Naga Chinta	Graduate Student	ENGR	2024
Lasair Ni Chochlain	Graduate Student	CMNS	2024
Scott Monnin	Graduate Student Senator	INEL	2024
Ryan Baumbach	Undergraduate Student	BMGT	2024
Rustam Biswas	Undergraduate Student Senator	BMGT	2024
Zachary Braunstein	Undergraduate Student Senator	ARHU	2024
Keerti Das	Undergraduate Student Senator	LTSC	2024
Emma Diphilippo	Undergraduate Student	BSOS	2024
Pragat Patel	Undergraduate Student	CMNS	2024
Aidan Sachs	Undergraduate Student Senator	ENGR	2024
Mira Tadimalla	Undergraduate Student	BMGT	2024

Ex-Officio

Chetan Joshi	Ex-Officio - VP Student Affairs Rep	VPSA	2024
Linda Macri	Ex-Officio - Graduate School Rep	GRAD	2024
Laura Tan	Ex-Officio - Resident Life Rep	VPSA	2024
Brian Watkins	Ex-Officio - VP Student Affairs Rep	VPSA	2024
Saleel Anthrathodiyil	Ex-Officio - GSG Rep	ENGR	2024
Nicholas Woods	Ex-Officio - SGA Rep	BSOS	2024

Continuing Members

Alexa Marcos	Staff	EXST	2024
Norah Aljunaidi	Faculty	BSOS	2024

Chair

Jaden Mikoulinskii	Chair	EDUC	2024
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Student Conduct Committee

Vacancies

Undergraduate Student

Nominated

Ursula Gorham-Oscilowski	Staff	SVPAAP	2025
Christopher Hanson	Faculty	JOUR	2025
Monique Koppel	Faculty	CMNS	2025
Katherine Lieder	Faculty	UGST	2025
Alex Cheung	Graduate Student	CMNS	2024
Tony Cui	Student	ARHU	2024
Victoria Boger	Undergraduate Student	ARHU	2024
Joshua Fitch	Undergraduate Student	BSOS	2024

Ex-Officio

James Bond	Ex-Officio - Director of Student Conduct (Non-Voting)	VPSA	2024
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Continuing Members

Michael McMillan	Faculty	BMGT	2024
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Chair

Gideon Mark	Chair	BMGT	2024
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IT Council

Vacancies

Enabling Research Working Group Chair
Ex-Officio - IT Student Advisory Committee

Nominated

Derek Richardson	Learning Technology Working Group Chair	CMNS	2025
Harrison Bauman	Graduate Student	CMNS	2024
Iman-Louise Mwai	Undergraduate Student	ENGR	2024

Ex-Officio

Michelle Appel	Ex-Officio - Provost's Rep	SVPAAP	2024
David Dahl	Ex-Officio - Dean of Libraries Rep	LIBR	2024
Jeffrey Hollingsworth	Ex-Officio - VP IT/CIO	DIT	2024

Continuing Members

Dawn Roy	Exempt Staff	VPR	2024
Augustus Sam	Infrastructure Working Group Chair	PRES	2024
Mary Shelley	IT Security Advisory Committee Chair	SPHL	2024
Julie Wright	Enterprise Systems Working Group Chair	ARHU	2024
Zhi-Long Chen	Tenured Faculty	BMGT	2024
Pamela Duffy	Professional Track Faculty	INFO	2024

Chair

Jeffery Klauda	Chair	ENGR	2025
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Library Council

Vacancies

Faculty
Faculty
Faculty
Faculty
Faculty

Nominated

Sabrina Baron	Faculty	ARHU	2024
Alexandra Kadis	Graduate Student	ARHU	2024
Shulamit Frenkel	Undergraduate Student	BSOS	2024

Ex-Officio

Tripti Sinha	Ex-Officio - Division of IT Rep	DIT	2024
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2024
Daniel Mack	Ex-Officio - Libraries Rep	LIBR	2024
Jordan Sly	Ex-Officio - Senate Chair-Elect	LIBR	2024

Continuing Members

Jason Baron	Faculty	INFO	2024
Lindsay Carpenter	Library Faculty	LIBR	2024
Ira Chinoy	Faculty	JOUR	2024
Victor Galitski	Faculty	CMNS	2024

Chair

Holly Brewer	Chair	ARHU	2025
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Research Council

Vacancies

Faculty

Undergraduate Student

Nominated

Typhanye Dyer	Faculty	SPHL	2025
Pearl Lo	Graduate Student	INEL	2024
Warren Dansou	Student	SPHL	2024

Ex-Officio

Eric Chapman	Ex-Officio - VP Research Rep	VPR	2024
Blessing Enekwe	Ex-Officio - Graduate School Rep	GRAD	2024
Wendy Montgomery	Ex-Officio - Director of ORA Rep	VPR	2024
Melissa Thompson	Ex-Officio - Provost's Rep	SVPAAP	2024
Kanitta Tonggarwee	Ex-Officio - President's Rep	PRES	2024
Douglas Roberts	Ex-Officio - Undergraduate Studies Rep	UGST	2024

Continuing Members

Stanley Smith	Staff	VPR	2024
Ashok Agrawala	Faculty	CMNS	2024
Adriane Fang	Faculty	ARHU	2024
Jing Lin	Faculty	EDUC	2024
Isaac Moradi	Faculty	CMNS	2024
Neil Sehgal	Faculty	SPHL	2024
Ji-Cheng Zhao	Faculty	ENGR	2024

Chair

Andrew Harris	Chair	CMNS	2025
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**Review of the Student Codes of Conduct: Code of Student Conduct and the Code of Academic Integrity (Senate Document #21-22-22)****TO Darryll J. Pines | President****FROM Christopher Jarzynski | Chair, University Senate**

I am pleased to forward the accompanying legislation for your consideration and approval. Suzanne Ashour-Bailey, Chair, Student Conduct Committee, presented the Review of the Student Codes of Conduct: Code of Student Conduct and the Code of Academic Integrity (Senate Document #21-22-22) on May 15, 2023 meeting to the University Senate Executive Committee (SEC), which the SEC approved on behalf of the full University Senate by email vote closing on May 22, 2023. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved:**Date:****May 25, 2023****Darryll J. Pines
President**

Copies of this approval and the accompanying legislation will be forwarded to:

Jennifer King Rice, Senior Vice President and Provost
Veronica Marin, Executive Secretary and Director, University Senate
Jen Gartner, Interim Vice President and General Counsel
Dylan Baker, Associate Vice President for Finance and Personnel
John Bertot, Associate Provost for Faculty Affairs
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Rhonda Smith, Director, Division of Academic Affairs
Michele Eastman, Assistant President and Chief of Staff
Patty Perillo, Vice President for Student Affairs
Andrea Goodwin, Assistant Vice President for Student Affairs & Dean of Students
Suzanne Ashour-Bailey, Chair, Student Conduct Committee
James Bond, Director of Student Conduct
Jordan Sly, Chair-Elect, University Senate
Rochelle Newman, Past Chair, University Senate



Review of the Code of Student Conduct and the Code of Academic Integrity

PRESENTED BY Suzanne Ashour-Bailey, Chair

REVIEW DATES SEC – May 15, 2023 | SENATE –September 6, 2023

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [III-1.00\(A\)](#) – University of Maryland Code of Academic Integrity
[V-1.00\(B\)](#) – University of Maryland Code of Student Conduct

NECESSARY APPROVALS Senate, President

ISSUE

In August 2021, a group of University students submitted a proposal to the Senate Executive Committee (SEC) requesting that the *Code of Academic Integrity* and the *Code of Student Conduct* be amended to address gaps in the University's current approach to determining appropriate sanctions in the student adjudication processes. The proposal noted that the *Codes* do not provide for considering exceptional tangible consequences incurred by a student due to a sanction. Among the consequences included in the proposal were affecting a student's visa status or losing student health insurance. The proposal requested that the *Codes* be amended to add an "Other Exceptional Circumstances" provision to allow considering whether the cumulative impact of a sanction would be grossly disproportionate to how the sanction would take effect in normal contexts.

In October 2021, the SEC received a proposal from the Director of Student Conduct recommending that the *Code of Student Conduct* and *Code of Academic Integrity* be updated to incorporate administrative process efficiencies that will provide earlier final resolution of matters, describe the conduct review and adjudication processes in more straightforward, direct language, and reflect current best practices.

The SEC charged the Senate Student Conduct Committee with reviewing both proposals and potential revisions to the *Code of Academic Integrity* and *Code of Student Conduct*, collectively referred to as the *Codes*.

RECOMMENDATION(S)

The Student Conduct Committee recommends that the *Code of Academic Integrity* and *Code of Student Conduct* be revised as shown immediately following this report.

The Student Conduct Committee recommends that the Office of Student Conduct develop and provide guidance on the revisions to the *Code of Academic Integrity* and *Code of Student Conduct* and the review and resolution processes that is available before the effective date of the revised *Codes*.

COMMITTEE WORK

The Student Conduct Committee (SCC) began working on the charge from the SEC at its October 2021 meeting. The committee met with representatives for each proposal, reviewed peer institutions' codes governing student conduct and academic misconduct, surveyed student and faculty stakeholders, and consulted with representatives of the Office of Faculty Affairs, Undergraduate Studies, and the Graduate School. The committee also made a preliminary presentation at the Senate December 2022 meeting to get feedback from the Senators on its initial considerations for revising the *Codes*.

The committee's deliberations included discussions about the purpose and objectives of the *Codes*. The committee agreed that the *Codes* should provide campus community members with awareness and guidance on student conduct expectations, the processes for addressing violations, and potential consequences for violations. The committee felt that the *Codes* should protect the academic integrity of the University and the safety and well-being of campus community members. The committee also considered the *Codes* an opportunity to educate, guide, and redirect students whose conduct is inconsistent with the values and expectations of the campus community.

In considering the revisions to the *Codes* recommended in the Other Exceptional Circumstances proposal, the committee had extensive discussions about the purpose of sanctions when a student is found responsible for misconduct and the need for consistent sanctions when the circumstances of the misconduct are similar. The committee acknowledged that there could be situations when an imposed sanction has a disparate and harsher impact than intended. For example, a sanction of housing suspension for one year would impact a student experiencing housing insecurity differently than a student who was not in a similar situation. Additionally, leaving a student homeless and probably unable to continue or return to academic study after the housing termination period exceeds the intended impact of the one-year housing suspension sanction. Although the committee felt it was reasonable to have a means to consider the impact of a sanction on a student, it did not agree with the proposal recommendation that this consideration be addressed during the sanctioning process. The committee determined that it would be appropriate to consider the unanticipated disparate impact of a sanction during an appellate review.

In reviewing the resolution processes for addressing student misconduct matters, the committee focused on revisions that would provide more options for informal resolution of minor acts of misconduct and allow early final resolution. With the availability of early and alternative resolution options, the committee found it reasonable to limit formal resolution and appeal processes to complex matters. The committee defined complex matters as conduct that could result in a student receiving a permanent grade of XF for a course, suspension, expulsion, University housing termination, or degree revocation.

After due consideration, the committee substantially restructured the *Codes* and proposed several revisions to the resolution processes. The Office of General Counsel reviewed the revisions proposed by the committee. The committee further revised the *Codes* in accordance with the guidance from the Office of General Counsel. On May 5, 2023, the Student Conduct Committee approved the proposed revisions to the *Code of Academic Integrity* and *Code of Student Conduct* and an associated administrative recommendation.

ALTERNATIVES

The Senate could choose not to approve the committee's recommendations. However, the University would lose the opportunity to improve and clarify the student adjudication processes in the *Code of Academic Integrity* and the *Code of Student Conduct*.

RISKS

There are no risks to the University in adopting these recommendations.

FINANCIAL IMPLICATIONS

There are no known financial implications in adopting these recommendations.



Review of the Code of Academic Integrity (III-1.00[A]) and the Code of Student Conduct (V-1.00[B])

2022-2023 Committee

Suzanne Ashour-Bailey (Chair)
James Bond (Ex-Officio, Director of Student Conduct)
Andrew Dworski (Undergraduate Student)
Anjali Garg (Graduate Student)
Jennifer Gershberg (Faculty)
Ursula Gorham-Oscilowski (Faculty)
Kara Grossier (Undergraduate Student)
Michaela James (Undergraduate Student)

Wendy Loughlin (Staff)
Michael McMillan (Faculty)
Aaron Roth (Graduate Student)
Jordan Sly (Faculty)

Date of Submission

May 2023

BACKGROUND

In August 2021, a group of University students submitted a proposal to the Senate Executive Committee (SEC) requesting that the *Code of Academic Integrity* and the *Code of Student Conduct*, collectively referred to as the *Codes*, be amended to address gaps in the University's current approach to determining appropriate sanctions in the student adjudication processes. The proposal noted that the *Codes* do not provide for considering tangible consequences incurred by a student due to a sanction. Among the consequences included in the proposal were affecting a student's visa status or losing student health insurance. The proposal requested that the *Codes* be amended to add an "Other Exceptional Circumstances" provision to allow considering these consequences when determining sanctions.

In October 2021, the SEC received a proposal from the Director of Student Conduct recommending that the *Code of Student Conduct* and *Code of Academic Integrity* be updated to incorporate administrative process efficiencies that will provide earlier final resolution of matters, describe the conduct review and adjudication processes in more straightforward, direct language, and reflect current best practices. The proposal included several specific revisions for both *Codes*.

At its meeting on October 18, 2021, the Senate Executive Committee (SEC) voted to jointly charge the "Proposal to Amend the *Code of Academic Integrity* and the *Code of Student Conduct* to Incorporate 'Other Exceptional Circumstances'" (Senate Document #21-22-17) and the "Proposal for Changes to the Codes of Student Conduct and Academic Integrity" (Senate Document #21-22-18) to the Student Conduct Committee (Appendix 1).

COMMITTEE WORK

The Student Conduct Committee (SCC) began working on the charge from the SEC at its October 28, 2021 meeting. The committee met with representatives for each proposal, reviewed peer institutions' codes governing student conduct and academic misconduct, surveyed several stakeholders and student group participants in the student conduct and academic misconduct resolution processes, and consulted with several administrative representatives. The committee

also made a preliminary presentation at the Senate December 2022 meeting to get feedback from the Senators on its initial considerations for revising the *Codes*.

Consultation with Proposers

The “Other Exceptional Circumstances” proposal requests that the following provision be added to both *Codes*:

“Other Exceptional Circumstances” may be considered in determining sanctions. Another exceptional circumstance is a circumstance that would reasonably cause the cumulative impact of a sanction to be grossly disproportionate to how the sanction would take effect in normal contexts. “Other exceptional circumstances” include but are not limited to deportation, sudden financial insolvency, complete loss of shelter, loss of access to critical medical care, and immediate physical harm. Additional exceptional circumstances that are unenumerated in this Code may be considered as deemed reasonable by University Judiciary Boards or staff members in the Office of Student Conduct.

The students who proposed the “Other Exceptional Circumstances” provision for the *Codes* organized themselves as the Student Conduct Review Coalition (SCRC). In their first meeting with the committee, the SCRC representatives explained how the *Codes* do not allow consideration of circumstances that would cause a student to be disproportionately affected by the sanction. For example, if a student experiencing personal housing insecurity is sanctioned to termination of campus housing, that sanction would affect them differently than it does students who have housing alternatives. SCRC pointed out that considering the impact of the sanction, which may be more egregious than intended, is not provided for in the *Codes* and sometimes is actively barred from being considered because it is not necessarily a mitigating factor. In addition to potential homelessness, SCRC suggested that exposure to domestic violence, impact on visa and immigration status, loss of funding or scholarships, and access to health care are factors that may be considered under an exceptional circumstance provision, but the SCRC deferred to the committee whether the provision should include a list of the matters that could be considered.

SCRC representatives attended several committee meetings and offered additional statements for the committee to consider. See Appendix 2.

In the consultation with the Director of Student Conduct, the committee was informed that during the 2020-2021 academic year, the Office of Student Conduct (OSC) addressed twice as many cases as it did the previous year. This increase occurred for cases under both *Codes*. Based on this experience and the ongoing trend of a high number of cases addressed by the office, the OSC identified several aspects of the *Codes*' review procedures that could be simplified and more transparent for students. The OSC proposal included several suggestions for editing the *Codes* to be structurally consistent, use less legal language, and clarify the administrative processes for addressing violations. The OSC also proposed substantive changes to the sanctioning and conduct review processes, such as

- modifying the adjudication processes to allow for expeditious resolution of matters from early resolution through appeal;
- aligning the adjudication processes in the *Codes*, including having *Code of Academic Integrity* Honor Boards recommend sanctions to OSC instead of determining the sanction, which would be similar to the role of student conduct boards for *Code of Student Conduct* matters;
- creating an option for addressing “low-level” academic misconduct cases informally without requiring a hearing;

- changing referring to the grade of “XF” as a normal sanction for academic misconduct to it being the typical sanction; and
- shifting the final administrative approval and authority for suspending or expelling a student from the Vice President for Student Affairs to the newly created Dean of Students position, the next-level administrator for the Office of Student Conduct.

The OSC proffered that these revisions to the *Codes* would allow its office and the Office of Rights & Responsibilities, which addresses matters related to the *Code of Student Conduct*, to be more responsive to the needs of campus community members because cases would be resolved more expeditiously and conduct resolution resources would be used to concentrate on complex matters.

Peer Institution Research

The committee reviewed research on student conduct and academic misconduct processes at the Big Ten Academic Alliance institutions and the University of North Carolina-Chapel Hill (UNC). UNC was included because it was a comparator university identified in the “Other Exceptional Circumstances” proposal.

Overall, UMD’s resolution processes align with most of the 16 university processes that were researched. Each of those uses hearings to resolve matters, and most universities have an informal or alternative resolution process for some general misconduct matters. One University had hearings to resolve academic integrity cases, and another resolved all matters through investigation and meetings. An instructor-student meeting was required for the universities that allowed academic misconduct matters to be addressed informally.

The committee was particularly interested in how the universities addressed several sanctioning and appeal rights issues. The research revealed that UMD is the only university that included notice of a normal sanction—grade of “XF”—in its academic misconduct review process. A few universities provide a range of sanctions that might be imposed, from a reprimand and grade reduction to suspension. UMD aligned with 14 of the peer institutions by considering aggravating or mitigating factors during the review and resolution process. Similar to UMD, some universities limited consideration of these factors to determine a student’s sanction, considering mitigating factors for recommending sanctions.

None of the Big Ten Academic Alliance institutions have an “exceptional circumstance” provision similar to the one proposed for UMD. UNC, the comparator university identified in the student “other exceptional circumstances” proposal, permits the consideration of other compelling circumstances as a factor in determining a student’s sanction when a sanction would be “unduly punitive, including, but not limited to, extraordinary personal circumstances of the student.” UNC also permits an honor court considering an academic dishonesty case to deviate from any usual sanction based on “other aspects of the gravity of the offense, the value of learning, the importance of equitable treatment, or *other compelling circumstances*” (emphasis added). UNC does not provide examples of extraordinary personal circumstances or other compelling circumstances that could be relevant.

In reviewing the peer institutions’ policies on who has the authority to impose sanctions, the committee learned that a slight majority of the universities allow the hearing board to decide sanctions, and a few less than half of the universities have the hearing board recommend sanctions to an administrator who has the final sanction determination authority. Most schools vest suspension or expulsion authority at an administration level. Seven universities vest this

authority with the Dean of Students, two with the Office of Student Conduct, and three with the President of Student Affairs or Chancellor.

UMD and the peer institutions have standard appeal procedures and generally allow most matters to be appealed. Usually, matters resolved through informal resolution cannot be appealed since this resolution option often requires the student to accept responsibility for the misconduct and agree to the sanction. One University allows students to appeal informal resolutions imposed by the instructor. Most universities limit the right to appeal to the respondent only. UMD is among the few universities allowing complainants, including instructors, to appeal an academic misconduct matter. Related to appeals, options for voiding disciplinary records vary widely among universities. The committee did not identify a trend or best practice for this process.

Committee's Guiding Principles

The committee agreed that the *Codes* should provide campus community members with awareness and guidance on student conduct expectations, the processes for addressing violations, and potential consequences for violations. The committee felt that the *Codes* should protect the academic integrity of the University and the safety and well-being of campus community members. The committee also considered the *Codes* an opportunity to educate, guide, and redirect students whose conduct is inconsistent with the values and expectations of the campus community.

The committee reached an early consensus that the language and terms in the *Codes* should be plain, neutral terms and avoid legal or adversarial terminology. Additionally, the committee agreed that the *Codes* should state the educational objectives of the conduct review processes more strongly and emphasize that the purpose of the conduct review and resolution processes is to address the behavior related to the conduct and not to pass judgment on a student's character.

The committee considered its discussions with the proposers and review of the peer institution research to develop principles to guide its consideration of the revisions to the *Codes* recommended in the proposals and to obtain feedback from stakeholders and consults. The values expressed in the principles addressed providing resolution processes that give students sufficient notice of the allegations against them and allow the most efficient and timely resolution of matters and having sanctioning procedures that are responsive to the offending conduct that the student is found responsible. In addition to the guiding principles, the committee listed several potential revisions to the *Codes*, including introducing "other exceptional circumstances" as a ground for an appeal based on the disproportionate impact of the sanction. The complete list of the committee's guiding principles is provided at Appendix 3.

Consultations

As directed in the charge from the SEC, the committee consulted with Undergraduate and Graduate Student Legal Aid Offices, University Student Judiciary, Academic Integrity Liaison representatives, Student Government Association, and Graduate Student Government (collectively referred to as stakeholders). The committee also consulted with representatives of the Office of Faculty Affairs (OFA), Undergraduate Studies (UGST), and the Graduate School and presented its guiding principles at a Senate meeting to get feedback from Senators. The committee also received additional feedback from SCRC.

Stakeholder Feedback

The student organizations and academic liaison representatives were invited to submit survey responses indicating their degree of agreement on a scale of one (strongly disagree) to five (strongly agree) with each of the committee's guiding principles and proposed *Codes* revisions. The responders also had an opportunity to express their views on the purpose of the *Codes* and the impact of revising the *Codes* in accordance with the guiding principles and to recommend additional revisions or matters that the committee should consider. Six survey responses were submitted.

The survey responses about the purpose of the *Codes* aligned with the committee's perspective. The survey comments consistently expressed that the *Codes* should provide clear notice of the expected, appropriate, and prohibited behaviors to ensure the campus community's physical and intellectual safety and integrity. Additionally, the *Codes* should adequately explain the processes for addressing and resolving offending conduct, including indicating the possible repercussions for offenses. Several survey responders commented that the *Codes* and conduct resolutions processes should include an educational objective. The survey responses also had several suggestions for improving the *Codes*: using plain and student-accessible language; increasing efficiencies and processes for early final resolution of matters, including appeals; and expanding the range of sanctions for academic misconduct cases so the XF grade is not the only available sanction.

The survey responders agreed or strongly agreed with most of the guiding principles established by the Student Conduct Committee. The most variation among the survey responders was whether undue hardship based on the unique circumstances of a student is an appropriate consideration as a ground for appeal based on a disproportionate sanction and whether to allow consideration of "exceptional circumstances" during an appeal because a sanction subjects a student to unintended, tangible consequences such as loss of health insurance, loss of housing, or impact on visa status. Half of the responders strongly agreed with these principles, and half were neutral or slightly disagreed. Similar to the considerations discussed by the committee, the responders raised concerns that considering "other exceptional circumstances" during the resolution process, including at the appellate level, introduces too much subjectivity. Another perspective shared in a survey response was that considering the extenuating circumstances that students face is necessary to help ensure that the health and safety of students are not affected by their punishments.

One or two survey responders did not agree with limiting *the Code of Academic Integrity* Honor Reviews and appeals to cases where a transcript notation is a possible sanction or discontinuing allowing a Complainant to appeal the sanction imposed against a Respondent in a *Code of Academic Integrity* case.

Senate Feedback

The committee presented its guiding principles at the Senate December 2022 meeting. The feedback from the Senators aligned with the committee's principles. Comments from the Senators included:

- The *Codes* should be fair to individual students as well as students overall.
- Leniency may be more appropriate for academic integrity violations but not necessarily for student conduct violations.
- Major assignments that could result in an XF grade or dismissal should be clearly identified.

- Faculty need clear guidance on what matters should be referred to the Office of Student Conduct. It is important to have resources available for faculty.
- It is essential to the adjudication process that students are provided adequate notice of the violations being addressed and sufficient time to prepare responses, particularly if violations are added after the initial notice.

The Senators also requested more information about changing the *Code of Academic Integrity* honor boards to making sanction recommendations instead of imposing sanctions and about restorative justice practices. Once it was explained that the objective for changing the honor board to a recommending body is to ensure more consistency in sanctioning and reduce the possibility of substantial variations in sanctions for similar conduct, there was no further comment or question about this proposed revision. The committee noted that if restorative justice is added to the Code of Student Conduct as a sanction option, it must be described clearly.

Administrative Representatives Feedback

Since revising the *Codes*, particularly the *Code of Academic Integrity*, would impact faculty and academic units, the committee sought feedback from academic administrative representatives. In February 2022, the SCC Chair, ex officio SCC member and Director of Student Conduct, and Committee Coordinator discussed the committee's guiding principles with Lisa Kiely, Associate Dean for Undergraduate Studies; John Bertot, Associate Provost for Faculty Affairs; and Steven Fetter, Associate Provost and Dean of the Graduate School. The consult discussions focused on the following:

- Providing hearings only for cases that could result in a transcript notation;
- Changing academic misconduct honor boards to making recommendations to the Office of Student Conduct (OSC) instead of vesting the boards with authority to impose sanctions;
- Introducing a screening process for appeals to ensure that appeals state sufficient grounds for consideration; and
- Introducing a ground for appeal based on the disparate, unintentional consequences of a sanction because of a student's exceptional circumstance.

The representatives supported revising the review and adjudication processes to increase efficiencies and bring early resolution to matters, including resolving minor assignment misconduct at the instructor level. The representatives expressed several concerns about the "other exceptional circumstances" proposal. They emphasized the importance of having consistency in the sanctions for similar offending conduct and raised the concern that adjusting a sanction due to one student's personal hardship circumstances could create unintended inequity and result in a perception of unfairness to other students, particularly when the students are involved in the same incident.

Through consultation with the Graduate School representative, the committee learned of specific perspectives related to graduate students. Generally, the Graduate School associate deans believe that graduate students should be held to a higher standard of academic integrity; therefore, the sanction for significant violations by graduate students (e.g., plagiarism in a thesis or falsification of research) should include dismissal. Additionally, the *Codes* should be clear that a finding of responsibility under either *Code* also could affect a graduate student's status as a graduate assistant (GA), including revocation of the assistantship. During this consultation, it

also was shared that the International Student & Scholar Services (ISSS) had concerns that international students, who are 40% of the Graduate School enrollment, are referred for alleged academic misconduct violations at a higher rate than non-international graduate students.

Based on the feedback from these consultations, the committee agreed that it was important for the *Codes* to reinforce the importance of uniformity and consistency in referring matters for review and resolution through the *Code* processes. Additionally, the committee supported expanding the definitions for academic misconduct to include examples specific to graduate students, such as noting that qualifying and other graduate student examinations are academic exercises covered by the *Code of Academic Integrity* and adding language clarifying that a finding of responsibility under either *Code* can affect the status of university employment and graduate assistantships, even though these sanctions cannot be imposed under the *Codes*.

COMMITTEE FINDINGS

The committee found that its view of the purposes of the *Codes* and several of its guiding principles aligned with the feedback from the stakeholders and consultants. Therefore, the committee supported revising the *Codes* to use plain language and less-legal terms. For example, the terms "Complainant" and "Respondent" were replaced with "Reporting Party" and "Responding Party," respectively, "cases" are referred to as "matters," and "academic dishonesty" is referred to as "academic misconduct." The content of the *Codes* were also reorganized similarly with headings to explain the definitions referenced in the *Codes* and the review and resolution processes. Given the agreement on these matters, the committee's discussions and deliberations focused on the resolution and sanctioning procedures and the "other exceptional circumstances" proposal.

In considering proposed revisions to the sanctioning process, the committee weighed holding students accountable for their conduct and protecting the campus community and its values. The committee also considered educating a student about why their conduct violated a *Code* and University values to be an essential element of the sanctioning process. The committee agreed that sanctions for misconduct should be based on the circumstances of the misconduct, which can vary case-by-case. However, to the greatest extent possible, there should be consistency in the sanctions imposed for similar misconduct under similar circumstances. The committee recognized that there is inherent subjectivity in the sanctioning process, particularly because aggravating and mitigating factors can be considered during a sanctioning procedure. Therefore, in considering potential revisions to the *Codes* related to sanctions, including the "other exceptional circumstances" proposal, the committee sought to balance having similar consequences for similar conduct while considering factors that make the impact of the consequences uniquely different.

Other Exceptional Circumstances

The committee acknowledged that unintended hardship and expansive consequences to students due to a sanction is a matter of concern. The committee also noted that this concern is distinguishable from the mitigating factor considerations that are already available in the *Codes*. Mitigating factors are circumstances related to the misconduct or the activities or steps a student undertakes to address or correct their behavior and do not consider the impact of a sanction. Additionally, currently an appeal based on the sanction being disproportionate focuses on whether the sanction is excessive based on the circumstances of the misconduct. Therefore, the

committee found that the *Codes* do not provide a means for considering whether the impact of a sanction has an unintended consequence.

The committee raised several concerns while contemplating whether there should be a way for students to challenge a sanction because its impact would have unintended consequences for the student. Opening the door to increased subjectivity and inconsistency in imposing sanctions was a prevalent concern for the committee. Additionally, the committee did not favor adding provisions to the *Codes* that undermined holding students accountable for their misconduct or diminished the possibility of deterring students from engaging in misconduct.

The committee extensively discussed what kinds of unintended consequences would be relevant. The committee felt that the scope of the consequences should be very narrow. The committee generally was not sympathetic to consequences that affected a student's ability to participate in extracurricular activities or sports or speculative future consequences such as potential impact if a student was considering enrolling in graduate or professional school. The committee also did not support recommending *Codes* revisions that affected sanction recommendations based on potential consequences that were known to students before they engaged in misconduct. The committee learned through its consultations that international students receive substantial information about the relationship between their enrollment and visa status. Additionally, this is reiterated early in the misconduct review process if a student is subject to a misconduct report. The committee determined that "exceptional circumstances" should be limited to unanticipated, actual consequences of a sanction that is not in the student's control, such as loss of shelter, loss of access to critical medical care, financial insolvency, and immediate physical harm.

Based on the committee's concerns about the already existing subjectivity in the sanctioning process, the committee did not support the proposal recommendation to allow "other exceptional circumstances" to be considered in determining sanctions. The committee felt that because sanctions are intended to be responsive to the circumstances of the misconduct, considering the impact of a sanction before a sanction is determined would be misplaced. The committee recommended that considering the unanticipated impact of the sanction is a matter that should be addressed through an appeal.

The committee reasoned that considering unanticipated consequences of a sanction is more appropriate at the appellate level because, at that point, the consequences would be more concrete than they would be during the sanctioning process. Also, in some instances, the OSC could assist a student with finding alternatives to avoid the unintended consequence. For example, if a sanction of one-year termination of housing would leave a student homeless and unlikely to continue attending the University, which would exceed the intended scope of the sanction and be disparate from the experience of a student who is not experiencing housing insecurity, the OSC could assist a student with finding a housing alternative during the University housing termination period. This approach allows the intention and spirit of the sanction to be upheld. The OSC review will provide more consistency than the hearing boards in considering the unanticipated disparate impact of a sanction.

Initially, the committee considered adding undue hardship based on a student's unique circumstance as an element of an appeal based on disproportionate sanctioning. Upon further consideration, the committee determined that adding this consideration to disproportionate sanctioning was inconsistent, and a separate ground for appeal should be added. This would provide better guidance for students on how to state their appeal and for the appellate boards on

how to evaluate the appeal. Based on these considerations, the committee recommended that the *Codes* be revised to add the following ground for appeal:

Unanticipated Disparate Impact of the Sanction: The Sanction has an unanticipated disparate impact on a Responding Party that exceeded the intention of the imposed Sanction.

The SCRC acknowledged that considering exceptional circumstances during appeals satisfied its goals and endorsed the committee's recommendation. See Appendix 4. The SCRC also proposed that the committee recommend suspension withheld and a fitting educational sanction as an alternative for students who may face a disproportionate impact of a sanction. The committee declined this recommendation because it did not consider it appropriate to impose a sanction alternative in a policy.

Resolution Processes

The committee acknowledged that being subject to a disciplinary process is a stressful and unsettling experience for students. Therefore, conduct matters should be resolved as efficiently and early as possible so students can move forward and, when appropriate, engage in necessary corrective measures. In considering the options for achieving this objective, the committee sought to balance early and final resolution with not compromising a student's opportunity to be heard and address the allegations against them. The committee discussed that the time and resources that honor review, student conduct, and appellate boards and the OSC expend to resolve matters also were relevant considerations to try to increase efficiencies in the resolution processes.

Early and Alternative Resolution Options

The committee believed that adding early and alternative resolution options for misconduct matters aligns with the educational objectives the *Codes* should satisfy. Based on these considerations, the committee recommended an informal resolution option for undergraduate minor academic misconduct matters: Academic Deferral. The committee noted that this practice is used at several Big Ten institutions. The committee discussed that adding an alternate resolution for minor assignments may ease some instructors' discomfort with referring matters to the OSC. The informal early resolution options for academic misconduct cases would be available only if a potential sanction did not include a permanent grade of XF, suspension, expulsion, or degree revocation. The committee recommended revising the *Code of Academic Integrity* to provide early resolution options for minor acts of academic misconduct for undergraduate students and resolution by informal agreement if a student acknowledges responsibility for the reported academic misconduct. Both options would be in consultation with the instructor and require the student to forgo resolving a matter through an honor review and pursuing an appeal.

The committee also supported incorporating early alternative resolution options for *Code of Student Conduct* matters, including restorative justice practices, which allow students to accept responsibility for their conduct and work to repair any harm resulting from the conduct.

Formal Resolution and Appeal Processes

With the availability of early and alternative resolution options, the committee found it reasonable to limit formal resolution and appeal processes to complex matters. The committee defined

complex matters as conduct that could result in a student receiving a permanent grade of XF for a course, suspension, expulsion, University housing termination, or degree revocation.

The committee did not make any recommendations that alter a student's right to have a hearing before a board—Honor Board for academic misconduct and Student Conduct Boards for general misconduct. However, because the board review processes often take more time to organize, the committee recommended providing students the option of addressing matters through a Disciplinary Conference and by a Disciplinary Conference Board in lieu of a hearing board. Therefore, the committee recommended revising both *Codes* to allow a student to use these options for matters that are not complex or for complex matters if the student waived the option for hearing board review. A student who chooses a non-hearing review option would not lose any procedural rights that are provided in a hearing review. They are permitted an opportunity to respond to the allegations, present documentation, witnesses, or information on their behalf, be assisted by an advocate or advisor, and be accompanied by a support person. They also retain the right to appeal a determination of responsibility and the imposed sanction if they are sanctioned to expulsion or suspension for any misconduct, University housing termination for general misconduct, or permanent grade of XF or degree revocation for academic misconduct.

The committee also determined that it would benefit the resolution processes provided in the *Codes* should be structured as similarly as possible. A significant disparity in the current resolution processes is that the honor review boards in academic misconduct cases impose sanctions, and hearing boards in general misconduct cases make recommendations to the Director of Student Conduct. All the hearing review boards fulfill the same purpose of being investigatory bodies and provide a valuable contribution by having cases considered with peer input. However, based on the committee's ongoing concerns about finding ways to mitigate inconsistency in sanctions for similar conduct, the committee favored the OSC serving as a central resource for reviewing and imposing sanctions. Accordingly, the committee found that these considerations counseled having the honor boards in academic misconduct matters make sanction recommendations to the Director of Student Conduct.

Appeals

To be consistent with hearing boards focusing on complex matters, those that might result in a student receiving a permanent "XF" grade, suspension, expulsion, University housing termination, or degree revocation, the committee recommended that appeals be limited to the same matters.

The *Codes* allow students to appeal a determination of responsibility and sanctions based on the grounds of substantial procedural error, disproportionate sanctioning, arbitrary and capricious decision, or new evidence. Currently, all student appeals are referred to an appellate board, although often appeals do not state a permissible ground for the appeal and attempt to relitigate the finding of responsibility or the sanction. The committee recommended implementing an initial screening for appeals. The committee viewed an initial screening as an opportunity to educate students on the appropriate grounds for an appeal and why the student's submission does not state grounds for an appeal. If a student decides to continue with the appeal, they would have an opportunity to correct the deficiency. The committee emphasized the importance of the screening process being a corrective opportunity and not an assessment of the strength of the student's arguments for the appeal.

Regarding appeals, the committee recommended that the complainant/reporting party be unable to appeal a sanction. This option is provided only in the *Code of Academic Integrity*. The committee learned that instructors are usually the complainant and are consulted before a sanction is imposed for academic misconduct; therefore, they rarely appeal the imposed sanction. Also, as noted previously, other Big Ten institutions do not provide this appeal option.

Final Administrative Review and Approval Authority

The committee recommended that the Dean of Students have the authority to approve, alter, or deny expulsions, suspensions, or revocations instead of the Vice President for Student Affairs (VPSA). The Dean of Students position was created at the University after the *Codes* were last updated. The Dean of Students is the next-level administrator for the Office of Student Conduct. Several Big Ten institutions vest this authority with the Dean of Students. The Director of Student Conduct informed the committee that the VPSA would continue to be informed of all expulsions.

Academic Misconduct Grade of “XF”

As directed in the charge from the SEC, the committee considered whether the available sanctions in the *Codes* should be expanded. The committee found that the sanctions described in the *Codes* are sufficient; however, it discussed whether the use of the grade of “XF” for academic matters should be revised.

Currently, if a student receives an XF they are precluded from representing the University in any extracurricular activity or running for or holding office in any university organization. The committee was informed that “XF” is used in about 30% of the matters where the student is found responsible for academic misconduct on a major assignment. Given the limited use of XF as a sanction for academic misconduct, the committee recommended that XF be referenced as an “expected” sanction instead of a typical expectation. Additionally, when a student receives an XF, the Director of Student Conduct should have the discretion to determine whether and in which extracurricular activities the student cannot participate. These recommendations reinforce the principle that sanctions should be determined based on the circumstances of the misconduct and are not pre-prescribed.

Administrative Recommendation

Given the substantial restructuring of the *Codes*, the introduction of new informal resolution procedures, and the revision of the formal resolution processes, the committee recommended that the Office of Student Conduct develop and provide guidance for students and instructors on the revisions.

The committee revised the *Codes* to align with the abovementioned considerations and recommendations. The committee consulted with the Office of General Counsel on its proposed revisions to the *Codes*. The Student Conduct Committee approved its revisions to the *Codes* and the administrative recommendation at its meeting on May 5, 2023.

RECOMMENDATIONS

The Student Conduct Committee recommends that its proposed revisions to the *Code of Academic Integrity* and *Code of Student Conduct* be revised as shown immediately following this report.

The Student Conduct Committee recommends that the Office of Student Conduct develop and provide guidance on the revisions to the *Code of Academic Integrity* and *Code of Student Conduct* and the review and resolution processes that is available before the effective date of the revised *Codes*.

APPENDICES

Appendix 1 — Charge from the Senate Executive Committee

Appendix 2 — Written Statement for the Student Conduct Committee (January 13, 2023)

Appendix 3 — Student Conduct Committee Guiding Principles for Reviewing the *Code of Academic Integrity* and *Code of Student Conduct*

Appendix 4 — SCRC Endorsement of an altered version of the *Other Exceptional Circumstances Clause* (February 19, 2023)



III-1.00(A) UNIVERSITY OF MARYLAND CODE OF ACADEMIC INTEGRITY
(Approved by President August 1, 1991; Amended May 10, 2001; Amended May 5, 2005; Technical Amendments June 2012; Amended November 7, 2014; Amended effective January 1, 2019; Amended effective April 1, 2020; Approved by the President Month Day, 2023)

I. INTRODUCTION

The University of Maryland, College Park is an academic community. Its fundamental purpose is the pursuit of knowledge. The University functions properly in fulfilling this mission when its community members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty.

Academic Misconduct is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, the responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of Academic Misconduct is not a neutral act. Histories of institutions demonstrate that indifference will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for Academic Misconduct are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by Students, Instructors, and all campus community members.

The *Code of Academic Integrity (Code)* is designed to ensure that the principle of academic honesty is upheld.

II. APPLICABILITY

- A. All Student work submitted for assessment, including but not limited to assignments, examinations, research, articles, dissertations, and theses, are held to the standards in this *Code*.
- B. This *Code* applies to all reports of Academic Misconduct that are submitted to an Instructor or the Office of Student Conduct on or after August 28, 2023.

Where the date of the alleged Academic Misconduct precedes August 28, 2023, the definitions of Academic Misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this *Code*, however, will be used to resolve all reports of Academic Misconduct made on or after August 28, 2023, regardless of when the alleged incident(s) occurred.

C. Office of Student Conduct

The Office of Student Conduct (OSC) and its Director are charged with the administration of the *Code of Academic Integrity* and its processes. All references in this *Code* to the Director of Student Conduct include the Director and designees. The responsibilities of the OSC include:

- (a) Providing official and final interpretation of the *Code*;
- (b) Accepting reports of alleged Academic Misconduct;
- (c) Determining the appropriate alleged violation(s) to be filed in accordance with this *Code*;
- (d) Administering the process and procedures for investigating and resolving alleged *Code* violations;
- (e) Supervising, training, and advising all conduct boards; and
- (f) Maintaining all Student disciplinary records in accordance with this Policy.

D. Referral to Another University Process

1. In cases where an allegation of Academic Misconduct could also be a violation of Policy III-1.10(A) University of Maryland Policy and Procedures Concerning Scholarly Misconduct (the “Scholarly Misconduct Policy”), the Director of Student Conduct and the University’s Research Integrity Officer (RIO) will determine whether this *Code* or the Scholarly Misconduct Policy will apply.
2. When a scholarly misconduct process results in a finding of responsibility for a current or former Student, the RIO may refer the matter to the Office of Student Conduct for review under this *Code*, including for application of a Sanction if the Student was found responsible under the scholarly misconduct process.
3. Responding Parties found responsible for Academic Misconduct may also be subject to a program review for continued participation in their academic and University sponsored scholarship programs, in addition to any Sanctions imposed under the *Code*.

III. DEFINITIONS

When used in the context of this *Code*, the terms below mean the following:

- A. “Advisor” means a person chosen by a Responding Party to assist the Responding Party during the conduct review and resolution processes. The Advisor may be an attorney. The Responding Party is responsible for paying any expenses incurred by retaining an Advisor. The Advisor may be present with the Responding Party to provide advice and consultation to the Responding Party. The Advisor shall not be an active participant in resolution proceedings, but if necessary, the Responding Party may request a break in order to speak privately with an Advisor. The Advisor may not speak for the Responding party, serve as a witness, provide evidence in a review or resolution process, delay, or otherwise interfere with the University’s resolution process.
- B. “Advocate” means a registered, University degree-seeking Student designated to assist a Responding Party. The role of an Advocate includes:

- a. Providing confidential advice to the Responding party.
 - b. Making brief opening and closing statements.
 - c. Questioning parties and witnesses, including Reporting Parties, pursuant to the applicable procedures.
 - d. Following a determination of responsibility, the Advocate may make recommendations regarding Sanctions, if appropriate.
- C. “Aggravating Factors” means a factor that may be considered in determining Sanctions. An Aggravating Factor is present either at the time of the violation occurred, or is a result of the violation. Aggravating Factors may include, but are not limited to, advanced planning to engage in prohibited behavior, providing false information in the resolution process, extensiveness of harm to stakeholders in the incident, and a Student’s prior conduct history.
- D. “Community Advocate” is a registered, University degree-seeking Student who is trained to assist or represent the Reporting Party and present disciplinary matters at Honor Reviews. Their responsibilities include providing brief opening and closing statements, presenting evidence, and other duties as requested by the Honor Board. The Community Advocate performs their responsibilities under the oversight of the Office of Student Conduct.
- E. “Days” means business weekdays when the University is not closed.
- F. “Formal Charge” is a written notice of the alleged violations of Academic Misconduct that will be considered during an Honor Review by an Honor Board.
- G. “Instructor” means the course Instructor of Record, thesis or dissertation advisors, or research supervisors.
- H. “Knowingly” means consciously engaging in specific conduct, regardless of whether the individual understood the conduct was a violation of the *Code*.
- I. “Major Graded Assessment” means an assignment, project, examination, exercise, or other course work designated by the Instructor as essential to assessing the Student’s progress toward the learning objectives.
- J. “Mitigating Factors” means a factor that may be considered in determining Sanctions. A Mitigating Factor is present either at the time the violation occurred, or after the violation when a Student engages in substantial activities to increase their knowledge or prevent future violations. Mitigating Factors include the steps the Responding Party has taken to address their behavior.
- K. “Responding Party” means a Student alleged to have committed a violation of this *Code*.
- L. “Reporting Party” means the individual(s) who have referred a Student or incident to the Office of Student Conduct based on an alleged violation of the *Code*. A Reporting Party may be any member of the campus community, including the Instructor or a representative from the academic department.
- M. “Support Person” means a person chosen by a Responding Party to provide emotional and logistical support. A Support Person cannot be an active

participant or witness in the resolution process.

- N. "Student" means a person enrolled, registered, or auditing courses at the University on a full-time or part-time basis or a person who may not be enrolled but has a continuing academic relationship with the University.
- O. "University" means the University of Maryland, College Park.

IV. PRINCIPLES OF ACADEMIC INTEGRITY

A. HONOR STATEMENT

New and incoming Students should know the role of the Honor Pledge and the Student Honor Council, as well as the obligation of all members of the University community to promote and practice the highest standards of academic integrity.

B. HONOR PLEDGE

The Honor Pledge is a reminder that at the University, Students have primary responsibility for academic integrity because the meaningfulness of their degrees depends on it. Instructors are urged to emphasize the importance of academic honesty and of the Honor Pledge as its symbol. Instructors should reference both the Honor Pledge and this *Code* on syllabi and throughout the course period, including instruction and guidance on avoiding plagiarism through proper citation and links to additional online or web-based materials.

1. On all work submitted for assessment that is not specifically exempted by the Instructor, Students are encouraged to write and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this assessment.

2. Failure to sign the pledge is not a violation of the *Code of Academic Integrity*, but neither is it a defense in case of violation of this *Code*. Signing or non-signing the pledge will not be considered in grading or in the investigation, resolution, or adjudication procedures provided in this *Code*.
3. On examinations, no assistance is permitted unless authorized or expressly allowed by the Instructor.
4. On assignments that are not examinations, the Honor Pledge means that the assignment has been done without Academic Misconduct, as defined in this *Code*. Instructors should define clearly in writing what type of material or information is authorized for assignments. Students are expected to seek clarity if they are confused whether specific materials, information, or resources are authorized.

C. THE STUDENT HONOR COUNCIL

1. The Student Honor Council is a branch of the University Student Judiciary composed of qualified graduate and undergraduate Students in good academic standing. The

University Student Judiciary and its branches are an essential part of the Office of Student Conduct, which advises and supervises the University Student Judiciary and its branches.

2. The Student Honor Council has the following responsibilities and authority:
 - a. To increase awareness throughout the campus of the importance of academic integrity; and
 - b. To designate from its members Students to serve as members of Honor Boards or Disciplinary Conference Boards as specified in this *Code*.
3. All Student Honor Council members will participate in orientation and training sessions held by the Office of Student Conduct.
4. Members of the Student Honor Council who are charged with any violation of this *Code*, the *Code of Student Conduct*, another University policy, or with a criminal offense may be suspended from their positions by the Director of Student Conduct while the charges against them are pending. Student Honor Council members found responsible (or guilty in the case of criminal charges) for any such violation or offense may be disqualified from any further participation in the University Student Judiciary by the Director of Student Conduct. Additional grounds and procedures for removal may also be set forth in the bylaws of the University Student Judiciary.

V. PROHIBITED CONDUCT

ACADEMIC MISCONDUCT: Any of the following acts, when committed by a Student, constitute Academic Misconduct:

- (a) **CHEATING:** fraud, deceit, or misconduct in any academic course, exercise, or research in an attempt to gain an unfair advantage and/or using or attempting to use unauthorized materials, information, or study aids in any academic course, exercise, or research, including qualifying and other graduate Student examinations.
- (b) **FABRICATION:** unauthorized falsification or invention of any data, images, information, or citation in any academic course, exercise, or research, including but not limited to articles, proposals, dissertations, and theses.
- (c) **FACILITATING ACADEMIC MISCONDUCT:** knowingly helping or attempting to help another individual to violate any provision of this *Code*.
- (d) **PLAGIARISM:** representing the words or ideas of another as one's own in any academic course, exercise, or research, including but not limited to articles, proposals, dissertations, and theses.
- (e) **SELF-PLAGIARISM:** the reuse of substantially identical or nearly identical portions of one's own work in multiple courses without prior permission from the current Instructor or from each of the Instructors if the work is being submitted for multiple courses in the same semester.

VI. SANCTIONS

Students found responsible for Academic Misconduct are subject to Sanctions. The aims of sanctioning are to protect the campus community, deter future offenses, promote individual accountability, and enhance an individual's ethical development and decision-making. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for their actions.

The sanctioning process for a potential violation of the *Code* is focused on specific behavior; it is not a judgment of a student's whole character. To make a judgment of a Student's overall character is antithetical to the educational goals of the resolution process. Therefore, character witnesses and character statements are not required in the resolution process.

While all Academic Misconduct matters differ in their severity and complexity, the Office of Student Conduct endeavors to address similar facts and circumstances for Students in the same status, e.g., undergraduate or graduate, consistently. The listed Sanctions are guidelines to inform campus community members of the potential impact of being found responsible for Academic Misconduct. Attempts to commit acts prohibited by this *Code* may be sanctioned to the same extent as completed violations.

The expected Sanction for undergraduate Students found responsible for violating the *Code of Academic Integrity* on a Major Graded Assessment as determined by the Instructor is the grade of "XF" in the course.

The expected Sanction for graduate Students is the permanent grade of "XF" and Expulsion or Suspension.

A lesser or more severe Sanction, including a different form of grade adjustment, may be recommended or imposed depending on the nature of the alleged Academic Misconduct and consideration of Mitigating or Aggravating Factors as defined in this *Code*.

In addition to the Sanctions provided in this *Code*, a finding of responsibility for Academic Misconduct might affect a Responding Party's University employment status and assistantship participation. The Responding Party also may be subject to disciplinary actions in accordance with guidelines governing their employment or assistantship. Academic or extracurricular programs may also impose their own penalties for Responding Parties found responsible for Academic Misconduct.

Possible Sanctions under this *Code* include the following:

A. Grade Adjustments

- a. The grade of "XF" for the course.
 - i. The grade of "XF" is recorded on the Student's transcript with the notation "failure due to Academic Misconduct." The grade of "XF" is treated in the same way as an "F" for the purposes of determining grade point average, course repeatability, and academic standing.
 - ii. A Student with an "XF" on their transcript may not be permitted to represent the University in any extracurricular activity (for example, intercollegiate athletics, sports clubs, traveling performance groups, competitive events, etc.), or run for or hold office in any Student or University organization that is allowed to use University facilities or receives University funds. The Director of Student Conduct will determine any applicable restrictions on a case-by-case basis.

- iii. The normal duration of the placement of the “XF” is twelve months. If unusual and compelling Mitigating Factors are presented, an abbreviated “XF” for six months may be considered. If serious Aggravating Factors are presented, the “XF” may be designated as a permanent notation on the Student’s transcript for the course or other academic exercise in question.
 - iv. The “XF” will be paired with an educational sanction to be completed by the Responding Party before the “XF” is eligible to be removed.
 - v. The grade of "XF" will be replaced with a grade of "F" following the completion of the sanction duration and the educational sanction. The "F" grade will remain on as the Student's grade for the course or other academic exercise permanently.
- b. Grade of “F” for the course: A grade of F may be imposed for the course or other academic exercise in which Academic Misconduct occurred. The grade of “F” factors into the determination of the Student’s grade point average, eligibility for course repeatability, and academic standing.
 - c. Letter grade reduction for the course: A Student may receive a full letter grade reduction for the course or other academic exercise in which Academic Misconduct occurred. This sanction is in addition to the sanction set forth in subparagraph (d) below.
 - d. Zero on the assignment(s): A Student may be given no credit for the assignment(s) in which Academic Misconduct occurred. The Instructor will factor the zero into the Student’s final grade in the course or other academic exercise (before application of the letter grade reduction in subparagraph (c) above, if applicable).
- B. Degree Revocation: rescinding a degree previously awarded by the University. A permanent notation will appear on the Student’s transcript. (Degree Revocation requires administrative review and approval of the Dean of Students.)
 - C. Expulsion: permanent separation of the Student from the University. A permanent notation will appear on the Student’s transcript. In addition, the Director of Student Conduct may also bar the Student from University premises. (Expulsion requires administrative review and approval by the Dean of Students, who may alter, defer, or withhold the Expulsion.)
 - D. Suspension: separation of the Student from the University for a specified period of time. A permanent notation will appear on the Student’s transcript. The Student cannot participate in any University-sponsored activity and may be barred from University premises during the period of Suspension. Suspended time will not count against any time limits required by the Graduate School for the completion of a degree. (Suspension requires administrative review and approval by the Dean of Students, who may alter, defer, or withhold the Suspension.)
 - E. Other sanctions: other sanctions may be imposed in addition to those specified in this section of the *Code*. Other sanctions may include educational or reflective experiences that encourage the Student to prevent repeated acts of Academic Misconduct or help the Student better understand how their Academic Misconduct affects the academic and professional communities of which the Student is a member.

VII. RESPONSIBILITY TO REPORT ACADEMIC MISCONDUCT

All members of the University community—Students, faculty, and staff—share the responsibility and authority to challenge and make known acts of apparent Academic Misconduct.

Prompt reporting to an Instructor or the Office of Student Conduct enhances the University’s ability to respond and address matters related to Academic Misconduct and to provide proper guidance and resolution to Students. The referral and resolution of reports of Academic Misconduct must be free of conflict of interest or bias and consistent for similar conduct and for all participants alleged to be involved and complicit in the conduct. Additionally, Instructors should be consistent with Students in which matters are addressed with further instruction and guidance and which matters are referred to as Academic Misconduct.

A. SELF-REFERRAL

1. Students who commit acts of Academic Misconduct may demonstrate their renewed commitment to academic integrity by reporting themselves in writing to the Office of Student Conduct. Students who elect to self-refer for Academic Misconduct are encouraged to utilize the Office of Student Conduct electronic referral [form found here](#) to detail the incident.
2. Students may not exercise the Self-Referral option more than once during their enrollment at the University.
3. Review of the Self-Referral
 - a. The Director of Student Conduct will notify the Instructor of the course or other academic exercise in which the incident occurred to consult on the matter.
 - b. Following a consult with the Instructor, the Director of Student Conduct will then convene a meeting with the Student to ensure that the self-referral provisions of this *Code* are followed and to determine whether the self-referral will be accepted.
 - c. The Director of Student Conduct will notify the Instructor of the course or other academic exercise in which the incident occurred of the meeting’s outcome, including whether the self-referral was accepted.
4. Recommendation
 - a. If an investigation by the Director of Student Conduct reveals that no member of the University had a suspicion of a self-referring Student’s act of Academic Misconduct and the Self-Referral is accepted, the Student will not be charged with Academic Misconduct or have a disciplinary record for the reported incident.
 - i. If the Student’s Self-Referral is accepted, the Student must successfully complete an educational sanction. In addition, at the discretion of the Instructor, the Student may have the grade for the work that resulted from the Academic Misconduct reduced to a zero, by one letter grade, or to an “F.”
 - b. If the Director of Student Conduct determines that Academic Misconduct was suspected at the time of the Student’s Self-Referral and admission, the matter will be resolved in accordance with the Resolution Procedures specified in this *Code*

for resolving Academic Misconduct allegations. If the Student is found responsible for Academic Misconduct, the Student's Self-Referral and admission may be considered a Mitigating Factor for purposes of sanctioning.

B. THIRD-PARTY REPORTING OF ACADEMIC MISCONDUCT

1. Any member of the University community who has witnessed an apparent act of Academic Misconduct, or who has information that reasonably leads to the conclusion that Academic Misconduct has occurred or has been attempted, has the responsibility to promptly inform the Office of Student Conduct.

2. Review of the Third-Party Report

a. The Director of Student Conduct determines whether a report of Academic Misconduct is supported by reasonable cause.

i. If the Director of Student Conduct determines that the report of the Academic Misconduct is supported by reasonable cause, the Office of Student Conduct will notify the Responding Party of the report and will offer the Responding Party an opportunity for a Preliminary Interview.

ii. If the Director of Student Conduct determines that the report of Academic Misconduct is not supported by reasonable cause, the matter is closed, and no indication of the report will be made on the Student's record.

b. Preliminary Interview

The purpose of the Preliminary Interview is to provide the Responding Party an opportunity to review the allegations and any supporting evidence that was provided to the Office of Student Conduct. The Responding Party may discuss the alleged incident; however, they are not required to do so. Relevant information shared during the Preliminary Interview may become part of the case file for future proceedings.

i. The Office of Student Conduct will review the resolution and adjudication procedures available under the *Code* with the Responding Party.

ii. The Office of Student Conduct will review the potential sanctions that may be imposed if the Responding Party is determined to be responsible for Academic Misconduct.

iii. The Office of Student Conduct will provide the Responding Party with a copy of this *Code* and a statement of procedural rights, which will include information about the right to be assisted by an Advocate, in alignment with this *Code*.

3. Notice of Resolution Options

a. The Office of Student Conduct will advise the Responding Party of the alleged Academic Misconduct violations and the range of Sanctions that might be imposed if the Responding Party is found responsible for a violation of this *Code*.

b. The Office of Student Conduct will advise the Responding Party of the Resolution

Procedures options based on the alleged Academic Misconduct.

- i. Reports of Academic Misconduct that might result in a Sanction of the grade “XF,” Suspension, Expulsion, or Degree Revocation have the right to an Honor Review, or may waive their right to an Honor Review and proceed to have their matter resolved by Informal Agreement or in a Disciplinary Conference or Disciplinary Conference Board.

Responding Parties who waive their right to an Honor Review and opt for an Informal Resolution, Disciplinary Conference or Disciplinary Conference Board are subject to the full range of Sanctions and the appeal restrictions provided in this *Code*.

- ii. Reports of Academic Misconduct that do not have the potential to result in a Sanction of the grade of “XF,” Suspension, Expulsion, or Degree Revocation are resolved by Informal Agreement or in a Disciplinary Conference or a Disciplinary Conference Board.

VIII. NOTIFICATION AND COMMUNICATIONS TO RESPONDING PARTIES

University email is the primary means by which the Office of Student Conduct communicates with Students. Students are responsible for reading all official communications delivered to the University email address and are advised to check their email regularly for University communications, including those from the Office of Student Conduct.

A Disciplinary Conference Board will be convened to resolve matters for Responding Parties who do not respond to communications from the Office of Student Conduct.

IX. STANDARD OF EVIDENCE FOR RESOLUTION PROCESSES

The clear and convincing standard of evidence is used to determine responsibility for *Code* violations. Clear and convincing evidence gives a reasonable certainty of the truth and means that based on the totality of the evidence, it is highly and substantially more probable than not that the violation occurred.

X. RESOLUTION PROCEDURES

The University has established informal and formal processes for resolving Academic Misconduct matters. Responding Parties will be treated with dignity and respect throughout the Resolution Procedures.

Student perspective is an important contribution to the resolution process. The Formal Resolution procedures include options for the participation of members of the University Student Judiciary, a diverse group of Students specifically trained in the content, processes, and procedures of this *Code* that operates under the direction of the Office of Student Conduct. Students selected for Disciplinary Conference Boards and Honor Boards are selected according to procedures developed by the Director of Student Conduct.

While the considerations and recommendations from the University Student Judiciary are important contributions to resolving misconduct matters, the final authority for interpreting the *Code* and its procedures is vested in the Office of Student Conduct.

XI. INFORMAL RESOLUTION

A. ACADEMIC DEFERRAL - MINOR ACT OF ACADEMIC MISCONDUCT BY AN UNDERGRADUATE STUDENT

The Director of Student Conduct may determine that the report of alleged misconduct by an undergraduate Responding Party describes an act of Academic Misconduct on an academic exercise the Instructor deems a minor assignment.

If the Director of Student Conduct, in consultation with the Instructor of the course in which the conduct is reported, determines that the report of Academic Misconduct by the undergraduate Responding Party constitutes a minor act of Academic Misconduct, the Instructor may request that the matter be resolved by Academic Deferral.

The Office of Student Conduct will notify the undergraduate Responding Party, via a Deferral Letter, of the report of Academic Misconduct and offer the undergraduate Responding Party resolution by Academic Deferral, without holding a Preliminary Interview or Formal Resolution process.

The Academic Deferral is limited to undergraduate Responding Parties. An undergraduate Responding Party who agrees to resolve a minor act of Academic Misconduct with an Academic Deferral receives no credit for the academic exercise related to the alleged Academic Misconduct and must successfully complete an educational sanction as described in the Deferral Letter.

1. The Deferral Letter advises the undergraduate Responding Party of the minor act of Academic Misconduct for which the Responding Party has been determined responsible and the educational sanction that must be completed in addition to receiving no credit for the academic exercise.

The Deferral Letter includes a copy of this *Code* and a statement of procedural rights that includes information about the right to be assisted by an Advocate or Advisor, provided in this *Code*.

2. The undergraduate Responding Party must acknowledge to the Office of Student Conduct receipt of the Deferral Letter and their affirmative acceptance of Academic Deferral within five (5) Days after the Deferral Letter is sent.

If the undergraduate Responding Party does not acknowledge receipt of the Deferral Letter and accept the offer to resolve the matter by Academic Deferral within five (5) Days, or if they decline the Deferral Letter offer, they cannot resolve the matter by Academic Deferral and must resolve the matter through another Resolution Procedure.

3. The determination of responsibility and Sanctions in the Deferral Letter become final upon receipt of the Responding Party's affirmative acceptance of the offer of Academic Deferral.
4. Once the educational sanction is complete, the matter is closed and removed from the Responding Party's disciplinary record.

B. INFORMAL AGREEMENT

If a Responding Party acknowledges responsibility for the reported Academic Misconduct, they may choose to resolve the matter informally without participating in a Formal

Resolution proceeding.

1. The Responding Party must acknowledge responsibility for the alleged Academic Misconduct.
2. In consultation with the Instructor of the course in which the alleged Academic Misconduct occurred, the Director of Student Conduct and the Responding Party shall reach an agreement on how the matter will be resolved, including the Sanction(s). If the Responding Party does not agree to the Sanction(s), then they may not resolve the matter via Informal Agreement and the matter must be resolved via a Formal Resolution.
3. With an Informal Agreement, the Responding Party must agree to waive the option to participate in a Formal Resolution proceeding, including an Honor Review.
4. The Responding Party does not have a right to appeal the Informal Agreement and the Sanction(s).
5. The Reporting Party or the Instructor may not appeal an Informal Agreement.

XII. FORMAL RESOLUTION

1. Responding Parties who chose to resolve a matter through a Formal Resolution Procedure may be assisted by an Advisor, if retained by the Responding Party, and an Advocate and accompanied by a Support Person.

As a general practice, Formal Resolution procedures will not be delayed due to the unavailability of an Advisor, Advocate, or Support Person.

2. Witnesses
 - a. The Responding Party may have witnesses provide factual information in a Formal Resolution proceeding. It is the responsibility of the party requesting the presence of a witness to ensure that the witness appears.
 - b. Witness Unavailability: Notifications of a witness' inability to appear must be submitted in writing to the Director of Student Conduct.

As a general practice, Formal Resolution procedures will not be delayed due to the unavailability of a witness.

University Students and employees are expected to comply with requests to serve as a witness unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal University activities.

- c. Witness Written Statements: Because the appearance of a witness is of greater value than a written statement, the latter is discouraged and should not be used unless the witness cannot or reasonably should not be expected to appear. Any written statement must be dated and signed, and witnessed by a staff member in the Office of Student Conduct or a person designated by the Director of Student Conduct.

A. DISCIPLINARY CONFERENCE WITH THE DIRECTOR OF STUDENT CONDUCT

1. An Academic Misconduct matter may be resolved by a Disciplinary Conference with the Director of Student Conduct if:

- (a) the alleged act of Academic Misconduct would not normally result in a grade of “XF,” Suspension or Expulsion, as defined by the *Code of Academic Integrity*; or
 - (b) the Responding Party faces a potential Sanction of the grade of “XF,” Suspension, Expulsion, or Degree Revocation and waives the right to an Honor Review or a Disciplinary Conference Board.
- 2. The Director of Student Conduct reserves the right to refer complex or contested matters to a Disciplinary Conference Board.
- 3. A Responding Party who is permitted to resolve an Academic Misconduct matter in a Disciplinary Conference is accorded the following procedural protections:
 - a. At least three (3) Days advance written notice of the scheduled Disciplinary Conference.
 - i. If a Responding Party fails to attend their scheduled Disciplinary Conference, a response of not responsible will be considered on behalf of that Responding Party, and the scheduled Disciplinary Conference will proceed in their absence.
 - b. Written notice of charges at least three (3) Days prior to the scheduled Disciplinary Conference.
 - c. Reasonable access to the case file prior to and during the Disciplinary Conference.
 - d. An opportunity to respond to the evidence against them and to call appropriate witnesses on their behalf.
 - e. The option to be assisted by an Advisor, who may be an attorney retained by the Responding Party, and an Advocate and accompanied by a Support Person.
- 4. Director of Student Conduct Determinations
 - a. The Director of Student Conduct will consider all of the information before them to determine whether the Responding Party is responsible for Academic Misconduct or an attempt thereof.
 - b. The Responding Party may be found responsible for Academic Misconduct or an attempt thereof if the Director of Student Conduct determines that such a conclusion is supported by clear and convincing evidence.
 - c. If the Director of Student Conduct finds that there is no clear and convincing evidence that the Responding Party is responsible for Academic Misconduct or an attempt thereof, the Director will dismiss the charge of Academic Misconduct.
- 5. Sanctioning Determination: If the Director of Student Conduct finds that the Responding Party is responsible for Academic Misconduct, the Director may receive sanctioning recommendations from the Instructor, academic program director, and the Responding Party before determining an appropriate Sanction.
- 6. Outcome Notification: The Responding Party will be notified in writing of the Disciplinary Conference outcome and Sanction determination. If an appeal is permissible pursuant to subparagraph (7) below, the Director of Student Conduct will provide a written report of their responsibility determination and Sanction, including stating the Aggravating Factors and Mitigating Factors that were considered, if any.

7. Appeal
 - a. The Responding Party may appeal, as provided in the Appeals section of this Code, an outcome that results in a permanent grade of “XF,” Suspension, Expulsion, or Degree Revocation.
 - b. The Reporting Party and the Instructor cannot appeal a final determination.

B. DISCIPLINARY CONFERENCE BOARD

1. Disciplinary Conference Boards provide an expedited and timely procedure for resolving an Academic Conduct matter with Student peer input. A Disciplinary Conference Board consists of two Students from the University Student Judiciary and a staff member from the Office of Student Conduct.
2. Request from the Responding Party

A Responding Party may request that an Academic Misconduct matter be resolved using a Disciplinary Conference Board if:

 - a. the alleged act of Academic Misconduct would not normally result in a Sanction of the grade of “XF,” Suspension, Expulsion, or Degree Revocation; or
 - b. the Responding Party faces a potential Sanction of the grade of “XF,” Suspension, Expulsion, or Degree Revocation and waives their right to an Honor Review.
3. The Director of Student Conduct determines whether a Disciplinary Conference Board can be used to resolve the matter.

The Director of Student Conduct reserves the right to refer complex or contested matters to an Honor Review.
4. Referred Matters: Matters involving Responding Parties who do not respond to notices from the Office of Student Conduct will be resolved by a Disciplinary Conference Board.
5. A Responding Party who is permitted to resolve an Academic Misconduct matter through a Disciplinary Conference Board is accorded the following procedural protections:
 - a. At least three (3) Days advance written notice of the scheduled Disciplinary Conference Board meeting.
 - i. If a Responding Party fails to attend their scheduled Disciplinary Conference Board meeting, a response of not responsible will be considered on behalf of that Responding Party, and the scheduled Disciplinary Conference Board meeting will proceed in their absence.
 - b. Written notice of charges at least three (3) Days prior to the scheduled Disciplinary Conference Board meeting.
 - c. Reasonable access to the case file prior to and during the Disciplinary Conference Board meeting.
 - d. An opportunity to respond to the evidence against them and to call appropriate witnesses on their behalf.

- e. The option to be assisted by an Advisor, who may be an attorney retained by the Responding Party, and an Advocate and accompanied by a Support Person.
 - f. The ability to appeal the outcome of the Disciplinary Conference Board if a Sanction of a permanent “XF,” Suspension, Expulsion, or Degree Revocation is imposed.
 - g. The Responding Party may waive any of these protections by providing notification to the Director of Student Conduct prior to the start of the Disciplinary Conference Board meeting.
6. Disciplinary Conference Board Determinations
- a. The Disciplinary Conference Board will consider all of the information before them to determine whether the Responding Party is responsible for Academic Misconduct or an attempt thereof.
 - b. The Responding Party may be found responsible for Academic Misconduct or an attempt thereof if a majority of the Disciplinary Conference Board determines that such a conclusion is supported by clear and convincing evidence.
 - c. If a majority of the Disciplinary Conference Board does not find that there is clear and convincing evidence that the Responding Party is responsible for Academic Misconduct or an attempt thereof, the Disciplinary Conference Board will dismiss the charge of Academic Misconduct, and the matter is concluded.
 - d. Sanctioning: If the Disciplinary Conference Board finds that the Responding Party is responsible for Academic Misconduct, the Board may receive sanctioning recommendations from the Instructor, academic program director, and the Responding Party before determining an appropriate Sanction.
 - e. Outcome Notification: The Disciplinary Conference Board will inform the Responding Party, the Instructor, and the Director of Student Conduct of its responsibility determination and imposed Sanction. If an appeal is permissible pursuant to subparagraph (7) below, the Disciplinary Conference Board will provide a written report of its responsibility determination and Sanction, if appropriate, including stating the Aggravating Factors and Mitigating Factors that were considered, if any.
7. Appeal
- a. A Responding Party may appeal, as provided in the Appeals section of this *Code*, an outcome that results in a grade of a permanent “XF,” Suspension, Expulsion, or Degree Revocation.
 - b. The Reporting Party and the Instructor cannot appeal a final determination.

C. HONOR REVIEW

The purpose of an Honor Review is to explore and investigate the incident giving rise to the allegation of Academic Misconduct and to reach an informed conclusion as to whether or not Academic Misconduct occurred. It is the responsibility of all persons at an Honor Review to assist in a thorough and honest exposition of all related facts.

An Honor Review is a confidential investigation. It requires a deliberative and candid

atmosphere, free from distraction. As such, Honor Reviews are not open to the public or others interested in the matter. The Honor Board may conduct its private deliberations at such times and places as it deems appropriate.

Honor Reviews are conducted by an Honor Board convened by the Student Honor Council, which is a branch of the University Student Judiciary.

1. Right to an Honor Review

- a. Responding Parties who face a potential Sanction of the grade of “XF,” Suspension, Expulsion, or Degree Revocation have the right to an Honor Review.
- b. Responding Parties do not have a right to an Honor Review in matters that do not have the potential to result in a Sanction of the grade of “XF,” Suspension, Expulsion, or Degree Revocation.
- c. Responding Parties who resolve matters via an Informal Resolution, Disciplinary Conference, or Disciplinary Conference Board waive their right to an Honor Review.

2. Honor Board Composition

Normally, an Honor Board consists of up to six (6) members: three (3) to five (5) voting members and one (1) non-voting Presiding Officer. Honor Boards are selected as follows:

a. Voting Members:

- i. Two (2) to three (3) Student Honor Council members will be selected by the Office of Student Conduct. If the Responding Party is a graduate Student, then at least one (1) member will be a graduate Student.
- ii. One (1) to two (2) faculty or staff members will be selected by the Office of Student Conduct. If the Responding Party is a graduate Student, the Honor Board will include a faculty member who teaches graduate courses.

- b. Presiding Officer: The Presiding Officer may be a University Student, faculty, or staff member and will be selected by the Director of Student Conduct.

3. Honor Boards may be advised by a University staff member as designated by the Director of Student Conduct. A Board advisor is a non-voting member of the Board and has all the privileges of Board members, including the ability to comment on questions of procedure and on the relevance of evidence, and will otherwise assist in the administration of the Honor Review.

4. Procedural Protections for a Responding Party

A Responding Party who proceeds with resolving an Academic Misconduct matter in an Honor Review is accorded the following procedural protections:

- a. At least five (5) Days advance written notice of the date, time, and location for the Honor Review.

If a Responding Party fails to attend their scheduled Honor Review, a response of not responsible will be considered on behalf of that Responding Party, and the scheduled Honor Review will proceed in their absence.

- b. At least five (5) Days prior to the scheduled Honor Review, written notice of the

Formal Charge prepared by the Office of Student Conduct that reasonably advises the Responding Party of the alleged violations and the acts and circumstances that will be considered by the Honor Board to allow the Responding Party to contribute to the Honor Review in a meaningful way.

The Formal Charge may be modified as the discussion in the Honor Review proceeds, as long as the Responding Party is provided notice of the modification and a reasonable opportunity to prepare a response. Recesses or postponements may be granted by the Presiding Officer as needed to allow the Responding Party to review a modified charge and prepare a response.

- c. Reasonable access to the case file prior to and during the Honor Review.
- d. An opportunity to respond to the evidence against them and to call appropriate witnesses on their behalf.
- e. The option to be assisted by an Advisor, who may be an attorney retained by the Responding Party, and an Advocate and accompanied by a Support Person.

5. Honor Review Proceedings

An Honor Review is not a criminal or civil legal proceeding. It is not modeled on these adversarial systems, nor does it serve the same functions. It is not a court or tribunal. Rather, it is an academic process unique to the community of scholars that comprise a university. Formal rules of evidence are not applicable to Honor Review proceedings.

a. Notification of Alleged Academic Misconduct

The Office of Student Conduct will prepare a Formal Charge of Academic Misconduct and send it to the Responding Party and the Honor Board with appropriate written notice.

b. Role and Authority of the Presiding Officer

- i. The Presiding Officer exercises impartial control over the Honor Review to achieve an equitable, orderly, timely, and efficient process.
- ii. The Presiding Officer is authorized to make all decisions and rulings that are necessary and proper to achieve that end, including final decisions related to scheduling and to the inclusion of information in the record.
- iii. The Presiding Officer will admit all evidence, meaning documents, other information and witnesses, into consideration that reasonable persons would accept as relevant, significant, and important to the issues being decided in the matter. Unnecessarily repetitious, irrelevant, or prejudicial evidence may be excluded at the discretion of the Presiding Officer.
- iv. If in the judgment of the Presiding Officer there is reasonable cause to question the impartiality of an Honor Board member, the Presiding Officer will inform the Director of Student Conduct, who will reconstitute the Honor Board.
- v. The Presiding Officer may direct witnesses to appear upon the motion of any Honor Board member or at the request of the Community Advocate or the Responding Party.

- vi. The Presiding Officer may exclude witnesses from the Honor Review except during the time they are providing information to the Board.
 - vii. The Presiding Officer has the discretion to remove any person who disrupts or impedes the investigation, or who fails to adhere to the rulings of the Presiding Officer.
 - viii. The Presiding Officer may modify procedural guidelines when necessary.
- c. Honor Review Procedures
- An Honor Review normally is conducted in the following manner:
- i. Both parties have an opportunity to share any relevant information, analysis, or arguments.
 - ii. The Community Advocate will summarize the matter before the Honor Board first, followed by a summary presented by the Responding Party (or their Advocate).
 - iii. The Community Advocate will present and question witnesses, and offer documents or other materials relevant to the matter. The Responding Party (or their Advocate) will then present and question witnesses, and offer documents or other materials relevant to the matter. The Community Advocate, the Responding Party (or their Advocate), and all members of the Honor Board may question any witness appearing before the Board.
 - iv. The members of the Honor Board may ask the Reporting Party, the Community Advocate, or the Responding Party any relevant questions. The Honor Board members may also request any additional material or the appearance of other witnesses, as appropriate.
 - v. The Community Advocate may make a brief closing statement, followed by a brief closing statement by the Responding Party (or their Advocate).
- d. Honor Board Determinations
- i. The Honor Board will meet privately to consider all the information before them to determine whether the Responding Party is responsible for Academic Misconduct or an attempt thereof.
 - ii. Responsible or Not Responsible Determination
 - (a) If a majority of the Honor Board does not find that there is clear and convincing evidence that the Responding Party is responsible for Academic Misconduct or an attempt thereof, the Honor Board will dismiss the charge of Academic Misconduct, and the matter is concluded.
 - (b) The Honor Board shall find the Responding Party responsible for Academic Misconduct or an attempt thereof if, by a majority vote of the Honor Board members, it determines that such a conclusion is supported by clear and convincing evidence. In such an event, Sanction recommendations will be collected from both parties.
 - iii. Sanction Recommendation: If the Honor Board finds the Responding Party is

responsible for Academic Misconduct, the Community Advocate and the Responding Party (or their Advocate) may recommend an appropriate Sanction. Pertinent documents or other material may be submitted for the Honor Board's consideration, including information related to Aggravating and Mitigating Factors. The Honor Board will then meet privately to develop a recommendation regarding the Sanction by a majority vote.

- iv. Board Outcome Notification: The Presiding Officer will provide the Office of Student Conduct with a written report of the Honor Board's responsibility determination and Sanction recommendation, if appropriate, including stating the Aggravating Factors and Mitigating Factors that were considered.

e. Final Sanction Notification

Based on the Honor Board determining the Responding Party is responsible for Academic Misconduct or an attempt thereof and consideration of the Honor Board's Sanction recommendation, the Director of Student Conduct will impose an appropriate Sanction.

The Office of Student Conduct will notify the Responding Party of the imposed Sanction.

f. Appeal

- i. A Responding Party who is found responsible may appeal the responsibility determination and imposed Sanction as provided in the Appeals section of this *Code*.
- ii. The Reporting Party and the Instructor cannot appeal a final determination.

XIII. APPEALS

Appeals are not intended to allow for a second review of the facts of the matter and determination of whether the Responding Party is responsible for Academic Misconduct. A review of the matter will be prompt and narrowly tailored to the stated grounds for appeal. In most cases, appeal reviews and considerations are confined to a review of the written record and the submissions in support of or against the appeal. In all matters, deference shall be given to the determinations of the lower board.

1. Submission of Appeal and Response to the Appeal

- a. A Responding Party may appeal the determination of responsibility and the Sanction if:

- (1) The Responding Party receives a Sanction of a permanent grade of "XF," Suspension, Expulsion, or Degree Revocation following a Disciplinary Conference or Disciplinary Conference Board proceeding; or
- (2) The Responding Party was found responsible and subject to a Sanction following an Honor Review proceeding.

The Reporting Party and the Instructor cannot appeal a final determination or sanction.

- b. An appeal must be submitted in writing within five (5) Days from the date of the letter providing the Responding Party notice of the final determination and sanction. At the discretion of the Director of Student Conduct, extensions may be granted with written permission in extenuating circumstances.
- c. If the Responding Party does not submit an appeal, the responsibility determination and Sanctions become final five (5) Days from the date of the Office of Student Conduct's written notice.

2. Grounds for an Appeal are limited to:

- a. Substantial Procedural Error: Procedural errors or errors in interpretation of University policy that were so substantial as to effectively deny a Responding Party notice or a fair opportunity to be heard. Deviations from procedures that were not so substantial as to deny a Responding Party notice or a fair opportunity to be heard will not be a basis for granting an appeal.
- b. Disproportionate Sanctioning: The Sanction is substantially disproportionate to the offense, which means it is far in excess of what is reasonable given the facts or circumstances of the violation.
- c. Arbitrary and Capricious Decision: An arbitrary and capricious decision is a decision without a rational basis or unsupported by any evidence in the record.
- d. New Evidence: New and significant relevant information has become available which a reasonably diligent person could not have discovered before or during the original proceeding.
 - i. When the basis of the appeal is new evidence, the appellate body will determine whether the information is new and was unavailable at the time of the Honor Review, Disciplinary Conference Board, or Disciplinary Conference. If the appellate body determines that the information is not new and was available at the time, the appeal will be denied.
 - ii. If the information is determined to be new and unavailable at the time of the Honor Review, Disciplinary Conference Board, or Disciplinary Conference, the appellate body will consider whether the new information could have changed the outcome of the original Honor Review, Disciplinary Conference Board, or Disciplinary Conference.
 - iii. If it is determined that the outcome could have been impacted by the new evidence, the case will be sent back to the original Honor Board or Disciplinary Conference Board, as applicable, for further review.
- e. Unanticipated Disparate Impact of the Sanction: The Sanction has the unanticipated disparate impact on a Responding Party that exceeded the intention of the imposed Sanction.

3. Appeal Screening

- a. Appeals will be screened by the Office of Student Conduct, and only appeals that meet a Ground for an Appeal provided in this *Code* will be forwarded to the appropriate appellate body for review.

- b. The Responding Party will have three (3) Days to correct an appeal submission if they are advised that the initial submission does not state a sufficient Ground for an Appeal.
- 4. Response from the Office of Student Conduct

Upon receipt of the Responding Party's appeal, the Office of Student Conduct will provide a response to the appeal within five (5) Days.
- 5. Review of the Appeal
 - a. Appeals of decisions resulting in a permanent grade of "XF," Suspension, Expulsion, or Degree Revocation will be decided by the University Senate Student Conduct Committee Ad Hoc Board, which is comprised of three members from the Student Conduct Committee, including at least one Student.
 - b. Appeals of decisions resulting in sanctions other than a permanent grade of "XF," Suspension, Expulsion, or Degree Revocation will be decided by the Appellate Board, which is a branch of the University Student Judiciary and is comprised of Students.
- 6. The appellate body will consider the appeal and may:
 - a. Affirm the Decision and the Sanction imposed;
 - b. Affirm the Decision and reduce, but not eliminate, the Sanction;
 - c. Remand the matter to a new Honor Review, Disciplinary Conference Board, or Disciplinary Conference, as applicable, if there were procedural or interpretation errors;
 - d. Remand the matter to the original Honor Review, Disciplinary Conference Board, or Disciplinary Conference, as applicable, in accordance with the procedures outlined under "New Evidence;" or
 - e. Dismiss the matter if the Decision is determined to be arbitrary and capricious.
- 7. Decisions of the appellate bodies are not subject to further appeal. Decisions altering the responsibility determination of the Honor Review, Disciplinary Conference Board, or Disciplinary Conference or the imposed Sanction will be accompanied by a brief written report explaining the appellate body's decision.
- 8. The Sanction of Suspension or Expulsion requires review and approval by the Dean of Students. The Dean of Students may alter, defer, or withhold a Sanction of Suspension or Expulsion.

XIV. DISCIPLINARY RECORDS

- 1. Responding Parties found responsible for violations of the *Code of Academic Integrity* will have a disciplinary record. Disciplinary records are maintained by the Office of Student Conduct for a period of three (3) years from the date of the matter being closed. Disciplinary records may be retained for longer periods of time or permanently, if specified in the Sanction. Disciplinary records of Responding Parties with a Sanction of the grade of "XF" as a permanent notation on a Responding Party's transcript, Suspension or Expulsion will be retained permanently unless otherwise specified.
- 2. Responding Parties may petition the Office of Student Conduct to void their

disciplinary record early, for good cause. Factors to be considered in the review of such petitions include:

- a. The conduct of the Responding Party subsequent to the violation; and
 - b. The nature of the violation and the severity of any damage, injury, or harm resulting from it.
3. Disciplinary records retained for less than ninety (90) calendar days or designated as “permanent” should not be voided without unusual and compelling justification.
 4. Denials of petitions to void disciplinary records can be appealed to the Senate Student Conduct Committee, which will consider the appeal using the grounds for appeal outlined in this *Code*. A Responding Party must submit their appeal in writing within five (5) Days from the letter providing notice of the original denial of petition decision.
 5. In situations with unusual and compelling justification, the Director of Student Conduct has discretionary authority to alter, defer, or withhold a Sanction that has been previously imposed pursuant to the provisions of this *Code*, except the Director may not impose a stricter Sanction than was previously imposed pursuant to this authority. The Director of Student Conduct shall consult with the Dean of Students in cases of Suspension or Expulsion and may consult with other University administrators as appropriate in all cases. There shall be no right to appeal a denial of a request to alter, defer, or withhold a Sanction under this provision.



V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT

(Approved by the Board of Regents January 25, 1980; amended September 4, 1990; December 18, 2001; April 22, 2004; November 18, 2005; April 5, 2006; March 10, 2011; January 17, 2012; February 20, 2013; May 9, 2013; technical amendments approved by the President September 2, 2015; amended effective January 1, 2018)

This *Code* does not apply to matters of student academic integrity. The policy and procedures document applicable to student academic integrity is III-1.00(A) University of Maryland Code of Academic Integrity at <https://policies.umd.edu/academic-affairs/university-of-maryland-code-of-academic-integrity>.

This *Code* does not apply to student sexual harassment and other sexual misconduct. The policy and procedures document applicable to student sexual harassment and other sexual misconduct is VI-1.60(A) University of Maryland Policy & Procedures on Sexual Harassment and Other Sexual Misconduct at <https://policies.umd.edu/general-administration/university-of-maryland-policy-and-procedures-on-sexual-harassment-and-other-sexual-misconduct>.

I. INTRODUCTION

The *Code of Student Conduct (Code)* was created to ensure the safety and security of the University community. The *Code*, administered by the Office of Student Conduct, seeks to balance the rights and responsibilities of all individuals within the community and uphold the integrity and values of the University of Maryland. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for their actions. The *Code* outlines behaviors that are inconsistent with University standards and expectations and sets forth applicable procedures and potential Sanctions governing *Code* violations.

II. APPLICABILITY

- A. This *Code* covers conduct by a Student, Student Group, or Student Organization that occurs:
1. on University premises; or
 2. at University-sponsored activities; or
 3. not on University premises, if:
 - i. the conduct would constitute a violation of this *Code* had it occurred on University premises; *and*
 - ii. the Director of Student Conduct determines that the conduct affects the safety of the University community or the orderly operation of the University.

B. This *Code* applies to all covered conduct that occurred on or after August 28, 2023.

Where the date of the alleged conduct precedes August 28, 2023, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this *Code*, however, will be used to resolve all Referrals made on or after August 28, 2023, regardless of when the alleged incident(s) occurred.

C. Office of Student Conduct

The Office of Student Conduct and its Director are charged with the administration of the *Code of Student Conduct* and its processes. References in this *Code* to the Director of Student Conduct include the Director and designees. The Director of Student Conduct grants at their discretion to the Office of Rights and Responsibilities the authority to administer matters involving this *Code* that occur in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University. The responsibilities of the Office of Student Conduct include:

1. Providing official and final interpretation of the *Code*;
2. Accepting reports of alleged Prohibited Conduct;
3. Determining the appropriate alleged policy violation(s) to be filed in accordance with this *Code*;
4. Administering the process and procedures for investigating and resolving alleged *Code* violations;
5. Supervising, training, and advising all conduct boards;
6. Maintaining all Student disciplinary records;
7. Administering certain duties as set forth in [VI-1.60\(A\) University of Maryland Policy & Procedures on Sexual Harassment and Other Sexual Misconduct](#) and [VI-1.00\(B\) University of Maryland Non-Discrimination Policy and Procedures](#) as related to allegations against Students; and
8. Administering No Contact Orders.

D. Referral to Another University Process

Reports of Student, Student Group, or Student Organization conduct made to the Office of Student Conduct may violate other University policies, and the report may be referred to another University process and/or office in accordance with applicable University policies and procedures.

Responding Parties found responsible for Prohibited Conduct under this *Code* may additionally be subject to program review for continued participation in their academic and/or University-sponsored scholarship programs, including but not limited to a graduate assistantship.

III. DEFINITIONS

When used in the context of this *Code*, the terms below mean the following:

- A. "Advisor" means a person chosen by a Responding Party to assist the Responding Party. The Advisor may be an attorney. The Responding Party is responsible for paying any expenses incurred by retaining an Advisor. The Advisor may be present at any meeting

or proceeding to provide advice and consultation to the Responding Party. The Advisor shall not be an active participant in any meeting or proceeding, but if necessary, the Responding Party may request a break in order to speak privately with an Advisor. The Advisor may not speak for the Responding party, serve as a witness, provide evidence, delay or otherwise interfere with the University's resolution process.

- B. "Advocate" means a registered, University degree-seeking Student designated to assist a Responding Party. The role of an Advocate includes:
 - a. Providing confidential advice to the Responding Party.
 - b. Making brief opening and closing statements.
 - c. Questioning parties and witnesses, including Reporting Parties, pursuant to the applicable procedures.
 - d. Following a determination of responsibility, the Advocate may make recommendations regarding Sanctions, if appropriate.
- C. "Aggravating Factor" means a factor that may be considered in determining Sanctions. Aggravating Factors may include, but are not limited to, the degree of premeditation and/or planning on the part of the Responding Party's behavior, the nature of the violation, the severity of any resulting damage, injury, or harm, providing false information in the resolution process, and the past disciplinary record of the Responding Party.
- D. "Community Advocate" means a registered, University degree-seeking Student who is trained to assist or represent the Reporting Party and present disciplinary matters at Student Conduct Board hearings. Their responsibilities include providing brief opening and closing statements, presenting evidence, and other duties as requested by a Student Conduct Board. The Community Advocate performs their responsibilities under the oversight of the Office of Student Conduct.
- E. "Days" means business weekdays when the University is not closed.
- F. "Knowingly" means consciously engaging in specific conduct, regardless of whether the individual understood the conduct was a violation of the *Code*.
- G. "Mitigating Factor" means a factor that may be considered in determining Sanctions. A Mitigating Factor is present either at the time the violation occurred, or after the violation when a Responding Party engages in substantial activities to increase their knowledge or prevent future violations. Mitigating Factors include the steps the Responding Party has taken to address their behavior.
- H. "Referral" means a report, complaint, or allegation of Prohibited Conduct against a Student, Student Group, or Student Organization.
- I. "Reporting Party" means an individual(s) who has(have) referred a Student, Student Group, Student Organization, or incident to the Office of Student Conduct based on an alleged violation of the *Code*
- J. "Responding Party" means a Student, Student Group, or Student Organization alleged to have committed a violation of this *Code*.
- K. "Student" means a person enrolled, registered, or auditing courses at the University on a full-time or part-time basis or a person who may not be enrolled but has a continuing

academic relationship with the University.

- L. “Student Group” means a number of persons who are associated with each other but who do not have status as an officially registered Student Organization.
- M. “Student Organization” means a group of persons who are associated with each other and who have complied with University requirements for Student Organization registration.
- N. “Support Person” means a person chosen by a Responding Party to provide emotional and logistical support. A Support Person cannot be an active participant or witness in the resolution process.
- O. “University” means the University of Maryland, College Park.
- P. “University-sponsored activity” means any activity on or off campus which is initiated, aided, authorized, or supervised by the University.
- Q. “University premises” means buildings or grounds owned, leased, operated, controlled, or managed by the University.

IV. NO CONTACT ORDERS

The Director of Student Conduct has authority to implement, modify, and terminate No Contact Orders against Students, regardless of whether a Referral of Prohibited Conduct is made under this *Code*, and consistent with all other applicable University policies and procedures. The Director of Student Conduct may consult with other University officials regarding No Contact Orders. No Contact Orders are typically mutual between two or more individuals and are designed to prevent individuals from engaging in direct or indirect communication with each other. They are typically non-punitive in nature and are not considered a Sanction, unless ordered otherwise. No Contact Orders are effective immediately without prior notice to Students whenever there is evidence that the continued interaction of the Student with other particular members of the University community poses a substantial threat to themselves or others, or to the stability and continuation of normal University operations including but not limited to individuals’ educational or work environments. No Contact Orders may, but are not required to be, implemented as an Interim Measure under this *Code*. No Contact Orders may remain in place following the conclusion of any relevant University proceeding. Violations of No Contact Orders may constitute a violation of this *Code*.

V. STUDENT RIGHTS AND RESPONSIBILITIES

A. Standards of Conduct

When Students choose to enroll at the University of Maryland, they accept the rights and responsibilities of membership in the University community both on and off campus. Students at the University of Maryland are expected to uphold the values of the University by conducting themselves in accordance with University policies and procedures.

B. Student Rights

The Office of Student Conduct provides a fair and balanced University process for resolving allegations of Student Prohibited Conduct. Students will be treated fairly and with dignity and respect without regard to race, color, sex, gender identity or expression, sexual orientation,

marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected status, as outlined in the University's non-discrimination policies.

The focus of the Student Conduct Review Process is to resolve allegations of Student Prohibited Conduct. Students have the right to be notified of the allegations and specific policies they are alleged to have violated, to have access to the information underlying the allegation(s), and to have an opportunity to respond.

C. Student Responsibilities

1. Balancing Students' rights with their responsibilities as members of the University community is imperative to creating mature and engaged citizens. All Students are expected to understand and follow University policies and procedures as well as to comply with applicable federal, state, and local laws. Due to the high expectations the University has of its community members, responsibilities set forth in University policies may exceed federal, state, or local requirements.
2. University email is the primary means the Office of Student Conduct uses to communicate with Students. Students are responsible for reading all official communications delivered to their University email address and are advised to check their email regularly for University communications, including those from the Office of Student Conduct.

VI. STANDARD OF EVIDENCE

The preponderance of the evidence standard will be used to determine responsibility for Code violations. Preponderance of the evidence means that based on the totality of the information presented, it is more likely than not that the violation occurred. Sanctions are imposed according to the nature and severity of the violation.

VII. PROHIBITED CONDUCT

This list of "Prohibited Conduct" is provided to inform Students, Student Groups, and Student Organizations of behaviors that are not permitted. The list should be read broadly and is not designed to define Prohibited Conduct in exhaustive terms. Attempts to commit acts prohibited by this *Code* may be reviewed and sanctioned to the same extent as completed violations.

a. Offenses Against Persons

1. Intentionally or recklessly causing physical harm to any person, or intentionally or recklessly causing reasonable expectation of such harm.
2. Engaging in hazing activities as prohibited by [V-1.00\(K\) University of Maryland Policy and Procedures on Hazing](#).
3. Intentionally and substantially interfering with the lawful freedom of expression of others. (Demonstrations, rallies, leafleting, and equivalent activity are addressed by [VI-4.10\(A\) University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces](#), Appendix A: Guidelines for Expressive Activity.)

b. Alcohol and Other Drug Offenses

“Controlled substance” and “illegal drugs” are defined by Maryland and federal law.

1. Unauthorized distribution of any controlled substance or illegal drug, or the production, manufacture, or possession of any controlled substance or illegal drug for purposes of unauthorized distribution.
2. Unauthorized use, production, manufacture, or possession of any controlled substance or illegal drug.
3. Providing alcohol or alcoholic beverages to a person under the legal age of consumption or possession.
4. The illegal or unauthorized consumption, possession, or sale of alcohol or alcoholic beverages.
5. Operating a motor vehicle while intoxicated or impaired by alcohol or other drugs.

c. Property Offenses

1. Theft of property, services, or resources, or the unauthorized use of services to which one is not entitled.
2. Knowingly possessing stolen property.
3. Intentionally or recklessly destroying, damaging, vandalizing, tampering with, or defacing University property or the property of others.
4. Trespassing on or the unauthorized use of facilities, property, or resources.

d. Community Offenses

1. Unauthorized on-campus or illegal off-campus use, possession, or storage of any weapon or explosive. The term “weapon” includes any object or substance designed to inflict a wound, cause injury, or incapacitate, including but not limited to, all firearms, pellet guns, switchblade knives, and knives with blades five (5) or more inches in length.
2. Intentionally initiating or causing any false report, warning, or threat of fire, explosion, or other emergencies.
3. Rioting, assault, theft, vandalism, fire setting, or other serious misconduct
 - i. related to a University-sponsored event, occurring on- or off-campus, that results in harm to persons or property; or
 - ii. which otherwise poses a threat to the stability of the campus or campus community.

Such conduct may result in disciplinary action regardless of the existence, status, or outcome of any criminal charges in a court of law.

4. Engaging in disorderly or disruptive action that interferes with University or community activities, including but not limited to studying, teaching, research, and University administration.
5. Intentionally or recklessly misusing or damaging fire safety equipment.
6. Unauthorized setting of fires on University premises.
7. Unauthorized use or possession of fireworks.
8. Public urination or defecation.

e. Offenses Against University Operations

1. Intentionally furnishing false information to the University or law enforcement officials acting in performance of their duties.
2. Making, possessing, providing, or using any forged, altered, or falsified University document.
3. Failure to comply with a directive of University officials, including law enforcement officials acting in the performance of their duties.
4. Knowingly violating the terms of any Sanctions imposed in accordance with this *Code* or by the Office of Student Conduct in accordance with other University policies.

f. Other Offenses

1. Conviction, a plea of no contest, acceptance of responsibility or acceptance of punishments in state or federal court for a crime (other than a minor traffic offense) not otherwise prohibited by this *Code*.
2. Making, possessing, providing, or using any forged, altered, or falsified instrument of identification.
3. Violation of published University regulations or policies that do not have governing resolution procedures, including but not limited to, rules addressing conduct in the residence halls, use of vehicles, campus demonstrations, misuse of identification cards, acceptable use of technology resources, and access to University resources.

VIII. SANCTIONS

Students found responsible for Prohibited Conduct under this *Code* are subject to Sanctions. The aims of Sanctions are to protect the campus community, deter future offenses, promote individual accountability, and enhance ethical development. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for one's actions. However, the University is not designed nor equipped to rehabilitate or incapacitate persons who pose a substantial threat to themselves or others.

A. The following Sanctions may be imposed by the Director of Student Conduct for violations of the *Code*:

1. Expulsion: permanent separation of the Student from the University. A permanent notation will appear on the Student's transcript. The Student may also be barred from University premises. (Expulsion requires administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion.)
2. Suspension: separation of the Student from the University for a specified period of time. A permanent notation will appear on the Student's transcript. The Student shall not participate in any University-sponsored activity and may be barred from University premises during the period of Suspension. Suspended time will not count against any time limits required by the Graduate School for completion of a degree. (Suspension requires administrative review and approval by the Dean of Students who may alter, defer, or withhold the Suspension.)

3. Disciplinary Probation: a designated period of time in which the Student may be prohibited from representing the University in any extracurricular activity or from running for or holding office in any Student Organization or University organization, or a Student Group or Student Organization may face restrictions. Additional restrictions or conditions may also be imposed.
 4. Disciplinary Warning: written notice to the Responding Party that further Prohibited Conduct may result in more severe disciplinary action.
 5. Educational Assignments: a sanction that may be imposed in addition to those specified above with the intent of providing the Responding Party with learning, assistive, or growth opportunities, as well as restoring any harm caused to the community. Alcohol or other drug education, research or reflective assignments, community service, values/ethics-based activities, or other sanctions may be assigned.
 6. Other Sanctions: other outcomes may be imposed in addition to those specified above. For example, Students may be subject to University housing termination for Prohibited Conduct that occurs in the residence halls. Likewise, Responding Parties may be subject to restrictions or denial of driving privileges for Prohibited Conduct involving the use or registration of motor vehicles. Responding Parties may be required to pay fines or to make payments to the University or to other persons, groups, or organizations as restitution for damages incurred as a result of a violation of this *Code*. Student Groups or Student Organizations may be subject to social moratorium (prohibited from hosting, sponsoring, or attending events where alcohol is present), or other relevant restrictions and sanctions as determined by the Director of Student Conduct.
- B. Repeated or aggravated violations of any section of this *Code* may also result in Suspension or Expulsion in the imposition of lesser Sanctions as deemed appropriate.
- C. Consistent with V-8.00 University System of Maryland Policy on Event-Related Student Misconduct, any decision to impose a sanction less than Suspension or Expulsion for event-related Prohibited Conduct as prohibited by Section VII.d.3 of this *Code* must be supported by written findings signed by the Vice President for Student Affairs. A Student suspended under this section shall not be admitted to any other institution in the University of Maryland System during the term of the Suspension. A Student expelled under this section shall not be admitted to any other institution in the University of Maryland System for at least one year from the effective date of the Expulsion.
- D. The University considers Prohibited Conduct motivated in whole or in part because of an individual or group characteristic or status, or the perception of an individual or group characteristic or status, protected by the University's non-discrimination policies to be an Aggravating Factor, which may subject the Responding Party to a more severe Sanction than would be imposed in the absence of such motivation.

IX. STUDENT CONDUCT REVIEW PROCESS

- A. This section provides general information and an overview of the Student Conduct Review Process. Not all cases are the same, and allegations differ in their severity and complexity. However, the Office of Student Conduct endeavors to treat similar facts and circumstances consistently.
- B. Certain conduct may constitute both a violation of law and a violation of this *Code*. Therefore, Students may be accountable to both criminal authorities and the University as a result of the same conduct or incident. The University's Student Conduct Review Process differs from legal civil or criminal proceedings. Disciplinary action at the University will normally move forward before or during criminal proceedings and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

The same conduct may also result in civil litigation. Civil litigation is separate and independent from any University process under this *Code*, and the resolution of any civil legal action that does not involve the University by settlement or other means will not resolve a University action for violation of the *Code*.

C. Referral

1. Anyone may refer a Student, Student Group, or Student Organization suspected of violating this *Code* to the Office of Student Conduct. Written Referrals are preferred.

The Office of Student Conduct will review all Referrals for reasonable cause. This means the Office will review the allegations to determine whether the allegations, if substantiated, would amount to Prohibited Conduct in violation of the *Code*. If the Office of Student Conduct determines that reasonable cause exists, the Reporting Party should expect to be a participant and provide pertinent information in any future proceedings. In the absence of a determination that there is reasonable cause to proceed, the case may be dismissed.

2. There are no time restrictions on reporting potential *Code* violations to the Office of Student Conduct. However, individuals are encouraged to report incidents as soon as they occur so witnesses can be identified and important information and documents preserved, if there is a reasonable cause determination and the Office of Student Conduct determines to move forward.
3. A Reporting Party may remain anonymous; however, anonymity may limit the University's ability to investigate and respond to a Referral.
4. Retaliation against anyone for reporting an alleged violation of this *Code* is strictly prohibited, and persons who engage in retaliation will be considered for further disciplinary action.

D. Interim Measures

Based on the nature and circumstances of the Referral, the Director of Student Conduct, in

consultation with appropriate University administrators, may authorize Interim Measures to ensure the safety and well-being of the parties and others in the University community, as appropriate, including but not limited to the following:

1. Interim Suspension: The Director of Student Conduct may suspend a Student for an interim period pending the resolution of disciplinary proceedings. This Interim Suspension may become effective immediately without prior notice to the Student whenever there is evidence that the continued presence of the Student in the University community poses a significant threat to themselves or others, or to the stability and continuation of normal University operations. The Student will be offered an opportunity to meet with the Director of Student Conduct to review the reliability of the information within five (5) Days from the effective date of the Interim Suspension. However, there is no guarantee that the Student will be permitted to return to campus.
2. Cease and Desist: A Cease and Desist notice may be issued to Student Groups or Student Organizations whose continued operation poses a threat to the health and safety of the University community. Directives to Cease and Desist may be effective immediately without prior notice to the Student Group or Student Organization if there is evidence that the continued presence and operation of the Student Group or Student Organization poses a substantial threat to the health and safety of their members or others in the community (e.g., hazing allegation).
3. No Contact Orders: No Contact Orders may be implemented as an Interim Measure in accordance with Section IV of this *Code*.

E. Preliminary Interview

1. After determining reasonable cause exists, the Office of Student Conduct or the Office of Rights & Responsibilities will contact the Responding Party and request that they attend a Preliminary Interview. The purpose of the Preliminary Interview is to review the allegations with the Responding Party and to assist the Responding Party in understanding the Student Conduct Review Process. Responding Parties may discuss the alleged incident during the Preliminary Interview; however, they are not required to do so. Relevant information shared in a Preliminary Interview may become part of the case file for future proceedings.
2. The officers, leaders, or any identifiable spokespersons for the Student Group or Student Organization may be directed by the Director of Student Conduct to act on the Student Group or Student Organization's behalf as the Responding Party.
3. The Director of Student Conduct may initiate, defer, or dismiss allegations of Prohibited Conduct against a Responding Party regardless of whether they choose to attend or discuss the alleged incident during the Preliminary Interview. A deferral of disciplinary proceedings may not exceed a period of ninety (90) days,

and may be conditional.

F. Notice of Resolution Procedures

1. The Office of Student Conduct and/or Office of Rights and Responsibilities will review Referrals to determine whether the alleged Prohibited Conduct might result in Suspension or Expulsion from the University or University housing termination. Alleged Prohibited Conduct which results in or could have foreseeably resulted in significant injury to persons or damage to property, or which otherwise poses a substantial threat to the stability and continuation of normal University or University-sponsored activities, may result in a Student's Suspension or Expulsion or University housing termination.
2. The Office of Student Conduct will advise the Responding Party of the alleged Prohibited Conduct and the range of sanctions that might be imposed if the Responding Party is found responsible for the violation.
3. The Office of Student Conduct will advise the Responding Party of the Resolution Process options based on the alleged Prohibited Conduct.
 - i. Responding Parties who face potential Suspension, Expulsion, or University housing termination have the right to a hearing before the appropriate Student Conduct Board. The Responding Party may appeal a Student Conduct Board hearing outcome resulting in a determination of responsibility, regardless of the Sanction imposed.

Responding Parties who face potential Suspension, Expulsion, or University housing termination may waive their right to a Student Conduct Board hearing and proceed to have their case resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or in Alternative Resolution if applicable. Responding Parties who waive their right to a Student Conduct Board hearing remain subject to the full range of Sanctions. The Responding Party may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion, Suspension, or University housing termination is imposed.

- ii. Responding Parties who do not face potential Suspension, Expulsion, or University housing termination do not have a right to a hearing before a Student Conduct Board. Such cases are resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or in Alternative Resolution if applicable. In these cases, all outcomes are considered final and may not be appealed.

G. Alternative Resolution Options

The Office of Student Conduct may develop Alternative Resolution options, which may include options such as restorative justice practices, mediation, or an informal resolution agreement. At the discretion of the Office of Student Conduct, the Responding Party may be permitted to have their case resolved in an Alternative Resolution option without participating

in a formal resolution proceeding through a Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board.

If an Alternative Resolution option is utilized and resolves the matter, the Responding Party waives the right to appeal the outcome, including any agreement, if applicable.

X. DISCIPLINARY CONFERENCE AND DISCIPLINARY CONFERENCE BOARD

1. A Disciplinary Conference is a resolution meeting between the Responding Party and the designee(s) assigned by the Director of Student Conduct who is (are) resolving the matter. Responding Parties participating in Disciplinary Conferences receive the following procedural protections:
 - a. At least three (3) Days advance written notice of the alleged *Code* violation(s) and the scheduled Disciplinary Conference;
 - b. Reasonable access to the case file prior to and during the Disciplinary Conference;
 - c. An opportunity to respond to the allegations and bring forward any documentation, witnesses, or information on their behalf; and
 - d. The option to be assisted by an Advocate or Advisor, and accompanied by a Support Person, of their choosing.
 - e. The Responding Party will be notified in writing of the outcome, including any Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph (3) below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.
2. The Director of Student Conduct may refer complex or contested cases to a Disciplinary Conference Board for resolution. A Disciplinary Conference Board consists of two Students from the University Student Judiciary and a staff member from the Office of Student Conduct. All procedures applicable to Disciplinary Conferences will apply to Disciplinary Conference Board proceedings.

Following Disciplinary Conference Board proceedings, the Responding Party and the Office of Student Conduct will be notified in writing of the outcome, including any Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph (3) below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.

3. Appeal
 - a. A Responding Party who is before a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) because they are not facing potential Suspension, Expulsion, or University housing termination and therefore do not have a right to a Student Conduct Board hearing, may not appeal the outcome of the Disciplinary Conference or Disciplinary Conference Board. The Disciplinary Conference or Disciplinary Conference Board outcome is final.
 - b. A Responding Party who is facing potential Suspension, Expulsion, or University housing termination and opts for a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) in lieu of a Student Conduct

Board hearing, may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion, Suspension, or University housing termination is imposed.

- c. The Reporting Party cannot appeal the outcome.

XI. STUDENT CONDUCT BOARDS

In Student Conduct Board hearings, a designated panel of board members hears a case, determines facts, renders a decision, and recommends sanctions to the Office of Student Conduct. Student Conduct Boards have an integral role in the Student Conduct Review Process. The University Student Judiciary is a diverse group of Students specifically trained in the *Code* and matters related to the University's Student Conduct Board process. The University Student Judiciary operates under the direction of the Office of Student Conduct. Students selected for Student Conduct Boards are selected according to procedures developed by the Director of Student Conduct. Selected Students assume positions of responsibility in the University Student Judiciary for the express purpose of providing Student perspective as a part of the Student Conduct Review Process. Final authority for resolving matters under the *Code*, however, is vested in the Office of Student Conduct.

- a. Types of Student Conduct Boards
 1. Resident Board – A panel of three (3) Students from the University Student Judiciary and a non-voting Presiding Officer, that hears cases involving alleged violations of the *Code* when the incident occurs in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University.
 2. Central Board – A panel of three (3) Students of the University Student Judiciary and a non-voting Presiding Officer, that hears cases involving violations of this *Code* that are not referred to the Resident Board or resolved in a Disciplinary Conference or by a Disciplinary Conference Board.
 3. Ad-Hoc Board – A panel appointed at the discretion of the Director of Student Conduct when a Resident Board or the Central Board is unable to convene in a timely manner. An Ad-Hoc Board shall be comprised of three (3) members, one of whom may be the Presiding Officer who serves as a voting member, and include at least one Student.
- b. All Student Conduct Board hearings are facilitated by a Presiding Officer. The Presiding Officer is a member of the Board whose role is to exercise control over the proceedings for the purpose of time management and an orderly completion of the hearing. The Presiding Officer may be a trained member of the University Student Judiciary or a staff designee as selected by the Director of Student Conduct. In cases of the Central or Resident Board, the Presiding Officer is a non-voting member. In cases where there is an Ad-Hoc Board, the Presiding Officer serves as a voting member.
- c. All Student Conduct Boards may be advised by a University staff member as designated by the Director of Student Conduct. A Board Advisor is a non-voting member of the Board and has all the privileges of Board members, including the ability to comment on questions of procedure and on the relevance of evidence, and will otherwise assist in the administration of the hearing.

- d. University Student Judiciary members alleged to have violated this *Code*, a University policy, or with a criminal offense may be suspended from their University Student Judiciary positions by the Director of Student Conduct while allegations are pending. Students found responsible for *Code* violations or convicted of criminal offenses may be removed from further participation in the University Student Judiciary by the Director of Student Conduct. Additional grounds and procedures for removal may also be set forth in the bylaws of the University Student Judiciary.

XII. STUDENT CONDUCT BOARD HEARING PROCEDURES

1. The following procedural guidelines shall be applicable in Board hearings:
 - a. Responding Parties shall receive written notice of the specific alleged policy violation(s) and a hearing date at least five (5) Days in advance of the hearing.
Hearing dates are scheduled in consultation with the parties whenever possible.
 - b. Responding Parties will have reasonable access to their case file maintained in the Office of Student Conduct prior to their hearing.
 - c. Responding Parties who fail to appear at a hearing after proper notice will have a response of “no contest” to the allegations against them entered into the record on their behalf. An outcome determination may be made without the participation or presence of the Responding Party at a hearing.
 - d. All hearings are closed to the public.
 - e. Hearings may be recorded or transcribed by the Office of Student Conduct, and no other recordings will be permitted. Recordings and transcripts are maintained in the Office of Student Conduct for the purpose of permitting a review by appellate bodies and by staff members in the Office of Student Conduct.
 - f. Prior to the start of a hearing, any party may challenge a Student Conduct Board member’s participation based on a potential conflict of interest. Board members may be disqualified due to a conflict of interest upon a majority vote of the remaining members of the Board conducted by secret ballot or by the decision of the Director of Student Conduct. In the case of a tie among the remaining members of the Board, the issue will be referred to the Director of Student Conduct for decision.
 - g. Formal rules of evidence are not applicable to Student Conduct Board hearings. The Presiding Officer of each Student Conduct Board shall admit all evidence, meaning documents, other information, and witnesses, into consideration which reasonable persons would accept as relevant, significant, and important to the issues being decided in the case. Unnecessarily repetitious, irrelevant, or prejudicial information or witnesses may be excluded at the discretion of the Presiding Officer.
 - h. Responding Parties may be assisted by an Advisor and an Advocate, and accompanied by a Support Person.
As a general practice, Board hearings will not be delayed due to the unavailability of an Advocate, Advisor, or Support Person.
 - i. Both parties will be provided an opportunity to question witnesses who provide

information at hearings.

j. Student Conduct Board Deliberations

i) Student Conduct Board deliberations are private, and the parties are excluded.

ii) Responsible or Not Responsible Determination

(1) The Student Conduct Board shall find the Responding Party not responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that there is not a preponderance of the evidence to support a conclusion that the Prohibited Conduct occurred. The Board will make an outcome determination that the Responding Party was found not responsible, and the matter is concluded.

(2) The Student Conduct Board shall find the Responding Party responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that the preponderance of the evidence supports a conclusion that the Prohibited Conduct occurred.

(3) The parties will be informed of the Student Conduct Board's determination of responsibility. If there is a finding of responsibility, the parties will be given an opportunity to submit documentation or make statements concerning appropriate Sanctions.

iii) If there is a determination of responsibility, the Student Conduct Board shall hold a separate session to consider Sanction recommendations, during which it may consider Aggravating Factors and Mitigating Factors and documentation or statements provided by the parties. The past disciplinary record of the Responding Party will not be provided to the Student Conduct Board prior to a determination of responsibility but may be shared with the Student Conduct Board for its consideration for recommending a Sanction(s).

k. Final decisions of all Student Conduct Boards shall be by a majority vote of the members present and voting. A tie vote on a determination of responsibility for a *Code* violation will result in a finding of "not responsible."

l. Final decisions of all Student Conduct Boards, including the determination of responsibility and Sanction recommendation, if applicable, will be accompanied by a brief written report provided to the Office of Student Conduct. The brief written report will include any Aggravating Factors or Mitigating Factors that were considered.

2. Final Outcome Notification

Based on the Student Conduct Board determining the Responding Party is responsible for Prohibited Conduct and consideration of the Board's Sanction recommendation, the Director of Student Conduct will impose an appropriate Sanction.

The Office of Student Conduct will notify the Responding Party in writing of the final outcome, including the imposed Sanction and a copy of the written report of the Student Conduct Board.

3. Appeal

a. A Responding Party who is found responsible by a Student Conduct Board may appeal the responsibility determination and imposed Sanction as provided in the Appeals section of this *Code*, regardless of the Sanction imposed.

- b. The Reporting Party cannot appeal a final outcome determination.

4. Witnesses

- a. The Presiding Officer of any Board may direct a witness to appear before the Board upon the request of any Student Conduct Board member, at the request of either party, or at the request of the Board Advisor. Directives for witnesses to appear must be approved by the Director of Student Conduct. University Students and employees are expected to comply with a request to appear before a Student Conduct Board unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal University activities.
- b. If the Director of Student Conduct determines that a fair hearing cannot be held without the testimony of a particular witness and after good faith attempts are made to notify the witness, if the witness either fails to or refuses to appear, the hearing will be postponed until the witness agrees to appear or the allegations will be dismissed.
 - i. A witness who is unable to attend the hearing, may submit a signed statement to the Office of Student Conduct prior to the hearing. Statements will not be admitted into the proceedings unless verified by the witness in the presence of a staff member in the Office of Student Conduct or a person designated by the Director of Student Conduct.
- c. Witnesses will be asked to sign an ‘Honesty Statement’ affirming that the information they present during the hearing will be truthful and accurate. Students who knowingly provide false information may be presented with an alleged policy violation under this *Code*.
- d. Prospective witnesses, other than the Responding Party and the Reporting Party, may be excluded from the hearing during the testimony of other witnesses.
- e. Witnesses should expect to be questioned by the Reporting Party, Responding Party, the respective Advocates, and Board members (including Board Advisor, if applicable) during hearing proceedings.

XIII. APPEALS

Appeals are not intended to allow for a second review of the facts of the matter and determination whether the Responding Party is responsible for Prohibited Conduct. A review of the matter on appeal will be prompt and narrowly tailored to the stated Grounds for an Appeal outlined below. Mere dissatisfaction with the responsibility and sanction outcome is not a valid basis for appeal. In most cases, appeal reviews and considerations are confined to a review of the written record and the submissions in support of or against the appeal. In all matters, deference shall be given to the determinations of the Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference, as applicable.

A. Submission of an Appeal

- 1. A Responding Party may appeal the determination of responsibility and/or the Sanction imposed if:
 - a. The Responding Party had a hearing with a Student Conduct Board; or
 - b. The Responding Party had a Disciplinary Conference or Disciplinary

Conference Board and received a Sanction of Suspension, Expulsion, or University housing termination.

2. An appeal must be submitted in writing within five (5) Days from the date of the Office of Student Conduct's written notice of the final outcome. Appeals submitted after five (5) Days shall be denied. At the discretion of the Director of Student Conduct, extensions may be granted with written permission in extenuating circumstances. The Director of Student Conduct has the discretion to defer the imposition of Sanctions pending any appeal.
3. If the Responding Party does not submit an appeal, the responsibility determination and Sanctions become final five (5) Days from the date of the Office of Student Conduct's written notice.

B. Grounds for an Appeal shall be limited to:

a. Substantial Procedural Error

Procedural errors or errors in interpretation of University policy that were so substantial as to effectively deny a Responding Party notice or a fair opportunity to be heard. Deviations from procedures that were not so substantial as to deny a Responding Party notice or a fair opportunity to be heard will not be a basis for granting an appeal.

b. Disproportionate Sanction

The Sanction is substantially disproportionate to the offense, which means it is far in excess of what is reasonable given the facts or the circumstances of the violation.

c. Arbitrary and Capricious

An arbitrary and capricious decision is a decision without a rational basis or that is not supported by any evidence in the record.

d. New Evidence

New and significant relevant information has become available which a reasonably diligent person could not have discovered before or during the original Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference proceeding.

- i. When the basis of the appeal is new evidence, the appellate body will determine whether the information is new and was unavailable at the time of the proceeding. If the appellate body determines that the information is not new and was available at the time, the appeal will be denied.
- ii. If the information is determined to be new and unavailable at the time of the proceeding, the appellate body will consider whether the new information could have changed the outcome of the original proceeding.
- iii. If it is determined that the outcome could have been impacted by the new evidence, the case will be sent back to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, as applicable, for further review.

- e. Unanticipated Disparate Impact of the Sanction: The Sanction has an unanticipated disparate impact on a Responding Party that exceeded the intention of the imposed Sanction.

C. Appeal Screening

- a. Appeals will be screened by the Director Office of Student Conduct, and only those appeals that meet the Grounds for an Appeal provided in this *Code* will be forwarded to the appropriate appellate body for review.
- b. The Responding Party will have three (3) Days to correct an appeals submission if they are advised that the initial submission does not state sufficient Grounds for an Appeal.

D. Response from the Office of Student Conduct

Upon receipt of the Responding Party's appeal, the Office of Student Conduct will provide a response to the appeal within five (5) Days.

E. Review of the Appeal

- a. Appeals of decisions resulting in Suspension or Expulsion will be decided by the University Senate Student Conduct Committee Appellate Body, which is composed of three members from the Student Conduct Committee including at least one Student.
- b. Appeals of decisions resulting in sanctions other than Suspension or Expulsion will be decided by the Appellate Board, which is a branch of the University Student Judiciary composed of three Students.

F. The appellate body will consider the appeal and may:

- a. Affirm the Decision and the Sanction outcome(s) imposed;
- b. Affirm the Decision and reduce, but not eliminate, the Sanction outcome(s) imposed;
- c. Remand the case to a new Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, if there was substantial procedural error;
- d. Remand the case to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board in accordance with procedures outlined under "New Evidence"; or
- e. Dismiss the case if the decision is determined to be arbitrary and capricious.

G. Sanctions of Expulsions or Suspensions affirmed by the Senate Student Conduct Committee Appellate Body require administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion or Suspension. Sanctions other than Expulsions or Suspensions affirmed by the Appellate Board require administrative review and approval by the Director of Student Conduct who may alter, defer or withhold the Sanction.

XIV. DISCIPLINARY RECORDS

- A. Students, Student Groups, and Student Organizations found responsible for violations of this *Code* will have a disciplinary record. Disciplinary records are maintained by the Office of Student Conduct for a period of three (3) years from the date of the letter providing notice of

the final outcome and disciplinary action. Disciplinary records may be retained for longer periods of time or permanently, if specified in the Sanction. Disciplinary records of Students, Student Groups, and Student Organizations with a sanction of Suspension or Expulsion will be retained permanently unless otherwise specified.

- B. Students may petition the Office of Student Conduct to void their disciplinary record early, for good cause. Students are eligible to petition to void their disciplinary record six (6) months from the date of the letter providing notice of final disciplinary action if the following criteria are met:
 - 1. all Sanctions have been satisfactorily completed; and
 - 2. the Student must not have any new or pending disciplinary issues.
- C. Factors to be considered in review of such petitions include but are not limited to:
 - 1. Review and assessment of a completed submission of a “Petition to Void Disciplinary Record,” which should include the Student’s learning and growth since the time of the incident;
 - 2. the conduct of the Student subsequent to the Prohibited Conduct; and
 - 3. the nature of the Prohibited Conduct and the severity of any resulting damage, injury, or harm.
- D. Disciplinary records retained for less than ninety (90) calendar days or designated as “permanent” shall not be voided without unusual and compelling justification.
- E. Denials of petitions to void disciplinary records can be appealed to the Senate Student Conduct Committee Appellate Body, which will consider the appeal using the Grounds for an Appeal outlined in the Appeals section of this *Code*. Such an appeal must be submitted in writing within five (5) Days from the date of the letter providing notice of the original denial of the petition.
- F. In situations with unusual and compelling justification, the Director of Student Conduct has discretionary authority to alter, defer, or withhold a Sanction that has been previously imposed pursuant to the provisions of this *Code*, except the Director may not impose a stricter Sanction than was previously imposed pursuant to this authority. The Director of Student Conduct shall consult with the Dean of Students in cases of Suspension or Expulsion and may consult with other University administrators as appropriate in all cases. There shall be no right to appeal a denial of a request to alter, defer, or withhold a Sanction under this provision.



**Review of the Student Codes of Conduct
(Senate Document #21-22-22)
Student Conduct Committee | Chair: Suzanne Ashour-Bailey**

The Senate Executive Committee (SEC) and Senate Chair Williams request that the Student Conduct Committee review issues associated with the University of Maryland Code of Academic Integrity (III-1.00[A]) and the University of Maryland Code of Student Conduct (V-1.00[B]) (“Codes”) raised by student leaders and the Office of Student Conduct.

The Student Conduct Committee should:

1. Review the University of Maryland Code of Academic Integrity ([III-1.00\[A\]](#)).
2. Review the University of Maryland Code of Student Conduct ([V-1.00\[B\]](#)).
3. Review the proposal entitled, “Proposal to Amend the Code of Academic Integrity and the Code of Student Conduct to Incorporate ‘Other Exceptional Circumstances’” ([Senate Document #21-22-17](#)).
4. Review the proposal entitled, “Proposal for Changes to the Codes of Student Conduct and Academic Integrity” ([Senate Document #21-22-18](#)).
5. Review student code policies at peer and other Big 10 institutions.
6. Consult with the proposer and student representatives involved in the development of the proposal on the “Other Exceptional Circumstances” provision.
7. Consult with the Director of the Office of Student Conduct.
8. Consult with representatives of the Office of Rights and Responsibilities.
9. Consult with representatives of the Undergraduate Student Legal Aid Office.
10. Consult with representatives of the Graduate Student Legal Aid Office.
11. Consult with representatives of the University Student Judiciary (USJ).
12. Consult with representatives of the Academic Integrity Liaisons.
13. Consult with representatives of the Student Government Association (SGA).
14. Consult with representatives of the Graduate Student Government (GSG).
15. Consider whether a new provision for “Other Exceptional Circumstances” is necessary and should be incorporated into both student Codes as suggested in the proposal associated with [Senate Document #21-22-17](#).
16. Consider whether alignment and consistency across the two student Codes is needed, and whether terminology in the Codes is accessible and understandable to student users.
17. Consider whether the hearing board procedures should be revised to: (a) expedite and streamline the overall process, (b) better describe the disciplinary meeting process, and (c) focus on the educative nature of the process as suggested in the proposal associated with [Senate Document #21-22-18](#).

18. Consider whether the appeals processes in the student *Codes* should include an initial assessment as suggested in the proposal associated with [Senate Document #21-22-18](#).
19. Consider whether the available sanctions in the student *Codes* should be modified as suggested in the proposal associated with [Senate Document #21-22-18](#).
20. Consider whether the approval authority for dismissal-level sanctions should be shifted from the Vice President for Student Affairs to the new Dean of Students role.
21. Consider whether revised or additional options for achieving a resolution should be available for specific types of cases.
22. Consider whether the Code of Academic Integrity should include a separate resolution option for minor incidents that focuses more on student learning and on clarifying academic integrity expectations for students.
23. Consider whether the definition of the “normal sanction” designation of the grade of “XF” in the Code of Academic Integrity should be refined to align with best practices in the field of student conduct.
24. Consider whether the Code of Academic Integrity should be revised to provide greater flexibility in applying the limiting factors of the “XF”.
25. Consult with a representative of the Office of General Counsel on any proposed revisions to the policies.
26. If appropriate, recommend whether the policies should be revised and submit recommended revisions.

We ask that you submit a report to the Senate Office no later than **March 4, 2022**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, reka@umd.edu.

Written Statement for the Student Conduct Committee 1/13/23

The Student Conduct Review Coalition (SCRC) submits this statement in support of the *Other Exceptional Circumstances Clause*. SCRC consists of Student Legal Aid Office (SLAO) Student Advocates, University Student Judiciary (USJ) Hearing Board Members, USJ Presiding Officers, USJ Community Advocates, and members of the USJ Executive Board. SCRC aims to continually improve the student conduct adjudication process by advocating for more equitable treatment for marginalized or underrepresented communities, championing students rights in the conduct process, promoting accountability and transparency within the conduct process, and securing the resources necessary to meet these ends.

SCRC provided the University Senate with the *Other Exceptional Circumstances Clause* proposal last year. This proposal seeks to address gaps in the current approach to determining an appropriate sanction in the student adjudication process. While the existing process provides an extensive consideration of intangible factors, such as student learning, it does not provide the opportunity to consider tangible consequences, such as loss of student health insurance, complete loss of shelter, or student deportation.

Within the conduct process, mitigating factors are considered after a student is found responsible during the consideration of sanctions. The *Code's* current language and the adjudicating board's interpretations of mitigating factors in the course of misconduct hearings are narrowly tailored and do not allow for the examination of grossly disproportionate secondary implications of a sanction for students at the University of Maryland. The existing policy does not allow for the consideration of indirect consequences that will occur as a result of a sanction. While these indirect effects do not create

additional consequences for the “normal” University of Maryland student, the impact can be severe for students with exceptional personal circumstances and goes against the University’s promise to “elevate the quality and accessibility of undergraduate education” and “expand the ethnic and economic diversity of [its] graduate students.”

To better understand how this clause would work, we would like to provide an example when this proposal would come into play within the conduct process. For example, if an international student committed a *Code of Student Conduct* violation and was referred to the Office of Student Conduct, where after their preliminary interview, the student’s case is brought to the University Student Judiciary for adjudication. After the fact finding portion of the hearing, the student is determined to be responsible for the violation. The *Other Exceptional Circumstances Clause* does not apply to the fact finding or determination of responsibility portions of the hearing. After the student is found responsible, the complaining and responding parties can address any aggravating or mitigating factors from the case and provide the board with a recommendation for sanctioning. It is only at this time that the *Other Exceptional Circumstances Clause* becomes relevant.

In this scenario, if the Community Advocate recommends that the student is suspended for 6 months (1 semester) this puts the respondent’s student visa status in jeopardy. If they are suspended for a semester, they will lose their student visa status and be deported to their country of origin. As the *Codes* are written now, the board may not consider this as a mitigating circumstance to diminish the sanction on the student. In this case, suspension places an exceptional burden on this student that other students facing suspension do not experience, and is grossly disproportionate to their act of misconduct. With the *Other Exceptional Circumstances Clause*, the University Student Judiciary board

can discuss alternate sanctions for the student that do not result in their deportation. The Board is not allowing the student to serve no sanction, but rather offers routes for alternative educational or other punitive sanctions that do not place a disproportionate burden on that student from their peers. This is one example of where this proposal is applicable, and the language of this clause allows the Office of Student Conduct and the trained board members and Presiding Officers of the University Student Judiciary to consider such factors when the circumstances arise. The purpose of this proposal is not to “let students off the hook” or halt holding students responsible for misconduct, but rather to address underlying exceptional challenges that are placed on certain students when being sanctioned. Thank you for listening and considering our policy. We welcome any follow up questions, and can also be reached by studentconductreviewcoalition@gmail.com.

Sincerely,

Katy Clug and Bella Grant

SCRC Chairs

**Senate Student Conduct Committee
Review of Code of Academic Integrity and Code of Student Conduct
Guiding Principles**

- The *Codes* should provide campus community members with awareness and guidance on student conduct expectations, processes for addressing violations, and potential consequences for violations.
- The educational objectives of the *Codes* should be enhanced.
- The processes for addressing violations of the Codes should be streamlined and handled expeditiously to provide resolution so students may move forward and staffing resources may be committed to addressing other significant matters.
 - For minor misconduct, initial screenings should be available to allow early assessments and possible resolution of alleged violations.
 - Resolution options incorporating Restorative Justice practices should also be made available at the discretion of the Director of Student Conduct.
- The processes for addressing alleged violations should ensure that Respondents are adequately informed of the charges they face with sufficient notice before they participate in an investigation and the adjudication process.
- Sanctions for violations based on similar conduct under similar circumstances should be consistent, whether addressed through Instructor intervention, initial assessment, informal resolution, or adjudication.
 - Instructors should provide clear guidance on
 - What constitutes academic misconduct in the course, and
 - What work is a major assignment subject to sanctions under the *Code of Academic Integrity*.
- It is important for students to be aware of potential sanctions for violations, but sanction options also should permit flexibility to be responsive to specific circumstances.
- Principles of equity should be taken into account when considering the circumstances leading to a violation and the conditions and factors affecting the responsible party. This consideration is addressed by assessing aggravating and mitigating factors when a sanction recommendation is made.
- Undue hardship based on the unique circumstances of a Respondent is an appropriate consideration as a ground for appeal based on disproportionate sanction.

Student Conduct Committee Review of Code of Academic Integrity and Code of Student Conduct Overview of Proposed Revisions

Code of Academic Integrity

- Permit Honor Reviews and Appeals only for cases where transcript notation is a possible sanction, e.g., major assignment infractions.
- Honor Board *recommends* sanction to OSC instead of determining sanction.
- “XF” should be a *typical* sanction instead of a normal sanction for high-value assignments.
- Limiting factors of “XF” will continue as provided in the *Code*. There should not be greater flexibility.
- Discontinue the Complainant's (usually the Instructor) option to appeal sanctions. (This option is not available in the Code of Student Conduct.)

Code of Student Conduct

- Add restorative practices as resolution options.
- Clarify notification provisions to Respondents when violations under consideration are amended.
- Allow consideration of “other exceptional circumstances” during an appeal based on an unintended disproportionate impact of sanctions.
- Vest dismissal approval with the Dean of Students instead of the Vice President for Student Affairs.
- Provide greater flexibility as to limiting factors of Disciplinary Probation.

STUDENT CONDUCT REVIEW COALITION

Endorsement of an altered version of the *Other Exceptional*

Circumstances Clause

2/19/23



The Student Conduct Review Coalition (SCRC) submits this statement in support of the *Other Exceptional Circumstances Clause*. SCRC consists of Student Legal Aid Office (SLAO) Student Advocates, University Student Judiciary (USJ) Hearing Board Members, USJ Presiding Officers, USJ Community Advocates, and members of the USJ Executive Board. SCRC aims to continually improve the student conduct adjudication process by advocating for more equitable treatment for marginalized or underrepresented communities, championing students rights in the conduct process, promoting accountability and transparency within the conduct process, and securing the resources necessary to meet these ends.

SCRC provided the University Senate with the *Other Exceptional Circumstances Clause* proposal last year. This proposal seeks to address gaps in the current approach to determining an appropriate sanction in the student adjudication process. While the existing process provides an extensive consideration of intangible factors, such as student learning, it does not provide the opportunity to consider tangible, devastating consequences, such as loss of student health insurance, complete loss of shelter, or student deportation.

Within the conduct process, mitigating factors are considered after a student is found responsible during the consideration of sanctions. The *Code's* current language and the adjudicating

board's interpretations of mitigating factors in the course of misconduct hearings are narrowly tailored and do not allow for the examination of grossly disproportionate secondary implications of a sanction for students at the University of Maryland. The existing policy does not allow for the consideration of indirect consequences that will occur as a result of a sanction. While these indirect effects do not create additional consequences for the "normal" University of Maryland student, the impact can be severe for students with exceptional personal circumstances and goes against the University's promise to "elevate the quality and accessibility of undergraduate education" and "expand the ethnic and economic diversity of [its] graduate students."

From our discussions with the student conduct committee, we see that they understand our proposal, its goals and its potential. Furthermore, we've discussed altering the proposal so it is a part of the appeals process, as opposed to during the hearing. As the Student Conduct Review Coalition, we are amenable at this time to endorse this alteration of our initial proposal. We do, however, have two small additions to make to the proposed *Code* changes from the *Other Exceptional Circumstances Clause* in this altered format:

1. Create a new, formal option under the grounds for appeal for students who would be grossly and disproportionately affected by the sanction they were given due to an exceptional circumstance..
2. Include recommendation of a suspension withheld, meetings with Office of Student Conduct staff, and a fitting educational sanction as a recommended alternative sanction in the place of a 6 month suspension, for example. This is to show the committee, and entire senate body that the goal of this proposal is in no way to take away meaningful sanctions, including punitive

ones such as suspension, but rather is to address the disproportionate impact faced by a small population of the student body. By providing this alternative sanction, SCRC aims to suggest a sanction that would be equivalent to the “regular” sanction imposed, but that does not grossly or disproportionately affect the student at hand.

Thank you for your time, consideration, and understanding. We look forward to continuing our work together to make the student conduct process more fair and equitable for all students. We welcome any follow up questions, and can also be reached by studentconductreviewcoalition@gmail.com.

Sincerely,

Katy Clugg & Bella Grant

SCRC Co-Chairs

Katherine Clugg Annabelle Grant



Establish a Bachelor of Science in Global Health (Senate Document #23-24-03)

PRESENTED BY

**SEC: Elizabeth Beise, Associate Provost for Academic Planning and Programs
Senate: Wendy Stickle, Chair of the Programs, Curricula, and Courses Committee**

REVIEW DATES

SEC – August 21, 2023 | SENATE – September 6, 2023

VOTING METHOD

In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS**

Senate, President, USM Board of Regents, and the Maryland Higher Education Commission

ISSUE

Improving global health across all populations is a grand challenge of our time. The School of Public Health proposes to establish a Bachelor of Science in Global Health that will feature collaborative partnerships both within the School of Public Health and with several other UMD colleges and schools. Global health is a multidisciplinary field, encompassing not only health care systems, medical practices, and ideas about illness in cross-cultural contexts, but also contending with issues of health development, global health inequity, racism and other isms, as well as human rights issues.

Graduates of the program will be able to apply structurally competent, collaborative, and multidisciplinary perspectives to the understanding, assessment, and intervention of sustainable strategies that are necessary to address current and future global health issues. Specific outcomes include the ability to demonstrate critical thinking and basic research skills within the discipline of public health, including the ability to apply introductory statistical methodology and big data approaches to solve global health problems. Students will also employ effective communication skills across a wide range of collaborators and target audiences, and they will critically analyze the qualitative and quantitative impacts of racism on the prevention, assessment, and treatment of illness around the world.

The curriculum will consist of 77-83 credits, with foundational courses in nutrition, government and politics, world languages, and biological sciences that will allow students to acquire a strong knowledge base in supporting disciplines. Required Global Health core courses will consist of courses from public health, behavioral and community health, family science, environmental health, anthropology, epidemiology and biostatistics, health policy and management, as well as new courses devoted entirely to global health under a new course prefix, GBHL. The program will also require at least six credits of experiential learning, which will enable students to develop a deeper understanding of professional and personal responsibility as they explore various career pathways in global health. Career pathways include global health and related fields, such as medicine, public policy, scientific and applied research, allied health, and social service professions in the public, private, and non-profit employment sectors throughout the state, nation, and world.

Global health is identified in the university's strategic plan as one of humanity's grand challenges, and the program's use of multidisciplinary learning, collaborative partnerships, and experiential learning to address this grand challenge also aligns with the strategic plan's emphasis on reimagined learning.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on May 5, 2023.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on May 5, 2023. Steve Roth, Nicole Cousin-Gossett, and Dina Borzekowski from the School of Public Health presented the proposal and answered questions from the committee. The committee unanimously approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate declines to approve this degree program, the university will lose an opportunity to implement a multidisciplinary undergraduate program featuring collaborations across multiple departments and colleges that will prepare students to address global health issues now and in the future.

FINANCIAL IMPLICATIONS

Resources for this program have been identified through collaboration among the participating colleges and financial support from the Provost's office.

902: GLOBAL HEALTH MAJOR

In Workflow

1. SPHL Curriculum Manager (cgossett@umd.edu)
2. SPHL PCC Chair (cgossett@umd.edu)
3. SPHL Dean (lushniak@umd.edu)
4. Academic Affairs Curriculum Manager (mcolson@umd.edu)
5. Senate PCC Chair (mcolson@umd.edu; pswistak@umd.edu)
6. University Senate Chair (mcolson@umd.edu)
7. President (mcolson@umd.edu)
8. Board of Regents (mcolson@umd.edu)
9. MHEC (mcolson@umd.edu)
10. Provost Office (mcolson@umd.edu)
11. Undergraduate Catalog Manager (lyokoi@umd.edu; acruz130@umd.edu)

Approval Path

1. Fri, 21 Apr 2023 16:25:45 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Curriculum Manager
2. Fri, 21 Apr 2023 16:29:29 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL PCC Chair
3. Fri, 21 Apr 2023 16:34:06 GMT
Nicole Cousin-Gossett (cgossett): Approved for SPHL Dean
4. Fri, 28 Apr 2023 21:49:57 GMT
Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
5. Fri, 28 Apr 2023 22:48:07 GMT
Piotr Swistak (pswistak): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Fri, 21 Apr 2023 16:23:50 GMT

Viewing: 902 : Global Health Major

Last edit: Mon, 07 Aug 2023 13:52:44 GMT

Changes proposed by: Stephen Roth (sroth1)

Program Name

Global Health Major

Program Status

Proposed

Effective Term

Fall 2024

Catalog Year

2024-2025

Program Level

Undergraduate Program

Program Type

Undergraduate Major

Delivery Method

On Campus

Colleges**College**

School of Public Health

Degree(s) Awarded**Degree Awarded**

Bachelor of Science

Proposal Contact

Stephen Roth, sroth1@umd.edu; Nicole Cousin-Gossett, cgossett@umd.edu

Proposal Summary

Proposing an interdisciplinary global health BS degree program based out of the School of Public Health with collaborative partnerships involving several other UMD colleges and schools.

All Appendices can be accessed here: https://docs.google.com/document/d/1d_hc7RVMhCqdOFJbTHN5M0Du-A_3qh3peGZFPkNv69o/edit?usp=sharing

(PCC Log Number 22119)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Global Health major offers rigorous scholarly and applied experiences designed to embolden future leaders to achieve the level of critical thinking, analysis, and application essential to improve worldwide social, environmental, and health outcomes. Specifically, students apply structurally competent, collaborative, multidisciplinary perspectives to the understanding, assessment, and intervention of sustainable strategies necessary to effectively address current and future global health issues within local, national, and global arenas. The Global Health major prepares students for multiple career paths from biomedical to public policy, including scientific and applied research, medicine, and allied health and social service professions in the public, private, and non-profit employment sectors throughout the state, nation, and world.

Catalog Program Requirements:

Students will need to have math eligibility of MATH120 or higher to complete the Global Health Supporting Courses.

Course	Title	Credits
Global Health Supporting Courses (19-25 credits)		
NFSC100	Elements of Nutrition	3
World Language (Various world languages) ¹		6-12
GVPT200 or GVPT282	International Political Relations The Politics of Global Development	3
BSCI170	Principles of Molecular & Cellular Biology	3
BSCI171	Principles of Molecular & Cellular Biology Laboratory	1
BSCI213	Course BSCI213 Not Found (Microbiology for Global Health)	3
Global Health Core Courses (40 Credits)		
SPHL100	Foundations of Public Health	3
FMSC110	Families and Global Health	3
MIEH321	Environmental Determinants of Emerging Infectious Diseases	3
GBHL285	Course GBHL285 Not Found (Introduction to Global Health)	3
EPIB301	Epidemiology for Public Health Practice	3
EPIB315	Biostatistics for Public Health Practice	3
ANTH210	Introduction to Medical Anthropology and Global Health	3
ANTH310	Method & Theory in Medical Anthropology and Global Health	3
HLSA320	Course HLSA320 Not Found (Comparative Global Health Care Delivery Systems)	3
INST420	Course INST420 Not Found (Data Applications in Global Health)	3
HLTH230	Introduction to Health Behavior	3
GBHL210	Course GBHL210 Not Found (Careers in Global Health: Understanding the Public, Private, and Non-Profit Sectors)	1

GBHL310	Course GBHL310 Not Found (Introduction to Global Health Literacy)	3
GBHL497	Course GBHL497 Not Found (The Global Health Experience (Capstone))	3
Global Health Experiential Learning (6 Credits)		
GBHL289	Course GBHL289 Not Found (Global Classroom)	3
At least one of the following:		3
GBHL389	Course GBHL389 Not Found (Education Abroad)	
GBHL489	Course GBHL489 Not Found (Global Health Field Experience)	
Global Health Option Courses (12 Credits)		12
Total Credits		77-83

¹ At least two courses must be taken in the same language. The minimum number of credits for this requirement is 6, but most languages will require more credits (up to 12). Students may test out of this requirement. Students are encouraged to minor in a language.

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

See attached sample plan. Course descriptions for core, supporting, and options courses are included in Appendix B. Learning outcome assessment plan is Appendix C and can be accessed here: <https://docs.google.com/spreadsheets/d/1CEsbSuwD0hmw0vHz75gZZXOn8lyuPaqVXvBL1zy7ZaE/edit?usp=sharing>

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

Understand the concepts, theoretical frameworks, and analytical methodologies underlying successful and sustainable global health strategies.

Understand the scientific bases for infectious disease.

Demonstrate beginning and/or intermediate ability in a second language.

Demonstrate competence in the development, recognition, and utilization of big data within global health applications.

Understand the social and cultural complexities inherent in global collaborations.

Demonstrate the ability to establish respectful, trusting relationships with people, communities, and institutions around the globe.

Understand globalization and its social and political foundations, with particular emphasis on effects on health and healthcare among populations in distinct locations.

Apply a multidisciplinary perspective to the appreciation, understanding, assessment, intervention, and sustainability of strategies designed to effectively address global health issues.

Utilize ethical, structurally competent, collaborative approaches to understanding, researching and contributing to community-supported interventions relevant to global health challenges.

Critically analyze the qualitative and quantitative impacts of racism on the prevention, assessment, and treatment of illness around the world.

Develop macro and micro strategies to combat racism and proactively promote health equity.

Reflect upon what it means to be anti-racist.

Demonstrate clear, incisive, verbal and written communication skills within the context of specific cultures, languages, and sociopolitical systems.

Demonstrate proficiency in a variety of electronic and digital media.

Recognize and critically evaluate current theories and practices within the discipline of global health.

Utilize peer-reviewed literature and apply it to research as well as to formulating effective program planning and evaluation strategies.

Apply introductory statistical methodology and big data approaches to solve global health problems.

Create and implement successful, novel approaches to global health issues based upon critical evaluations of historical underpinnings and previous challenges.

Reflect upon and integrate required academic experiential learning into a deeper understanding of professional and personal responsibility.

Understand the interconnected network and the major initiatives and priorities of global health organizations at the local, national and world levels.

Recognize the various roles, responsibilities, and opportunities available throughout the public, private, and nonprofit sectors.

Implement a strategy to enhance long-term career development.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

Improving global health across all populations is a grand challenge of our time. Global health challenges are immensely complex and underscore the multiple interconnections among social, economic, environmental, and biotechnological dimensions of health problems worldwide. Global health encompasses health care systems, medical practices, and ideas about illness in cross-cultural contexts, as well as issues of health development, global health inequity, racism and other isms, and human rights issues. From an applied perspective, global health issues are addressed through conceptual, theoretical frameworks that necessitate deep awareness and engagement with the political, socioeconomic, ecological, and cultural complexities unique to each country. These factors form the basis for subsequent assessment, prevention, education, intervention, treatment and sustainability, all of which require defined skill sets. Additionally, global health challenges such as disease outbreaks, environmental disasters, war, and political instability may present themselves in multiple chronologies to include various overlapping combinations of acute and chronic scenarios, all of which may occur across geospatial and sociocultural boundaries. Finally, efficacious and structurally sound strategies demand the integration of multiple approaches, ranging from biomedical (micro) to public policy (macro) approaches.

The primary purpose of this major is to offer students a broad, interdisciplinary education that will provide 1) a strong foundation to address pressing global health issues through a multidisciplinary lens and in a structurally competent and sustainable manner, 2) access to a variety of post-baccalaureate specializations, including the Masters in Public Health (MPH), and/or 3) access to compelling employment opportunities around the globe. Emphasis will focus on competence in multiple methodologies, including quantitative, qualitative, and mixed methods realms, as well as collaborative and applied engagement utilizing perspectives from the health, biological, and social sciences.

The proposed major in Global Health closely aligns with the University mission and strategic plan in four ways:

1. It directly addresses the university's goal to increase the number of programs with definable global elements, increase the number of students earning credit for international experiential experiences, and increase funded research on global issues. In this way, we are Reimagining Learning.
2. It directly addresses the university's goal to have University of Maryland graduates who demonstrate intellectual breadth, problem-solving skills, a keen understanding of social and cultural differences, and an ability to thrive in diverse work settings. These values are the foundation of the Global Health curriculum. In this way, we are Investing in People and Communities.
3. It directly addresses the university's goal of further diversifying our student populations, and thereby the future workforce in the region. A recent meeting of the Association for Schools and Programs in Public Health (ASPPH) recognized Global Health as the most rapidly growing interest area in the field with robust enrollments across the nation. This national trend, combined with the School of Public Health's historical appeal to underrepresented students, is projected to further contribute substantially to this goal. In this way, we are Partnering to Advance the Public Good.
4. It directly addresses the University's goal to reflect upon, recognize, and proactively incorporate anti-racism into both the individual and world view. As a critical component underlying successful and sustainable global health strategies, an internal and actionable anti-racist perspective is infused into the fabric of the curriculum. Specifically, students will be assessed on their knowledge and skills recognizing the profound impacts of racism and colonization on global population health and what it means to be actively anti-racist in diverse communities and cultures around the globe. Further, students will be assessed on their ability to critically analyze the qualitative and quantitative impacts of racism on the prevention and treatment of acute and chronic illnesses specific to various countries. Finally, students will be asked to develop macro (policy) and micro (community) level interventions designed to combat racism and promote health equity. For further detail and a demonstration of how this is operationalized in a student's experience within this program, please refer to the learning outcomes and associated curriculum map. In this way, we are taking on Humanity's Grand Challenges.

The proposed major in Global Health closely aligns with the School of Public Health Strategic Plan in multiple ways:

Primary missions within the School of Public Health's Strategic Plan include 1) diversifying the public health workforce, 2) expanding interdisciplinary educational programs, 3) engaging in continuous learning to increase cultural competency, and 4) a dedication to teach our students to do "public health good," all of which are key aspects of the proposed program. The proposed major is expected to become a strong impetus for paving critical pathways from the Global Health undergraduate program directly into a variety of careers and graduate and professional programs.

This degree is the centerpiece of a comprehensive Global Health Initiative within the School of Public Health. As context, existing infrastructure includes the popular Global Public Health Scholars Living and Learning Program, the Post-Baccalaureate Global Health Certificate, and the Public Health Beyond Borders student organization (with a strong track record in South America, Africa and Asia). The Global Health Advisory Council (GHAC), composed of SPH, university and external leaders, further envision a combined undergraduate/graduate degree involving the Global Health major and any of the nine Masters of Public Health (MPH) concentrations (BS-MPH). Strong precedent exists as the combined degree has been formally approved for the four currently existing undergraduate degrees and all of the MPH concentrations. Together, these educational programs will contribute broadly and substantively to enhancing the reach and visibility of education, research, and practice on the global stage.

In summary, the world is engulfed in pressing global health issues that recognize no borders and thrive amidst social, racial, and economic inequalities. Public, private, and non-profit agencies have consistently stressed the critical need for applicants with a multidisciplinary background, including both STEM and non-STEM coursework, who understand the complexity of the issues as well as how to improve social, environmental, and health outcomes in a structurally competent and sustainable way.

Program Characteristics

What are the educational objectives of the program?

The primary educational objective of the program is to foster a multidisciplinary perspective that will enable graduates to comprehend the complex landscape in which global health challenges flourish. Influential strategies to achieve successful transnational social, environmental, and health outcomes will best thrive amidst an understanding of science and data combined with an appreciation for the relevant social, cultural, geopolitical and economic contexts. The full suite of education objectives are reflected in the Learning Outcomes for the program.

Describe any selective admissions policy or special criteria for students interested in this program.

The School of Public Health does not intend that the proposed Global Health major be categorized as a Limited Enrollment Program (LEP). We strongly recommend, however, that a formal agreement be developed to cap enrollment at 300 students total over the first three years of the program. This request is based upon two factors: 1) National enrollment trends in Public Health generally and Global Health specifically indicate that student interest is likely to be robust, and 2) Given the extensive multidisciplinary contributions and resource management issues, it is critical that relevant issues be addressed immediately and transparently, both of which will occur more smoothly in the context of manageable enrollment.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

Several factors were considered when developing the curriculum. As discussed in the mission and purpose section, the School of Public Health is uniquely situated to advance the global elements of the University Strategic Plan in harmony with the School of Public Health Strategic Plan. Further, the Council for Education in Public Health, our accrediting body, fully recognizes the robust student interest as well as the obligation to produce a globally-trained workforce.

Historically, the landscape of Global Health education has assumed various forms, a reality mirrored by existing characteristics of the Big Ten peer institutions. While there are numerous iterations, most can be categorized as 1) Master of Public Health concentrations, 2) specializations within the traditional medical fields, 3) undergraduate minors, 4) undergraduate dual degree programs, 5) institutes or centers promoting study abroad or internships. Several institutions offer a degree in Global Studies, but those are primarily and often exclusively policy-based with little or no emphasis on health issues. Informal conversations with program directors at other schools indicated a strong preference for a multidisciplinary program as proposed here. We are cognizant that this is not a quantitative argument, but it was apparent that educators loved the idea yet recognized the entrenched institutional obstacles to a primary major involving academic partners. We appreciate this and have gone to extensive lengths to develop sustainable partnerships through relationship building, resource infrastructure, and viable programmatic and administrative decision-making models.

Organizationally, the origin of this proposal was developed by the Global Health Advisory Council (GHAC), composed of several SPH faculty and external scholars throughout campus representing various academic departments or programs such as the Office of International Affairs and the Federal and Global Fellows Programs. Major contributors were purposefully selected to represent both the STEM and non-STEM fields. Because the degree emphasizes the application of knowledge, additional faculty with a strong applied expertise were also sought out. To establish strong educational and administrative relationships with other colleges, individual meetings were held with Deans, Associate and Assistant Deans, Department Chairs and relevant Faculty.

The articulated workforce needs were directly addressed in a recent survey by the United States Agency for International Development (USAID). One of the primary conclusions, and a major consideration in the development of this proposal, was that entry-level professionals appeared to be moderately grounded in the specific content-related competencies but clearly deficient with respect to collaborative, cultural and language skills. The lack of educational exposure to the qualitative aspects of global work, combined with poor communication skills, contributed to a lower threshold of performance outcomes. It seems clear that a multidisciplinary program emphasizing both quantitative and qualitative skills will increase employment prospects and lead to collaborative and sustainable approaches to more effectively address global health challenges.

Finally, we examined the assumptions and practices involved in global health education. To advance the study and practice of global health programs and partnerships, we must challenge lingering colonial paradigms, power dynamics, and assumptions. Beyond changing curricula and hiring anti-racism consultants, it is critical that academics reevaluate the internal institutional systems that maintain existing power structures within and beyond our campuses. This is a process that we are committed to, rethinking the top-down approach often taken. In shaping and refining the Global Health major, we intend to pay attention to the narratives of those affected by prejudice arising from but not limited to racism, classism, sexism, ableism, xenophobia, legacies of colonialism, and gender discrimination. As recommended by Lokugamage and colleagues (2021), we will develop and continue to question educational models, accounting for and integrating the perspectives of populations from low- and middle-income countries.

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The School of Public Health has a rich tradition of retaining and graduating a diverse undergraduate student body. Currently, the School is characterized by Black and Hispanic enrollments of 21% and 13% respectively, both exceeding the University averages and directly contributing to the diversity and inclusion goals defined within the University of Maryland and School of Public Health strategic plans.

Because Schools of Public Health traditionally focus upon the application of research, many first generation and/or diverse students gravitate toward fields in which there exists a strong expectation that their careers will broadly impact population health both locally and abroad. Appendix D, the SPH Diverse Undergraduate Workforce Initiative, is a request for Provost Initiative Funds that was fully funded and summarizes some of the specific actions and strategies utilized to recruit, retain and graduate a diverse student body within SPH. As an update to Appendix D, the two full-time staff, together with SPH-funded graduate assistants, are thoroughly engaged in all aspects of the proposal at this time. Additionally, this project is supplemented by high-impact collaborations with the SPH Alumni Board, the Center for Academic Success and Achievement, the Career Services staff, and the College of Behavioral and Social Sciences.

It will be critical that current instructors as well as new faculty, staff, and advisor hires represent and/or have familiarity and experience working with students from diverse backgrounds. Further, it is desirable that a significant portion of the faculty have direct experience in international, transformative global health projects, which is demonstrated in the list of contributing faculty.

Relationship to Other Units or Institutions

If a required or recommended course is offered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

Specifically designed to be a multidisciplinary major and effectively utilize multiple layers of scholarly expertise, the following colleges outside of SPHL offer course requirements within the Global Health major (see Appendix E):

AGNR: NFSC100

ARHU: 6-12 credits of world language, depending on credit requirements for individual language courses.

BSOS: ANTH210, ANTH310, GVPT200 or GVPT282

CMNS: BSCI170/171, BSCI213

INST: INST420

The School of Public Health (SPHL) offers (3) existing courses as requirements within the Global Health major:

SPHL: MIEH321, FMSC110, HLTH230

and (5) new courses as requirements within the Global Health major:

SPHL: GBHL210, GBHL285, GBHL310, GBHL497, HLSA320

There is course sharing among Public Health Science, Community Health, and the proposed Global Health major for an additional 3 courses, all of which are requirements of the Council on Education for Public Health, the accrediting body for schools of Public health. Those 3 courses are:

SPHL: EPIB301, EPIB315, SPHL100

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

Undergraduate programs within the School of Public Health are accredited by the Council on Education for Public Health (CEPH). No specific licenses or certifications are required to engage in or be successful in the program's target occupations.

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

Important cooperative arrangements are expected to evolve and grow over time but currently include:

A) The University's Office of International Affairs in general and particularly the global classroom and education abroad offices. From a conceptual perspective, the School of Public Health desires to be in alignment with and contribute to leadership of the broad university vision for international education. Further, a distinguishing characteristic of this major is thoughtful involvement in global classrooms, education abroad experiences, and internships both here and abroad. The OIA and SPH are partnering to ensure that these pieces run seamlessly for students in terms of access, availability, travel arrangements, potential applied and research mentors, vetting of sites and preceptors, safety, communication, and formative assessment. Please see Appendix J for a draft position description jointly developed by the Office of International Affairs and the School of Public Health.

B) The School of Public Health currently enjoys an excellent partnership with Global Fellows, specifically the Water Security and Global Health Challenges concentration. Both partners have expressed strong interest in expanding that collaborative partnership.

C) A guiding basis for the proposed major was the desire to facilitate increased language skills among UMD students, especially those who may live and work overseas. Additionally, potential employers increasingly desire graduates who exhibit a broad understanding of a country's history, culture and government. The College of ARHU and SPHL have collaborated in developing a 4-year graduation plan that requires world language skills and highly encourages Global Health students to seek a minor in ARHU's School of Languages, Literatures, and Cultures (SLLC). Please see Appendix I for this information.

D) It is anticipated that some students will want to pursue a Masters in Public Health degree, which would enhance employment opportunities and the potential for leadership positions within the field. This requires collaboration with the graduate programs within SPHL. Appendix K contains a 4-year plan for a major in GH while satisfying a combined "accelerated dual degree" program in GH with any one of the nine Master of Public Health (MPH) concentrations within SPHL, as exists for the schools other BS degree programs.

E) In February 2021, the School of Public Health was notified by the Peace Corps that our proposal for a Peace Corps Prep Program at the University of Maryland, College Park, was accepted. Dr. Tracy Zeeger, Undergraduate Director for the Department of Behavioral and Community Health, is our current liaison. Please refer to Appendix L for details.

F) Increasing climate-related disasters and particularly the COVID-19 global pandemic have unmasked profound issues relative to health communication, whether attributable to politics, culture, geography, race and/or social determinants of health. As a leader in health literacy, the Horowitz Center for Health Literacy, has developed a new, required course entitled, "Introduction to Global Health Literacy." The Center also wishes to mentor students interested in research or translational community work.

G) Public Health Beyond Borders (PHBB) consists of a globally minded group of students aiming to address health needs in partnering communities. The overall mission of the organization is to reduce health disparities around the world and increase awareness about good health practices, while

exposing undergraduate and graduate students to opportunities for responsible global development work through faculty-mentored international trips. In addition to global trips, members engage in local public health projects in the DC and Prince George's County area during the semester, fundraise for PHBB trips, and participate in projects designed to meet local needs. The PHBB members have also sought to engage the UMD campus community in discussions of critical global health concerns by co-sponsoring documentary screenings and related discussions.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The Global Health major will be led by the School of Public Health. Major academic partners include the College of Agriculture and Natural Resources (AGNR), the College of Arts and Humanities (ARHU), the College of Behavioral and Social Sciences (BSOS), the College of Computer, Math and Physical Sciences (CMNS), and the College of Information Studies (INST), along with the Office of International Affairs (OIA). Academic direction and oversight for educational decisions including curriculum, pedagogy, learning outcome assessment, course evaluation oversight, and experiential learning will be made by the School of Public Health based upon advisory input from the Global Health Undergraduate Committee (GHUC) consisting of representatives from the major academic partners plus the Office of International Affairs, Global Fellows, the Global Health Program Director and the Program Advisor. The GHUC will meet at least once each semester.

Please see Appendix H for a current listing of faculty names, courses, appointment, degree, status and, where applicable, related expertise.

Indicate who will provide the administrative coordination for the program

The Global Health major will be led by the School of Public Health. Educational decisions including curriculum oversight, pedagogical considerations, learning outcome assessment, mentoring, and internships, will be made by the School of Public Health based upon advisory input from the Global Health Undergraduate Committee composed of SPHL, AGNR, ARHU, BSOS, CMNS, and INST faculty. Additional representation will include the academic advisors, the Coordinator for Global Health Experiential Learning, the SPHL Assistant Dean for Undergraduate Education, the Office of International Affairs and Global Fellows. The committee will be chaired by the Global Health Program Director.

The Global Health Program Director will reside in SPHL and will be responsible for day-to-day operations. The most critical requirement is the ability to sustain and grow collaborative relationships with our academic partners. It is expected that this person will have a PhD in global health or a related field, considerable experience in the management and collaborative aspects of transnational projects, a demonstrated commitment to higher education and undergraduate students, and teaching experience with diverse populations. The ideal candidate will be a skilled administrator, adept at communication, transparency, and collaboration and able to teach one required course per semester.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

See attached library assessment in Appendix A.

All appendices can be accessed here: https://docs.google.com/document/d/1d_hc7RVMhCqDQFJbTHN5M0Du-A_3qh3peGZFPkNv69o/edit?usp=sharing

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

While we anticipate some increase in new-to-campus enrollments as a consequence of this major, we expect the campus' and school's existing physical facilities, equipment, and infrastructure will effectively support the proposed program.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

The new instructional resources required for the Global Health major are summarized below. While many courses and research/applied mentors will arise from existing faculty, staff and teaching assistants, some courses in SPHL, AGNR, ARHU, BSOS, CMNS, and INST are currently stretched quite thin, especially in terms of instructors and teaching assistants.

1. SPHL - New courses in SPHL required for the major include:

GBHL210: Careers in Global Health: Understanding the Public, Private and Non-Profit Sectors

GBHL285: Introduction to Global Health

GBHL289: Global Classroom

GBHL310: Introduction to Global Health Literacy

GBHL389: Education Abroad (see additional opportunities listed in Appendix G)

GBHL489: Global Health Field Internship

GBHL497: The Global Health Experience (Capstone Course)

HLSA320: Comparative Global Health Care Delivery Systems

Existing courses within SPHL that will require additional resources include:

FMSC110: Families and Global Health

SPHL100: Foundations of Public Health

EPIB301: Epidemiology for Public Health Practice

EPIB315: Biostatistics for Public Health Practice

HLTH230: Introduction to Health Behavior

Anticipated SPHL resource needs include three new TTK faculty, each of whom will teach a typical 2/2 load in the major and/or serve as research/applied mentors, three new PTK faculty, each of whom will teach at least 3/3 and also assist in the mentoring process, and ten 9.5-mo. TAs who will provide sustainable, high-quality instructional support and research/applied mentoring of undergraduate Global Health majors within SPHL.

2. BSOS - Existing courses within BSOS that will require additional resources include:

ANTH210: Introduction to Medical Anthropology and Global Health

ANTH310: Method and Theory in Medical Anthropology and Global Health

GVPT200: International Political Relations

GVPT282: Politics in the Developing World

Note that students may choose either GVPT200 or GVPT282 to satisfy degree requirements.

To serve the Global Health students, BSOS has requested additional support of one PTK (equivalent to 4/4) and one 20-hour TA for the ANTH courses, and two 20-hour TAs for the GVPT courses.

3. AGNR - Existing courses within AGNR that will require additional resources include:

NFSC100: Elements of Nutrition

To provide additional instruction to Global Health students, NFSC will require the addition of two TAs.

4. CMNS - Existing courses within CMNS which will require additional resources include:

BSCI170/171: Principles of Molecular and Cellular Biology / Laboratory

BSCI 213 - Microbiology in Health and Disease (3-credit, non-lab)

To provide adequate instruction and mentoring, CMNS will require 1 PTK faculty to support BSCI117 and 213, as well as two TAs to support instruction for those courses. Please refer to Appendix E for additional details.

5. ARHU - Existing courses within ARHU which will require further resources include the language courses and language placement assessments.

Please refer to Appendix E for a recommended MOU designed to meet the needs of both ARHU and the Global Health students.

ARHU has graciously offered to work closely with the SPHL advising structures and will lead multiple training sessions to familiarize our advisors with the options above as well as the American Council on the Teaching of Foreign Languages (ACTFL) and the procedures for the Foreign Language Placement Test (FLPT).

6. INST - The College of Information Studies is a highly regarded academic partner with whom we are currently collaborating on the new Social Data Science Major. For the proposed Global Health major, INST has kindly agreed to offer the following required course:

INST420: Data Applications in Global Health

Resources needed will include half a PTK faculty member and two 20-hour TAs.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

It is hoped that the Global Health major, together with the new Neuroscience and Social Data Science majors, will become models for an educational future in which students increasingly seek scholarly endeavors crossing traditional academic boundaries. It is also understood that success will be dependent upon an infrastructure emphasizing adequate resources, transparency, collaboration, clear governance procedures, incentives and sustainable investment, both financially and educationally. Finally, it is critical that faculty stability is supported within each College in order to ensure high-quality teaching and faculty-mentored undergraduate research.

Administrative Resources

The Global Health major will be led by the School of Public Health. Educational decisions including curriculum oversight, pedagogical considerations, learning outcome assessment, mentoring, and internships, will be made by the School of Public Health based upon advisory input from the Global Health Undergraduate Committee composed of SPHL, AGNR, ARHU, BSOS, CMNS, and INST faculty. Additional representation will include the academic advisors, the Coordinator for Global Health Experiential Learning, the SPHL Assistant Dean for Undergraduate Affairs, the Office of International Affairs and Global Fellows. The committee will be chaired by the Global Health Program Director.

The Global Health Program Director will reside in SPHL and will be responsible for day-to-day operations. The most critical requirement is the ability to sustain and grow collaborative relationships with our academic partners. It is expected that this person will have a PhD in global health or a related field, considerable experience in the management and collaborative aspects of transnational projects, a demonstrated commitment to higher education and undergraduate students, and teaching experience with diverse populations. The ideal candidate will be a skilled administrator, adept at communication, transparency, and collaboration and able to teach one required course per semester.

The Global Health Experiential Learning Coordinator plays a critical role in advising and supporting students in integrating international experiences into their Global Health curriculum. With 300 Global Health majors anticipated, the program coordinator plays a key role in expanding international educational experiences for students, increasing outreach efforts, and managing a portfolio of diverse programs. This person will liaise with the Office of International Affairs to optimize their activities based on best practices.

Based upon standards set forth by the National Academic Advising Association (NACADA), students are best served with a ratio of less than 250 students per academic advisor. Contingent upon approval of a 3-year, 300 student total enrollment cap, the new major would need two advisors during the first 3 years, one of whom will be assisting with course seats, scheduling, and other administrative tasks (~50% FTE).

Budget Administration

Because the strength of the Global Health major will be its interdisciplinary nature, the relevant Deans will jointly oversee the budget administration, ensuring that adequate courses and seats are available, that faculty resources are dedicated to the undergraduate teaching and research opportunities related to the Global Health major, and that excellent academic and international study coordination efforts are implemented and maintained. An annual operating budget will be established in a cost-share agreement between the Provost and Deans. The initial agreement will be for a 3-year period and thereafter will be renewed every 5 years. Review of the 5-year agreements will occur in the 4th year of each cycle. In this manner, the program will be assured of financial stability leading to reliable planning for instructors and staff.

Given the multiple units engaged in the major, the Global Health Program Director will be responsible for preparing a brief annual report to the School of Public Health as well as the major partners, including OIA, AGNR, ARHU, BSOS, CMNS, and INST. The report should include a review of learning outcomes assessment, enrollment trends, retention, graduation, employment, post-baccalaureate education enrollment, general outcomes of course evaluations, updates on collaborations, opportunities and challenges for the program.

The new major should be hard funded and folded solidly into the core mission of the participating colleges.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

Financial plan is attached.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for “expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.” Also, explain how need is consistent with the [Maryland State Plan for Postsecondary Education](https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf).

A Global Health major prepares students for leadership positions across the globe. Importantly, the United States is a significant portion of that globe and is characterized by substantial challenges shared among all nations. We currently are experiencing health issues related to clean air and water, maternal and child healthcare, lack of access to affordable healthcare in both urban and rural areas, health literacy, health communication, political instability, a widening socio-economic gap between the rich and poor, social and racial inequities, a high unemployment rate, and climate-related disasters, all of which disproportionately impact population health and point directly to a compelling need in the region and state.

The curriculum in Global Health is intentionally broadly based, and includes allied health sciences, biological and nutritional sciences, medicine, social justice, anti-racism, civic engagement, language acquisition, research, and effective cultural communication, all of which is needed in Africa, South America, India, and Prince George’s County, to name but a few areas. Additionally, the advancement of research-based public health measures to mitigate disease is crucial to our advancement of knowledge and overall societal needs. It has become clear to nearly everyone that adverse health conditions are inextricably connected with poor quality of life while often exacerbating economic hardship.

A recent professional conference of the Association for Schools and Programs in Public Health dedicated over 50% of the 3-day agenda to the burgeoning student demand for degrees in global health and spent considerable time discussing concepts, pedagogy and action plans to meet the interests of both students and employers.

Additionally, the School of Public Health has a long history of recruiting, retaining, and graduating underrepresented and first-generation students. As addressed in section 1, we are a large school, 55% nonwhite, and contribute substantially to the Maryland State Plan for Post-Secondary Education through increased access and co-curricular programs designed to further diversify the public health workforce.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the [USBLS Occupational Outlook Handbook](https://www.bls.gov/ooh/), or Maryland state [Occupational and Industry Projections](http://www.dlr.state.md.us/lmi/iandoproj/) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC’s Office of Research and Policy Analysis [webpage](http://mhec.maryland.gov/publications/Pages/research/index.aspx) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.

Global Health has emerged as an academic discipline needed to prepare a workforce that can effectively work with vulnerable populations at local, national, and global levels. Careers for Global Health majors include those familiar to majors in other disciplines of public health, but the focus is on issues that transcend borders including health education, policymaking, research, and direct service with populations, as well as health systems in local, national, and global communities. Career titles include program evaluator, disaster relief-support technician, field consultant, international aid worker, foreign service officer or legislative assistant (explorehealthcareers.org, www.ghalliance.org). Industries include government, non-profit, private sector, hospital/healthcare, and academia (globalhealth.duke.edu/education/careers) in agencies such as CDC, National Academies, Council on Foreign Relations, Partners in Health, Bill and Melinda Gates Foundation, and FHI360.

From 2019 to 2020, an overall growth of 13% in the field of Global Health was observed, and there is an estimated 15% projected change in employment for community health workers, compared to a 4% increase in other occupations (bls.gov). A search from the Global Health Council’s Job Board (jobboard.globalhealth.org) and (devex.org) for entry level positions in global health revealed hundreds of positions, and a search on [Indeed.com](http://indeed.com) specifying “global health” resulted in 5,500 current, open positions. Recent open positions include Health Officers in Nigeria and Bangladesh, Environmental Health and Safety Consultants in Belgium, and Public Health Officers in Canada. Of the top 20 careers, global health training directly pertains to 11, as ranked using criteria including employment opportunity, work-life balance, job security, and earning potential (careerprofiles.info).

Given the increasing demand for trained global health professionals, the Global Health major will develop culturally competent, globally-minded graduates skilled to operate in the global arena.

The recent and interconnected health, social, and environmental crises highlight the need for trained professionals who can address problems in a global context. When discussing global health within a post-pandemic world, there are calls for more investments in preparedness, efforts to address structural and systemic inequities with the Sustainable Development Goals, enhance resilience in our health care delivery systems, and achieve greater accountability for actions (Reid, Abdool-Karim, & Goosby, 2021).

At steady state, the School of Public Health estimates that the Global Health major will enroll approximately 100 students per year within the first three years of the program. Following this time period and contingent upon student interest, the School of Public Health intends to grow the program, contributing to increased SPHL retention and graduation numbers.

Identify similar programs in the state. Discuss any differences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program differences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

We are unaware of any Global Health degree programs at the undergraduate level in the state. While other globally oriented programs exist at some schools, they are primarily aligned with international affairs, policy, and business contexts and are not focused on global public health. We do not see any duplication of an existing program across the state.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

There are no Historically Black Institutions within the state of Maryland that offer a Global Health major and it appears unlikely that the proposed program would adversely affect any existing programs and/or the uniqueness or identity of a Maryland HBI.

Supporting Documents

Attachments

GBHL Appendices - 5-12-2023.pdf
Revised GBHL sample plan 8-4-2023.pdf

Reviewer Comments

Michael Colson (mcolson) (Fri, 12 May 2023 15:20:27 GMT): Replaced GPHL course prefix with GBHL course prefix on 5/12/2023.

Key: 902

Global Health Four-Year Template – General Education

Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
Benchmark 1 Requirements BSCI170/171 course must be completed by the end of two semesters into the major.	ENGL101 (AW)	3	FMSC110 (HS,CC)	3
	ANTH210 (HS)	3	SPHL100	3
	BSCI170/171 (NL)	4	ANTH310 (SP,UP)	3
	UNIV100	1	Elective/GenEd (MA)	3
	World Language (100-400)	3-6	World Language (100-400)	3-6
	GBHL210	1		
	<i>Total</i>	<i>15-18</i>		<i>Total</i>
Benchmark 2 Requirements One World Language course must be completed by the end of three semesters into the major. Benchmark 3 Requirements Two World Language courses must be completed by the end of four semesters into the major.	Year 2: Fall	Credit	Year 2: Spring	Credit
	Elective	3	Elective	3
	GBHL285 (UP)	3	NFSC100 (NS)	3
	Oral Communication (OC)	3	EPIB301	3
	BSCI213 (IS)	3	GVPT200/282	3
	Humanities (HU)	3	HLTH230	3
	<i>Total</i>	<i>15</i>		<i>Total</i>
Major Requirements BSCI170/171 requires MATH120 placement. Prerequisite courses must be completed with a C- or higher: BSCI2__ requires completion of BSCI170/171. EPIB315 requires completion of EPIB301.	Year 3: Fall	Credit	Year 3: Spring	Credit
	MIEH321	3	GBHL389_/Study Abroad	3
	EPIB315 (AR)	3	Scholarship and Practice	3
	GBHL310	3	INST420	3
	GBHL Option (100-400)	3	GBHL Option (100-400)	3
	Humanities (HU/IS)	3	Elective	3
	<i>Total</i>	<i>15</i>		<i>Total</i>
Major Requirements ANTH310 requires completion of ANTH210. It is highly recommended that students complete two courses in the same language. A grade of C- or higher must be earned in all major requirements.	Year 4: Fall	Credit	Year 4: Spring	Credit
	Professional Writing (PW)	3	GBHL497 (SP)	3
	Elective	3	GBHL Option (300-400)	3
	GBHL489	3-6	GBHL Option (300-400)	3
	GBHL289_	3	Elective	3
	HLSA320	3	Elective	3
	<i>Total</i>	<i>15</i>		<i>Total</i>
TOTAL Credits = 120				

Appendices

Appendix A Library Assessment

Appendix B Course Descriptions

Appendix C Learning Outcome Assessment Plan

Appendix D SPH Undergraduate Workforce Initiative

Appendix E: Supporting Correspondence for Required Courses

Appendix F: Additional Supporting Correspondence

Appendix G: Additional Education Abroad Experiences

Appendix H: Faculty List

Appendix I: World Language Minor Pathway

Appendix J: Job Description Proposal

Appendix K: Dual Degree (BS-MPH) Program Considerations

Appendix L: Memorandum of Agreement - Peace Corps Prep Program with UMD College Park

Appendix A: Library Assessment



UNIVERSITY
LIBRARIES

Daniel Mack
Associate Dean of Collections
University of Maryland Libraries
4119C McKeldin Library
7649 Library Lane, College Park, MD 20742-7011
301-405-9264 | dmack@umd.edu

DATE: April 14, 2023

TO: Dr. Nicole Cousin-Gossett
Assistant Dean for Undergraduate Education, School of Public Health

CC: Daniel Mack, Associate Dean of Collections, UMD Libraries
Margaret Saponaro, Director, Collection Development Strategies, UMD Libraries

FROM: Nedelina Tchangalova, Public Health Librarian, UMD Libraries

RE: Library Resources to Support New Undergraduate Program in Global Health

The University of Maryland (UMD) Libraries' mission is to "steward and provide access to diverse collections and preserve the knowledge and history of the university," as well as to "offer inclusive services and innovative technologies for learning, study, and collaboration." Currently, they support undergraduate and graduate students in a variety of face-to-face, online, and distance learning programs and faculty working collaboratively with internal and external partners. The UMD Libraries' collections will adequately support the instruction and research needs of the newly proposed undergraduate program in global health.

As a school with strong ties with other departments/schools on and off campus, the UMD School of Public Health is confident that library resources are readily available and accessible. Ease of access and flexible availability of library materials is paramount, and researchers and students expect this flexibility to be coupled with high academic quality and integrity. The current purchasing practices and available collections at the UMD Libraries will ensure that these two goals can be met, both now and for the life of the school.

In addition, UMD Libraries have developed partnerships and collaborations with state, regional, and national institutions and consortiums in order to enhance access to library collections and provide necessary materials for teaching and research. Membership in the Big Ten Academic Alliance (BTAA)¹ allows patrons to obtain print materials from other participating libraries through interlibrary loan services. For digital content, UMD Libraries offer access through its collaborations with BTAA, HathiTrust,² and the University System of Maryland and Affiliated Institutions (USMAI).³ Thus, the broader medical and public health journals not held by UMD Libraries, are available through these memberships. Moreover, UMD Libraries' existing public health collections of monographs, journals, and databases will continue to support the research and teaching needs of the School of Public Health.

¹ Big Ten Academic Alliance (BTAA) - <https://www.btaa.org/library/libraries>

² HathiTrust - <http://www.hathitrust.org/>

³ University System of Maryland and Affiliated Institutions (USMAI) - <http://usmai.umd.edu/>

Public Health Science Library Collections

McKeldin Library supports the undergraduate and graduate students in SPH, housing the majority of the monographs and serials pertaining to public health in general, and to global health and economics in particular. A significant portion of these collections are electronically accessible, both on and off campus, and therefore are not location dependent.

1. Monographs

The Libraries' current collection of books related to public health is sufficient to meet the needs of the school. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting. As a land grant institution, the University of Maryland already has a tradition of emphasizing public health, including environmental health, epidemiology, environmental justice, global health, health policy, health care management, occupational health, as well as social, political, and ethical issues in public health. Current collection development practices in the Libraries already support these topics.

At this time, UMD Libraries have access to several multidisciplinary eBook collections related to human and environmental health, not only locally but globally as well including *Credo Reference*, *EBSCO eBook collection*, *Gale Virtual Reference Library*, *ProQuest eBook Central*, *Springer eBooks*, *World Scientific eBooks* and more. Due to the UMD Libraries' purchasing preference for electronic materials, the number of electronic book collections is expected to continue to increase significantly in the coming years.

2. Electronic Resources: Journals and Databases

The Libraries' current list of subscriptions includes core and related journals supporting research and teaching in global health.

A search was performed in *Journal Citation Reports 2021 (JCR)*, a database that uses citation data to rank and to determine the impact factor of journals in an academic field. To support the existing courses, at the present time the Libraries provide access to nine of the top ten ranked journals from the JCR category of *Health Policy & Services*, seven of the top ten ranked journals from the JCR category of *Health Care Sciences & Services*, and all of the top-ranked journals from the JCR category of *Public, Environmental & Occupational Health*.

While other aspects of global health do not fall as neatly into a JCR-specified category, the UMD Libraries provide access to numerous highly ranked journals from cross-sections of the JCR categories of *Agricultural Economics & Policy*, *Anthropology*, *Behavioral Sciences*, *Biology*, *Environmental Sciences*, *Family Studies*, *Food Science & Technology*, *Infectious Diseases*, *International Relations*, *Law*, *Linguistics*, *Management*, *Nutrition & Dietetics*, *Political Science*, as well as the majority of top ten ranked journals from all science and engineering disciplines.

Relevant top-ranked global health-related titles include:

- *Annual Review of Public Health*
- *Bulletin of the World Health Organization*
- *Environmental Health Perspectives*
- *Epidemiologic Reviews*
- *Epidemiology*
- *European Journal of Epidemiology*
- *Health Affairs*
- *International Journal of Epidemiology*
- *International Journal of Hygiene and Environmental Health*
- *Journal of Health Economics*
- *Lancet Global Health*
- *Morbidity and Mortality Weekly Report*
- *Value in Health*

In addition to journal subscriptions, the UMD Libraries subscribe to the following significant databases that will support the school by providing access to the previously mentioned journals as well as other relevant resources:

- *Academic Search Ultimate (EBSCO)*
- *Biological Science (ProQuest)*
- *Health Reference Policy Center (EBSCO)*
- *Public Health (ProQuest)*
- *PubMed*
- *ScienceDirect*
- *TOXLINE*
- *Web of Science*

At this time, the UMD Libraries' purchasing preference is for electronic materials (i.e. those that can be accessed online), a trend that will serve to enhance the research and teaching experience. This is especially relevant to the collaboration initiatives, where online flexibility is presented with no reduction in educational and research quality. The UMD Libraries' purchasing and access priorities are in line with this goal.

Interlibrary Loan Services

Through the UMD Libraries' membership in the Big Ten Academic Alliance (BTAA), our faculty and students are able to take advantage of a number of new material access options. The Libraries' participation in the *UBorrow*⁴ program allows rapid access to the collections of other Big Ten member libraries.

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions (USMAI) libraries, the *Interlibrary Loan*⁵ unit can obtain materials from other libraries at no charge to the student or faculty. Most recent journal articles can be provided through electronic delivery, allowing students and faculty to make the most flexible use of their time.

An article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. If the requested article or chapter is not available on campus, the request will automatically be forwarded to the Interlibrary Loan service (ILL). This service is free of charge.

Conclusions

At the present time, UMD Libraries' holdings are adequate to support the proposed new SPH Undergraduate Program in Global Health, and current purchasing preferences and trends are especially beneficial for collaborative projects and programs. While it is anticipated that this will continue, the Libraries' collections are vulnerable to budget and market fluctuations. Journal collections and other continuing resources remain particularly vulnerable. The level of future support is thus dependent upon ongoing funding and other circumstances affecting continuing subscriptions.

Statement from Associate Dean of Collections, UMD Libraries

Nedelina Tchangalova, Public Health Librarian, has prepared this report according to standard practices for collection assessment in research libraries. I have reviewed Ms. Tchangalova's report and I concur with her findings.

Daniel C. Mack

Daniel C. Mack

⁴ Uborrow service - <http://www.btaa.org/library/reciprocal-borrowing/uborrow>

⁵ Interlibrary loan - <https://www.lib.umd.edu/find/ill>

Appendix B: Course Descriptions

(Highlighted courses are in development and will be submitted for VPAC approval.)

Global Health Supporting Courses (14 credits)

NFSC100 Elements of Nutrition (3 credits) DSNS

Pre-req: *None*

Fundamentals of human nutrition. Nutrient requirements related to changing individual and family needs.

ARHU Language Courses (4-6 credits)

Pre-req: *Dependent on placement assessment or previous enrollment. See ARHU*

Students are required to take at least two language courses and encouraged to engage in a succession of courses in one (1) language.

GVPT200 International Political Relations (3 credits) DSHS, DVUP

Pre-req: *None*

A study of the major factors underlying international relations, the causes of conflict and cooperation among international actors, the role of international institutions, the interactions of domestic and foreign policies, and major issues in security, economy and the environment.

OR

GVPT282 Politics in the Developing World (3 credits) DSHS, DVUP

Pre-req: *None*

A study of the domestic governmental institutions; processes and problems such as conflict and economic development; and the socio-economic environments that are common to developing countries of Africa, the Middle East, Asia, and Latin America.

BSCI170/171 Principles of Molecular & Cellular Biology/Laboratory (4 credits) DSNL

Pre-req: *Math Eligibility of MATH120 or higher*

Basic principles of biology with special emphasis on cellular and molecular biology.

Basic laboratory principles of biology with special emphasis on cellular and molecular biology.

BSCI213 Microbiology for Global Health (3 credits) DSNL, SCIS

Genetic principles underlying microbial abilities; microbial structure-function relationships; metabolism, physiology, and ecology of microorganisms; interactions between microorganisms (including pathogens) and their hosts. Special emphasis on global context and infectious disease transmission.

Pre-req: *BSCI170 and BSCI171*

Global Health Core Courses (39 credits)

SPHL100 Foundations of Public Health (3 credits)

Pre-req: *None*

An overview of the goals, functions, and methods of public health. After an introduction to the core concepts and tools used in public health research and practice, applications of these methodologies are considered in the context of current controversies/problems in public health. Students work together to develop strategies for prevention and control that take into consideration different points of view, outside research, and impacts on individuals and communities.

FMSC110 Families and Global Health (3 credits) DSHS, DVCC

Pre-req: *None*

Students will explore, define, and study global health, social determinants of health, health inequalities, gender inequality, family violence, and maternal and child health using a global perspective.

MIEH321 Environmental Determinants of Emerging Infectious Diseases (3 Credits)

Pre-req: *Completion or concurrent enrollment in SPHL100*

Examines the influences of environmental factors, economic development, migration, and land use changes on emergence and reemergence of infectious diseases. Explores how population growth, development, and climate change impact natural reservoirs of infectious diseases and how they are transmitted through human populations. Includes historical accounts, newly emerging and reemerging diseases.

GBHL285 Introduction to Global Health (3 credits) DVUP

Pre-req: *Minimum of C- in SPHL100*

Exploration of theoretical frameworks and practical perspectives on issues shaping the global health panorama. Determinants examined through: biological and epidemiological; social, cultural and economic; environmental and geographic; multi-section, legal and institutional perspectives with synopsis of how these issues are addressed by international and community organizations in developing countries.

EPIB301 Epidemiology for Public Health Practice (3 credits)

Pre-req: *None*

An examination of the discipline of epidemiology and its application to public health issues and practices, covering current epidemiological concepts and methods.

EPIB315 Biostatistics for Public Health Practice (3 credits) FSAR

Pre-req: *C- in EPIB301; or completion of or current enrollment in HLTH200*

An examination of biostatistical concepts and procedures as they relate to contemporary issues in public health. Focus on applications, hands-on-experience, and interpretations of statistical findings in public health research.

ANTH210 Introduction to Medical Anthropology and Global Health (3 credits) DSHS, DVUP

Pre-req: *None*

An introduction to the central concepts in medical anthropology and the anthropology of global health. This course is a survey of anthropological notions of health, disease, and the body in

cross-cultural and global contexts, including classic and contemporary texts. It will provide an examination of systems of knowledge and practice with regard to illness, healing, and global health inequities.

ANTH310 Method & Theory in Medical Anthropology and Global Health (3 credits) DSSP, DVUP

Pre-req: *ANTH210*

Provides a critical perspective to global health that encompasses key political, economic, and cultural factors associated with the nature and magnitude of global health issues such as HIV/AIDS, tuberculosis and malaria, paying particular attention to how poverty and inequalities within and between societies has accelerated current global health challenges. Introduces students to how medical anthropologists have contributed to the debates surrounding the globalization of health.

GBHL210 Careers in Global Health: Understanding the Public, Private, and Non-Profit Sectors (1 credit)

Pre-req: *None*

This course is designed to provide students with the information, resources, and skills necessary to make informed career decisions within the field of Global Health throughout their lives.

GBHL310 Introduction to Global Health Literacy (3 credits)

The ability to access, understand, appraise, and use information is critical for the improved health and well being of populations around the world. The Horowitz Center for Health Literacy developed this course to address how population health is affected by politics, culture, geography, and/or social determinants of health. The course will focus on contemporary global health challenges including climate-related disasters and pandemic preparedness. Students will explore and gain skills related to health communication and education.

Pre-req: *Oral Communication*

HLSA320 Comparative Global Health Care Delivery Systems (3 credits)

This course addresses health care delivery systems with special emphasis upon relationships among the complex systems impacting human health. Students will engage in project-based learning about the impact of human service systems on a global scale exploring how corporations, multilateral aid, philanthropies, foundations, and private donors affect health and interventions.

Pre-req: *SPHL100*

HLTH230 Introduction to Health Behavior (3 credits)

Psychological, social psychological, and sociological approaches to the following health areas: development of health attitudes and behavior, patient-provider interaction and the organization of health care.

Prerequisite: Restricted to majors or non-majors with less than or equal to 45 credits.

INST420 Data Applications in Global Health (3 credits)

Pre-req: *EPIB315*

In this course, students will analyze and interpret real-world global health data. The course offers hands-on experiences reading datasets, statistical output, and journal articles. This course is for global health students who are already familiar with basic statistical concepts; we will take biostatistics to the next level, exploring reasoning behind use of certain tests and models.

GBHL497 The Global Health Experience (3 credits) DSSP

Pre-req: *None*

Integrating course and field experiences, the Capstone offers Global Health majors an authentic and innovative way to apply competencies and skills. Students will draw from their classroom experiences to design a Capstone project that aligns with their interests and long-term career goals. The Capstone course also connects the students' field-based internship or other applied experiences. Integrating international experiences will be encouraged when possible.

Global Health Experiential Learning (6 credits)

GBHL289_ Global Classroom (3 credits)

OIA describes Global Classrooms as an innovative way to gain international experience, virtually, from wherever students are. Forward-thinking students and faculty from UMD and international peer institutions gain real-world skills while collaborating on global challenges and designing contributive solutions for meaningful impact. GBHL289 will provide a mechanism for Global Classrooms to be developed within the GBHL major, or students may take other Signature Global Classroom courses to fulfill this requirement.

GBHL389_ Study Abroad Opportunity (3 credits)

Students will choose from an approved list of Study Abroad courses.

Study Abroad opportunities for Global Health Majors are widely available, with over 240 education abroad courses that are applicable to this requirement. Opportunities will change over time but will continue to include UMD originated and external opportunities. A current list of relevant opportunities can be found [here](#). Additionally, a UMD originated opportunity is showcased below.

Short Term, Faculty-Led Study Abroad Opportunity Courses:

FMSC486 Law, Public Health, and the Cuban Family (4 credits)

Summer Session Course. Our travel to Havana allows students a unique opportunity to travel to isolated Cuba and study the socialized systems that govern the Cuban family. Through personal engagement with Cuban leaders and professionals and locals, students will gain first-hand knowledge of the impact on Cuban families of socialized family law, and healthcare and the impacts of economic isolation during the US trade embargo and examine Cuba's promises

of equality on family systems. Students will participate in panel discussions and guest lectures with leading Cuban government officials and ministers, medical and legal professionals. In our journey to Cuba students will learn valuable comparative and analytical skills as we immerse ourselves in many personal exchanges.

Please see Appendix G for International, Host-Institution Education Abroad Opportunities

GBHL489 Global Health Field Internship (3-6 credits)

This independent field-based experience will provide the opportunity for students to work with individual mentors in the area of applied global health, either in the United States or abroad. Students must identify a mentor prior to obtaining departmental permission.

Global Health Option Courses (12 credits)

(additional GBHL courses are envisioned as future options courses as well)

AASP200 African Civilization (3 credits) DSHU

Pre-req: *None*

A survey of African civilizations from 4500 B.C. to present. Analysis of traditional social systems. Discussion of the impact of European colonization on these civilizations. Analysis of the influence of traditional African social systems on modern African institutions as well as discussion of contemporary processes of Africanization. A survey of African civilizations from 4500 B.C. to present. Analysis of traditional social systems. Discussion of the impact of European colonization on these civilizations. Analysis of the influence of traditional African social systems on modern African institutions as well as discussion of contemporary processes of Africanization.

AGNR 301/ PLCY301 Sustainability (3 credits)

Pre-req: *None*

Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

ANTH265 Anthropology of Global Health (3 credits) DSHS, DVUP, SCIS

Pre-req: *None*

An overview of the growing field of global health including health care systems, medical practices, ideas about illness in cross-cultural contexts, issues of health development, global health inequity, and human rights issues. The course will focus on the history of global health, the critique of major international health agencies and their development paradigms, and the political economy of social inequalities and health.

ANTH472 Medical Anthropology (3 credits)

Pre-req: *ANTH360 or departmental permission*

An exploration of the cultural, social, economic and political dimensions of health, disease, and illness. These dimensions will be examined through both the health-seeker's and the care-provider's perspectives.

AREC210 What Happens as Your Food Goes From Farm to Table (3 credits) DSHS, SCIS

Pre-req: *None*

Food supply chains link farms, input providers, traders, food processors, and retailers. We assess how supply chains are organized, how they use technologies, and how they are adapting their organization and technologies to meet the challenges facing the food system and society. The challenges include: 1) Producing enough food to meet a growing global population, while reducing damages to air, water, and soil resources; (2) Meeting the health challenges posed by obesity and food insecurity, while also meeting consumer preferences for how food should be produced; and (3) Doing all this in the face of climate change.

AREC345 Global Poverty and Economic Development (3 credits) DSHS, DVUP

Pre-req: *None*

This interdisciplinary course explores social and economic development around the world. Topics include geography, democratization, political instability and conflict, health and education, agricultural development, micro-entrepreneurship, and an introduction to impact evaluation methods used to evaluate the efficacy of public policy aimed at alleviating poverty.

AREC365 World Hunger, Population, and Food Supplies (3 credits) DVUP

Pre-req: *None*

An introduction to the problem of world hunger and possible solutions to it. World demand, supply, and distribution of food. Alternatives for leveling off world food demand, increasing the supply of food, and improving its distribution. Environmental limitations to increasing world food production.

COMM382 Essentials of Intercultural Communication (3 credits) DVCC

Pre-req: *None*

Introduction of major theories and concepts of intercultural communication; examination of processes that make up cultural differences; and use of intercultural communication competence skills.

ECON175 Inequality: Determinants and Policy Remedies (3 credits) DSHS, SCIS

Pre-req: *None*

History shows that the gap between the rich and the poor has varied over time within and between countries, most recently seeming to increase within many countries while somewhat decreasing between countries. This course challenges students to investigate why people make different amounts of money, why income inequality has changed dramatically in recent years, what public policy tools exist to counter inequality increases, and what different institutional arrangements different countries use to lower inequality. This course will introduce students to

theoretical tools used by economists to understand the sources of inequality and will also examine various empirical measures of inequality.

ECON200 Principles of Microeconomics (3 credits) DSHS

Pre-req: *MATH107 or MATH110; or must have math eligibility of MATH113 or higher.*

Introduces economic models used to analyze economic behavior by individuals and firms and consequent market outcomes. Applies conceptual analysis to several policy issues and surveys a variety of specific topics within the broad scope of microeconomics.

ECON201 Principles of Macroeconomics (3 credits) DSHS

Pre-req: *MATH107 or MATH110; or must have math eligibility of MATH113 or higher.*

An introduction to how market economies behave at the aggregate level. The determination of national income/output and the problems of unemployment inflation, will be examined, along with monetary and fiscal policy.

ECON370 Global Economic Policies (3 credits)

Pre-req: *Minimum grade of C- in ECON200 and ECON201.*

Analysis of policy options and debates on fostering economic growth and development in a global economy where national boundaries are no longer relevant. Topics covered will include real loanable funds markets in both local and international contexts during normal conditions and during financial crises, the design of trade and industrial policies, and the role of the World Bank, IMF, WTO, and other international agencies as well as regional and bilateral trade agreements. Emerging economies will be emphasized.

EPIB330 Introduction to Infectious Disease Epidemiology (3 credits)

Pre-req: *EPIB301*

Introduces students to the study of infectious disease through the application of epidemiologic methods. Students will review how infectious diseases impact global health, and examine epidemiological concepts related to infectious disease. These concepts include infectious disease transmission, prevention and control; study design; and outbreak and epidemic investigations. Infectious disease topics of concern to public health professionals will be covered including the COVID-19 pandemic, sexually transmitted infections, foodborne infections, healthcare-acquired infections and neglected tropical diseases, and future trends in the field of infectious diseases.

FGSM350 Critical Regions and International Relations (3 credits)

Pre-req: *Must be in Global Fellows Program*

This course recognizes the importance of regional study within the field of international relations and is designed to examine key challenges. Media reporting on global events often concentrates on the policies and actions of individual countries while underplaying the regional context and the interactions of multiple countries or multilateral institutions. A central focus of this course will be the role of multilateral institutions in relation to critical regions. Thus, this course will look at the wide array of factors influencing global events and dynamics, and the

various tools available to foreign policy practitioners to address challenges in such critical regions as the Near East, Central Asia, and Europe.

FGSM360 U.S. Diplomacy and Public Policymaking (3 credits)

Pre-req: Must be in Global Fellows Program

This course will examine how U.S. national security and diplomacy policies and strategy are formulated and executed in a contemporary context. The course will look at the underlying ideological perspectives that tend to shape how U.S. decision makers view foreign policy challenges and opportunities. It will look at the range of tools available to national security practitioners as they work to protect and advance U.S. national interests. The course will also examine the domestic context and process through which decisions about specific foreign policy objectives are set and actions are implemented. Throughout the course, the emphasis will be on the practical understanding and appreciation of how U.S. diplomacy is formulated and pursued. Team-taught by a Foreign Service Officer and a U.S. intelligence officer, the course will seek to build practical skills of students for application in professional experiences in the international arena. Thus, the course will emphasize the development of professional writing, presentation, and policy analysis skills, including through an interagency simulation. The course will also feature guest lecturers from Washington's international policymaking, think tank, media, and NGO communities.

FGSM370 Science Diplomacy: Foreign Policy and Science, Technology, and Innovation (3 credits)

Pre-req: Must be in Global Fellows Program

This course will explore the science and technology/foreign policy nexus with specific sectoral assessments to include energy and climate change, public health, space and innovation, and economic development. Our world is increasingly defined by scientific advancements and technological innovation. Solutions to today's global challenges — in economic growth/poverty reduction, climate change, food security, and health — will rely on developments in science and technology. Science is now a global endeavor. Developing countries are investing heavily in their science and technology infrastructure. The United States and many other countries view S&T as the means to achieve economic goals and to ensure the well-being of their populations. The pursuit of knowledge and technology development relies on national level efforts and also extends beyond national jurisdictions. As a result, the linkages between foreign policy and S&T have never been stronger. Science Diplomacy integrates the foreign policy and scientific and technological communities. The U.S. integrates scientific and technological knowledge into our diplomacy to help ensure that our policies are technically sound, programmatically viable, and politically feasible. Students, through expert speakers, presentations, readings, and negotiation exercises, will explore the critical roles scientific knowledge and technological innovation play in the formation and implementation of foreign policy issues.

FGSM380 Responses to Global Challenges: A Practitioner's Perspective (3 credits)

Pre-req: Must be in Global Fellows Program

This course will examine global issues and responses primarily from the perspective of the practitioner, as a means of providing students with practical insight into the challenges and

crises that exist worldwide. The focus will be on a range of social, humanitarian, and human rights issues set in different global contexts. Class topics may include humanitarian assistance and international humanitarian law, refugees and vulnerable populations, human rights, global health, environmental and human security policy, the role of Congress and the Executive branch, U.S. and U.N. relations, and good governance initiatives. The class will utilize public institution publications and government documents, as well as academic literature, in the readings. Practitioners with experience in the field will share their knowledge and expertise with students and participate in class discussions. Class attendance and active participation is crucial to the course. The guest speakers, representing different organizations, will provide students with a better understanding of the range of possible responses to global challenges. This seminar will also focus on the practical knowledge needed for careers in the international arena.

FGSM390 Water Security and Global Health Challenges (3 credits)

Pre-req: *Must be in Global Fellows Program*

This course will examine water challenges and health threats, the major actors as well as mechanisms and initiatives involved in responding, and the factors that governments need to consider as they develop global water and health strategies. Water scarcity, poor water quality and inadequate sanitation negatively impact food security, health, and livelihood for families across the world. Water and sanitation related diseases remain among the major causes of death in children under five. The inter-connectedness between water and health, energy, food security, ecosystems, and climate change makes water a key foundation for achieving country-level sustainable development goals.

FMSC280 Global Child and Family Health: Getting There Via E-Communications (3 credits)

DSHS, SCIS

Pre-req: *None*

Students will learn about global maternal, child and family health issues and how these issues may affect their lives. Interdisciplinary teams of students will collaborate to develop programs aimed at improving global family health through the use of information and communications technologies.

FMSC310 Maternal, Child, and Family Health (3 credits)

Pre-req: *None*

Overview of the major issues in Maternal, Child, and Family Health in the U.S. and the world. The course will cover the social, political, environmental, and economic factors that shape the health of women, children, and families throughout the life course. It will employ the core disciplines of public health -- 1) epidemiology/biostatistics, 2) environmental health, 3) health policy and administration, and 4) social and behavioral health -- to examine these factors. The course introduces specific issues and interventions and places these issues and interventions within their broad socio-historical context.

FMSC330 Family Health: Health Happens in Families (3 credits)

Pre-req: *None*

The objective of this gateway course is to help you understand and apply basic theories and empirical data on family health. The course is designed to provide you with skills to think critically about theories including: Life Course Theory, the Bio-Ecological and Social-Ecological Models, and Systems Theory. We will ask questions about the distinct qualities and intersections of contexts and characteristics that impact the functioning of families. We will apply theory and research to topical issues in family health that are impacted by social structures such as conflict, crisis, migration, incarceration and inequalities.

FMSC383 Health and Human Services Delivery and Evaluation (3 credits)

Pre-req: *FMSC330*

Processes of service delivery with special emphasis upon relationships among managers, service providers and clients. The impact of human service systems on families.

GEOG140 Natural Disasters: Earthquakes, Floods and Fires (3 credits) DSNS, SCIS

Pre-req: *None*

Catastrophic Environmental Events (CCE) that are becoming more common in this time of global environmental change and it is essential that today's students be equipped with the knowledge and skills to be leaders as we, as a society, understand the upheaval that these CCEs are causing. Students will examine how CCEs shape human society and ecosystem from the interdisciplinary perspective afforded by the field of Geography. Students will use the latest geographic science concepts and techniques in exploring these events. Using satellite imagery they will gain a multi-scale perspective of the ecological and societal aspects of the events.

GEOL120 Environmental Geology (3 credits) DSNS

Pre-req: *None*

A review of geologic factors underlying many environmental problems and the interactions between population and physical environment: geologic hazards, land-use planning, conservation, mineral resources, waste disposal, land reclamation, and the geologic aspects of health and disease. The course is aimed at lower division students in education and liberal arts, and should be useful to any student concerned with geologic perspectives of environmental problems.

GBHL388_ Research Internship in Global Health (1-6 credits)

Pre-req: *None*

GVPT200 International Political Relations (3 credits) DSHS, DVUP

Pre-req: *None*

A study of the major factors underlying international relations, the causes of conflict and cooperation among international actors, the role of international institutions, the interactions of domestic and foreign policies, and major issues in security, economy and the environment. *This course only counts as an option if GVPT282 is taken as a Supporting Course.*

GVPT282 Politics in the Developing World (3 credits) DSHS, DVUP

Pre-req: *None*

A study of the domestic governmental institutions; processes and problems such as conflict and economic development; and the socio-economic environments that are common to developing countries of Africa, the Middle East, Asia, and Latin America. *This course only counts as an option if GVPT200 is taken as a Supporting Course.*

HLSA484 Redesigning Health Care: Developing a Clinic to Meet Community Needs (3 credits)

Pre-req: *60 credits*

Provides an opportunity for students to learn a key entrepreneurial skill, Design Thinking, while helping to build, reshape, redesign and transform delivery of health care in the Mona Center, a new community center and clinic in Prince George's County. This new, modern vision for a health and wellness clinic embraces student involvement in designing, planning and contributing to innovative programs, solutions, and processes to improve the clinic's ability to meet community and patient needs by addressing the social determinants of health as well as traditional clinical health status. Students in the class will develop empathy for patients, providers and other stakeholders, define problems, select a specific problem for intervention, understand problems based on stakeholder input, ideate, reframe and suggest options to solve or address the problem, prototype solutions, test ideas, and make recommendations to inform implementation and ongoing measurement and monitoring of impact.

HLTH234 Global Health Messages: Understanding Exposure and Impact (3 credits) DSHS, DVCC, SCIS

Pre-req: *None*

Using a global perspective, this course teaches students to be critical consumers of current and historical health communication interventions. It also provides students with the skills to develop media interventions that target specific and general populations. Students will discover the array of diverse media messages that influence the health and well-being of individuals and communities.

HLTH264 Tweets and Likes: Digital Health and Social Media (3 credits) DSHS, SCIS

Pre-req: *None*

Examines the current and potential use of digital health and social media to influence public health. Provides an overview of knowledge, skills and terminology necessary to optimize the effectiveness of these technologies to contribute to the enhancement of individual and community health.

HLTH434 Introduction to Public Health Informatics (3 credits)

Pre-req: *Minimum of 60 credits*

Provides an overview of the field of public health informatics and the influence of technology on the public's health and well-being. Emphasizes the application of various technologies and computer/internet applications to support public health research and practice, including strategies to address new and emerging threats.

HLTH460 Multicultural Population Health (3 credits)

Pre-req: *HLTH140, HLTH230, or HLTH366; or departmental permission*

Health concerns of U.S. ethnic minority groups and factors placing them at elevated risk for disease and injury. Health education concepts and strategies to reduce disparities between their health status and the health status of the general population.

HLTH490 Professional Preparation in Community Health (3 credits)

Pre-req: BSCI 170/171; BSCI 213; SPHL 100; GBHL 285; EPIB 301 & 315; ANTH 210 & 310; HLTH 230

The development of skills necessary for joining the public health work force post-graduation, as well as assistance in obtaining an appropriate internship that will serve as a final semester, capstone experience. Students will be exposed to various relevant professional experiences, and will be afforded the opportunity to strengthen their own individual skills by selecting from a menu of skills-based learning modules that best suit their perceived needs.

KNES260 Science of Physical Activity and Cardiovascular Health (3 credits) DSNS

Pre-req: *None*

Course details (1) the public health importance of and the processes underlying cardiovascular disease, (2) the risk factors for cardiovascular disease and the methods whereby they were identified, and (3) the principles of the scientific evidence supporting the use of physical activity to prevent cardiovascular disease.

NFSC220 Diet: Is it a Cause or a Solution (3 credits) DSSP, SCIS

Pre-req: *None*

If diet is a very straightforward topic; then why and how does this simple matter result in complicated health problems? Diet can provide a simple solution to numerous health issues. So, why do many people fail to follow this seemingly simple solution and still suffer from obesity and other diet-related diseases? Diet is a topic that most people know but few people understand. In addition, diet has become one of the most important lenses for looking at a variety of social, economic, and cultural issues. Since the concept of diet is continuum and has multifaceted aspects, we need to understand it in broad and multidisciplinary perspectives including social, cultural and economic aspects.

NFSC230 Global Nutrition Sensitive Food Systems (3 credits)

Pre-Req: *Recommended* NFSC100 and NFSC112

This course will seek to build on the momentum created by these and similar conversations and initiatives to prepare students and participants to develop global solutions fit for local contexts that bridge the gap between agricultural development and its largely unfulfilled health and nutritional benefits. Our focus will be on Ghana, Africa. The course will be taught online by the faculty from the University of Maryland and Kwame Nkrumah University of Science and Technology (KNUST), Kumasi Ghana.

NFSC425 International Nutrition (3 credits)

Nutritional status of world population; consequences of malnutrition on health and mental development; and local, national, and international programs for nutritional improvement.

Prerequisite: Must have completed one course in basic nutrition.

NFSC430 Food Microbiology (3 credits)

Pre-Req: BSCI223; or permission of instructor

A study of microorganisms of major importance to the food industry with emphasis on food-borne outbreaks, public health significance, bioprocessing of foods, disease control, and the microbial spoilage of foods.

NFSC470 Community Nutrition (3 credits) DSSP, DVCC

Pre-Req: NFSC315

Perspectives underlying the practice of nutrition services in community settings. Assessment of needs, program planning and evaluation. Programs and strategies to meet nutrition needs outside the acute care setting, such as nutrition education and food assistance. National nutrition policy and federal initiatives in nutrition will be examined. Students will be required to travel to local community nutrition sites during the semester.

NFSC498K Gut Microbiota Health and Metabolic Disease (3 credits)

Pre-req: *None*

Analysis of topics related to gut microbiota health, diet and nutrition. An introduction to the gut microbiota and its acquisition; How the microbiome is studied; Techniques for analyzing microbiome data; Gut microbiome changes in obesity and associated comorbidities: liver disease, insulin resistance and diabetes; Links between the microbiota, intestinal immune system and adipose tissue immune system; Effects of diet on the gut microbiota; Potential of the gut microbiome in treating obesity and related diseases.

PHSC401 History of Public Health (3 credits)

Pre-req: *Minimum of 45 credits*

Emphasis is on the history of public health in the Western world from antiquity to the present. Also examines the influence of public health developments as they relate to the Western world as well as throughout diverse cultures and societies across the globe. Analysis focuses on the interaction among Western and non-Western cultures with respect to health issues, including science, policies, prevention and treatment.

PHSC402 Emergency Preparedness (3 credits)

Pre-req:

Intensive introduction to public health emergency preparedness. Course will provide students with an overview of the role of public health in planning, prevention, preparedness, response, and recovery from disasters, both manmade and natural.

PHSC410 Public Health Program Planning and Evaluation (3 credits)

Pre-req: *None*

Students will become familiar with the dynamics of public health program planning, and the basic process of identifying unmet needs. They will be able to identify different types of program evaluation, including needs assessment, formative research, process evaluation, impact assessment, and cost analysis.

PHSC412 Food, Policy and Public Health (3 credits)

Pre-req: *C- in HLSA300*

Broad overview of the impact of food and food policy on public health. Course covers topics such as access to food, food systems, influence of food policies on the individual, the cost of food, influences on food selection, food safety risks and responses, nutrition-related health challenges, and a comparison of US food/nutrition issues with those of other nations.

PHSC415 Essentials of Public Health Biology: The Cell, The Individual, and Disease (3 credits)

Pre-req: *C- in BSCI202*

Presents the basic scientific and biomedical concepts of modern public health problems and explores in depth mechanisms and models of the major categories of disease. The biologic principles presented are foundations to public health disease prevention, control, or management programs.

PHSC426 Climate Change and Health (3 credits)

Pre-req: *C- in MIEH300*

Climate changes pose significant risks to population health by affecting air quality, the availability of safe drinking water, infectious disease transmission, food security, and access to housing, land, and livelihoods. Students examine the relationship between climate change and human health, focusing on how climate change vulnerability varies between populations by geographic, demographic, and socioeconomic characteristics.

PHSC430 Special Topics in Public Health; Public Health in the City: Global and Domestic Perspectives on the Urban Environment (3 credits) DSHS, DVUP, SCIS

Pre-req: *C- in BSCI202 and MIEH300*

Exposure to issues related to city habitation and the health of the public, including how the urban environment impacts the lives and health of city dwellers, including discussion of the social determinants of health. Students are encouraged to think about urban health and policy, and to question the current state of urban public health. Issues of race, class, and equality will be discussed throughout the course as they relate to each of these topics.

PLCY213 Foundations of Nonprofit Leadership and Social Innovation (3 credits)

Pre-req: *None*

Through discussions of contemporary trends, challenges and issues, this course provides an introduction to the nonprofit and NGO sectors, social innovation, and the leadership and management skills required to achieve social impact. The course will explore the history, theories, and roles of philanthropy, the nonprofit sector, and social innovation in societies and cultures. Students will be able to demonstrate an understanding of the process and principles of

social entrepreneurship and social innovation. Additionally, the course will introduce students to topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, project management, and overall strategies for achieving social impact. The course will include mini hands-on learning experiences that allow them to apply key learning outcomes.

PLSC125 Feeding Ten Billion by 2050: Food Security and Crop Production (3 credits)

DSNS, SCIS

Pre-req: *None*

An introduction to the global food system and its agricultural, biophysical, and socioeconomic domains. The problems and potentials for increasing world food supply based on current agronomic knowledge. Emphasis on international aspects of food crop production as its interrelationships with people and the environment in the developing world.

PLSC303 Global Food Systems (3 credits) DSNS

Pre-req: *BSCI170 and BSCI171*

An introduction to the global food system and its agricultural, biophysical, and socioeconomic domains. The problems and potentials for increasing world food supply based on current agronomic knowledge. Emphasis on international aspects of food crop production as its interrelationships with people and the environment in the developing world.

SPHL260 Public Health Beyond Borders (3 Credits)

The skills learned in this course are intended to engage students in critical thinking prior to a study abroad, global health project, or other international service experience in such a way that adds depth for the student and minimizes unintended negative consequences for local communities. The course is designed in three parts to prepare students to think critically about reciprocity in international service projects and develop scholarship in practice. Community members are viewed as partners, educators, and trusted advisors. Furthermore, since global health projects begin long before the plane lands, money is exchanged, and the first of many plastic bottles of water is purchased, the course begins with broad definitions of key concepts to heighten awareness of unintended consequences of well-meaning volunteers, then leads students through reflection and writing to apply these concepts and provides opportunity to integrate key concepts into plans for projects that serve global communities with cultural competence. Students will explore the needs of global communities, design interventions, and reflect on the potential outcomes in improving health in the communities served, while also focusing on their own subjective experience.

Pre-req: *None*

USLT320 Afro-Latinx Diasporas (3 credits)

Pre-req: *None*

Examines the history of the African diaspora and the Afro-Latinx populations in the United States. Explores transnational migrations, comparative slave systems, labor, community formation, gender, sexuality, popular culture, and the changing meanings of blackness and latinidad.

Appendix C: Learning Outcome Assessment Plan

The Learning Outcome Assessment Plan connects learning outcomes to the courses required in the Global Health major.

Learning Outcomes (black X indicates emphasis) (red X indicates major emphasis)	Required Courses																		
	Supporting Course	SPHL100	FMSC110	MEH321	GPLH285	EPIB301	EPIB315	ANTH210	ANTH310	HLSA320	HLTH230	GPLH210	GPLH310	INST420	GPLH497	GPLH289	GPLH369	GPLH489	
	AGNR, ARHU, BSDS, CMNS, EDUC, INST	Foundations of Public Health	Families and Global Health	Environmental Determinants of Emerging Infectious Diseases	Introduction to Global Health	Epidemiology for Public Health Practice	Biostatistics for Public Health Practice	Introduction to Medical Anthropology and Global Health	Method & Theory in Medical Anthropology and Global Health	Comparative Global Health Care Delivery Systems	Introduction to Health Behavior	Careers in Global Health: Understanding the Public, Private, and Non-Profit Sectors	Introduction to Global Health Literacy	Data Applications in Global Health	The Global Health Experience	Global Classroom	Study Abroad	Global Health Field Internship	
Knowledge Base																			
Global Health Strategies	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X
Scientific Bases	X			X	X	X									X				
Proficiency in Second Language	X											X							
Big Data Applications							X	X						X					
Social and Cultural Complexities	X	X	X	X	X			X	X	X	X				X				
Relationship Building	X		X						X	X	X								
Critical Thinking Skills																			
Understand Globalization	X		X	X	X	X		X	X	X				X	X	X	X	X	X
Application of Multidisciplinary Perspective		X	X	X	X	X		X	X	X				X	X	X	X	X	X
Utilization of Collaborative Approaches	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X
Impacts of Racism																			
Analyze impacts of racism in global health	X	X	X		X			X	X			X							
Develop strategies to combat racism		X	X		X				X	X		X							
Reflection of anti-racism	X	X	X	X	X	X		X	X		X				X				
Professional Communication Skills																			
Demonstration of Verbal and Written Skills	X	X	X		X			X	X		X		X		X				
Proficiency in Multi-media	X							X	X			X	X		X				
Basic Research Skills																			
Critically Evaluate Current Theories	X			X	X	X		X	X						X				
Literature Application	X			X	X			X	X					X	X				
Statistical Application						X	X												
Approach Implementation	X		X	X				X	X	X					X				
World View																			
Reflection	X		X					X	X						X	X	X	X	X
Career Pathways																			
Network Understanding		X							X	X		X							
Roles and Opportunities												X	X						
Career Development												X							

Global Health Learning Outcomes:

1. Understand the concepts, theoretical frameworks, and analytical methodologies underlying successful and sustainable global health strategies.
2. Understand the scientific bases for infectious disease.
3. Demonstrate beginning and/or intermediate ability in a second language.
4. Demonstrate competence in the development, recognition, and utilization of big data within global health applications.
5. Understand the social and cultural complexities inherent in global collaborations.
6. Demonstrate the ability to establish respectful, trusting relationships with people, communities, and institutions around the globe.
7. Understand globalization and its social and political foundations, with particular emphasis on effects on health and healthcare among populations in distinct locations.
8. Apply a multidisciplinary perspective to the appreciation, understanding, assessment, intervention, and sustainability of strategies designed to effectively address global health issues.
9. Utilize ethical, structurally competent, collaborative approaches to understanding, researching and contributing to community-supported interventions relevant to global health challenges.
10. Critically analyze the qualitative and quantitative impacts of racism on the prevention, assessment, and treatment of illness around the world.
11. Develop macro and micro strategies to combat racism and proactively promote health equity.
12. Reflect upon what it means to be anti-racist.
13. Demonstrate clear, incisive, verbal and written communication skills within the context of specific cultures, languages, and sociopolitical systems.
14. Demonstrate proficiency in a variety of electronic and digital media.
15. Recognize and critically evaluate current theories and practices within the discipline of global health.
16. Utilize peer-reviewed literature and apply it to research as well as to formulating effective program planning and evaluation strategies.
17. Apply introductory statistical methodology and big data approaches to solve global health problems.
18. Create and implement successful, novel approaches to global health issues based upon critical evaluations of historical underpinnings and previous challenges.
19. Reflect upon and integrate required academic experiential learning into a deeper understanding of professional and personal responsibility.

20. Understand the interconnected network and the major initiatives and priorities of global health organizations at the local, national and world levels.
21. Recognize the various roles, responsibilities, and opportunities available throughout the public, private, and nonprofit sectors.
22. Implement a strategy to enhance long-term career development.

Improving the Public Health of Maryland through a Diverse Public Health Workforce

OVERVIEW

In the recently concluded Middle States accreditation visit, one of the key recommendations for the campus focused upon eliminating the retention and graduation gap for under-represented minorities (URM). The undergraduate population (~2500 students) within the School of Public Health is fully 55% minority, significantly exceeding the campus mean, and is home to the B.S. degrees of Community Health, Family Science, Kinesiology (the university's fourth largest major) and Public Health Science (the tenth largest major and a STEM program). Additionally, many of these same students are first generation and have experienced powerful socioeconomic factors adversely influencing retention, graduation and time to degree.

In alignment with the recent Middle States recommendation, the School of Public Health assumes a leadership role in the university's land grant mission. Since its inception ten years ago, the central mission of SPH is to "promote and protect the health and well-being of the diverse communities throughout Maryland through interdisciplinary education, research and service."

The SPH is uniquely positioned to simultaneously achieve two goals: 1) help the campus eliminate the gap for URM and 2) meaningfully contribute to a diverse workforce designed to improve the health of diverse communities within the state of Maryland.

The present proposal addresses the Provost's call for initiatives that specifically focus upon critical needs to support high enrollment majors. It outlines a series of low-cost, innovative and intertwined initiatives that will serve the breadth of the student body, with particular emphasis on and benefits for URM students. The university's 2010 Task Force on Retention and Graduation, together with more recent, corroborating research, has strongly suggested that co-curricular activities within the academic discipline, increased quantity and quality of faculty and peer mentoring, and early exposure to application of theoretical concepts through professional alumni connections are all key components in academic success. The programs outlined below will build off this existing literature base.

ACTION PLAN

The action plan consists of three parts, to include 1) a collaborative, SPH-specific program involving the campus Teaching and Learning Transformation Center (TLTC) and the recently developed Academic Peer Mentoring Program (AMP), 2) direct engagement of local alumni with students, and 3) increased programmatic infrastructure targeted toward all students but especially the academically at-risk and URM populations.

1. Academic Peer Mentoring Program

Undergraduate teaching assistant (UTA) and mentoring programs are phenomenal in their ability to engage a breadth of students. Not only are the strongest students provided unique challenges

and leadership opportunities in the form of UTA positions, but the inclusion of UTAs in courses also provides additional learning and engagement opportunities both for students characterized by "middling" cumulative GPAs (a substantial and frequently forgotten cohort) as well as for the struggling, at-risk students. The SPH leadership team (specifically, the Assistant Dean for Undergraduate Affairs and the Associate Dean for Academic Affairs), together with the TLTC, will lend administrative and content support to our request for an additional professional career services person and one additional professional advisor who will jointly be responsible for program implementation, assessment and sustainability.

Initial discussions between the TLTC AMP Director and the Assistant/Associate SPH Deans have already occurred. Additionally, SPH has asked TLTC to be a partner in this specific endeavor and they have responded favorably.

Expected Impact: By focusing heavily on URM students both in the selection of UTAs and their engagement in large courses, we anticipate a narrowing of the retention/graduation gap for these students.

2. Direct Engagement of Local Alumni

Multiple studies have indicated that most students, particularly URM and/or first generation students, perform better when the relationship between academic theory and application to the professional field is made clear. This is especially true for those students who may not be eligible for post-baccalaureate study yet often thrive in a career emphasizing translation of academic concepts into improving peoples' lives. This component of the proposal overlays on the UTA program and directly addresses the need for increased alumni engagement within and external to the classroom. Further, the base of potential internships, a key factor in securing post-baccalaureate recommendations and employment, will be considerably expanded, affording students unique opportunities to interact with successful mentors. Under a similar administrative structure as the UTA program, the additional career and advisor professionals will work with the deans to establish a vastly expanded base of engaged, professional alumni who will work with our UTAs and expand the alumni presence in our classrooms and co-curricular activities thus impacting all students.

Expected Impact: Diversifying the workforce in Maryland communities to improve the public health of citizens is a core mission of the School of Public Health. By overlaying the UTA program with a targeted effort to forge productive alumni relationships and direct engagement in multiple initiatives, students will gain a unique perspective into the connection between academic coursework and real-world careers, leading to a positive impact in retention/graduation for all students, in particular URM students.

3. Targeted Programmatic Infrastructure

The SPH exemplifies a diverse student population characterized by a high percent of minority and first generation students as well as a marginalized, often financially struggling, community college base. Because none of the majors within SPH are Limited Enrollment Programs (LEPs), most students enter SPH within the second or even third year. It is critical that we immediately address their academic and career needs. Evidence suggests that programmatic initiatives are most effective when targeted toward specific groups. Therefore, the final responsibility of these proposed career and advisor professionals will be to develop outcome-oriented, SPH-specific programming focused upon academic success and meaningful relationships which further

connect students to their colleagues, faculty, mentors and staff. Additional emphasis will be placed upon the achievement of mathematical and writing competencies. Pilot programs will be developed based upon the current literature, with significant input from the academic departments, existing university support services, and the current SPH career and advising structures. Examples include: UNIV100-like 1 cr. courses for juniors and seniors targeted at career placement and professional development; specialized workshops for targeted students around academic and career skills; math and writing workshops for targeted underperforming students; and integration of academic-related workshops and tutor access with large courses.

Expected Impact: It is becoming increasingly recognized that many minority, first generation and community college transfers enter the University of Maryland never having experienced a family member or friend who is familiar with the historical cultures inherent in higher education, much less successful strategies to negotiate a complex institution. The development of small, pilot programs directed at specific populations will enhance the knowledge and skills upon which retention and graduation of underrepresented students depend.

SUMMARY & OUTCOMES

This proposal aims to directly address the Middle States recommendation for the campus to eliminate the retention and graduation gap for under-represented minority students. Specifically, this proposal requests permanent funding for one additional career professional and one additional advisor. Together, and with considerable support from the SPH departments and administration as well as the Teaching and Learning Transformation Center, the SPH will enact three initiatives designed to increase support for all students, particularly URM students. These three initiatives are inter-connected and include a large-scale implementation of UTAs for high enrollment classes, a plan to increase productive alumni engagement within and outside of the classroom, and the targeted programming necessary to support diverse populations in attaining their aspirations and dreams.

The SPH's current graduation rate for our most recent cohorts of junior transfer students after 4 years (i.e., 6 yr graduation rate) is 88% across all races, while the rates for Black/African American and Hispanic students are 3-8 percentage points lower, similar to university-wide statistics. Our 5-yr goal is to reduce this gap from 8 to 4 percentage points for Black/African American students and from 3 to 0 percentage points for Hispanic students, while increasing the overall graduation rate for transfers to at least 90%.

BUDGET

\$200,000 of permanent budget funds are requested for two FTE, as outlined above. SPH will match with two Step II or III GA positions to provide support for the UTA program and other initiatives.

Appendix E: Supporting Correspondence for Required Courses (DRAFTS)

AGNR/NFSC:

4/17/23, 1:17 PM

University of Maryland, College Park Mail - Re: NFSC and GH major



Stephen M. Roth <stroth1@umd.edu>

Re: NFSC and GH major

1 message

Cheng-i Wei <wei@umd.edu>

Mon, Apr 17, 2023 at 10:47 AM

To: "Stephen M. Roth" <stroth1@umd.edu>, Cheng-i Wei <wei@umd.edu>

Cc: Joseph <jsull@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>, Sara Kao <sarakao@umd.edu>, Tiffany Moore <tmoore12@umd.edu>, Tiffany Jones <tiffanyj@umd.edu>

Dear Stephen,

Congratulations on your success in establishing the new interdisciplinary Global Health major. We are happy that the NFSC100 is listed as a required course in the proposed curriculum. Your offering of financial resources for TA appointment for this class is adequate and appreciated. Thanks for giving us the opportunity to contribute to the success of this new major.

Cheng-i Wei

Dr. Cheng-i Wei
Interim Department Chair of Nutrition and Food Science
College of Agriculture and Natural Resources
Skinner Building Suite 0112
University of Maryland,
College Park, MD 20742
wei@umd.edu
Office: 301-405-4521 or 301-405-0773
Fax: 301-314-3313

On Mon, Apr 17, 2023 at 9:58AM Stephen M. Roth <stroth1@umd.edu> wrote:

Hi Cheng-i,

We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which will involve six colleges and the Office of International Affairs.

NFSC100 is a required course in the proposed curriculum, so additional seats will be needed. To support this requirement, we will provide resources to NFSC to support the additional seats necessary to support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in student enrollments, we are prepared to reevaluate this number as needed and certainly within three years of the launch of the program.

Our anticipated budget for NFSC is as follows, anticipating a ramp up of enrollments after launch:

FY24 (program development): \$0

FY25 (program launch, Fall 24 or Spring 25): \$56K (1 TA equivalent)

FY26 and beyond: \$112K (2 TA equivalent)

We appreciate your close involvement in this exciting major!

Best,
Steve

Stephen M. Roth, Ph.D. (*his/him*)
Professor & Associate Dean for Academic & Faculty Affairs
Director, Public Health Science Program
stroth1@umd.edu
www.sph.um.edu
University of Maryland
College Park, MD 20742
301-405-2504; fax 301-405-8397

I sometimes send messages outside of typical business hours. Please do not feel obligated to respond outside of your working hours.

Re: ARHU and GH major

1 message

Lindsay A. Yotsukura <ly@umd.edu>

Tue, Apr 18, 2023 at 2:15 PM

To: Ralph Bauer <bauerr@umd.edu>

Cc: "Stephen M. Roth" <stroth1@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>, "Audran M. Downing" <audran@umd.edu>, Mary Ellen Scullen <msscullen@umd.edu>

Dear Steve,

I echo Ralph's congratulations and am so pleased to see this is moving forward!

Best,

Lindsay

Lindsay Amthor Yotsukura, Ph.D.
Associate Director for Academic Affairs,
School of Languages, Literatures, and Cultures
Associate Professor of Japanese
1105B Jiménez Hall
University of Maryland
College Park, MD 20742
Email: ly AT umd.edu
Telephone: (301) 405-8902
<https://sllic.umd.edu/directory/lindsay.yotsukura>
<https://sllic.umd.edu/japanese>

On Tue, Apr 18, 2023 at 2:02 PM Ralph Bauer <bauerr@umd.edu> wrote:

Dear Steve,

Congrats on the approval of your new program. That's great news. I copy Lindsay and Mel Scullen (the new director of SLLC) and attach our original agreement for her reference.

Best wishes,

Ralph

On 4/17/2023 9:58 AM, Stephen M. Roth wrote:

Hi Ralph,

We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which will involve six colleges and the Office of International Affairs.

As you know, a language requirement is a core element of the proposed curriculum and the School of Languages, Literatures, and Cultures would be a central element. To support the student language requirements, we will provide resources to SLLC to support the testing and additional seats necessary to support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in student enrollments, we are prepared to reevaluate this number as needed and certainly within three years of the launch of the program.

Our anticipated budget for SLLC is as follows, anticipating a ramp up of enrollments after launch:

FY24 (program development): \$0
FY25 (program launch, Fall 24 or Spring 25): \$10K
FY26 and beyond: \$25K

We appreciate your close involvement in this exciting major!

Best,

4/18/23, 2:18 PM

University of Maryland, College Park Mail - Re: ARHU and GH major

Steve

Stephen M. Roth, Ph.D. (*he/him*)
Professor & Associate Dean for Academic & Faculty Affairs
Director, Public Health Science Program
[School of Public Health](#)
[University of Maryland](#)
College Park, MD 20742
301-405-2504; fax 301-405-8397

I sometimes send messages outside of typical business hours. Please do not feel obligated to respond outside of your working hours.

--

Ralph Bauer
(Pronouns: he/him/his)
Professor of English and Comparative Literature
Associate Dean for Academic Affairs, College of Arts and Humanities
President, Society of Early Americanists (2021-23)
1102 Francis Scott Key Hall
University of Maryland
College Park, MD 20742-7311
Phone: 301 405 5646
E-Mail: bauerr@umd.edu
<https://english.umd.edu/directory/ralph-bauer/>

BSOS:



Stephen M. Roth <sroth1@umd.edu>

Re: BSOS and GH major

1 message

Katherine Ford Russell <krussell@umd.edu>

Mon, Apr 24, 2023 at 4:08 PM

To: "Stephen M. Roth" <sroth1@umd.edu>

Hi Stephen,
Everybody is excited! We are full steam ahead!
Many thanks,
Katherine

Katherine F. Russell, PhD
Associate Dean for Undergraduate Education
College of Behavioral and Social Sciences
University of Maryland
301-405-1692, krussell@umd.edu

On Mon, Apr 24, 2023 at 2:52 PM Stephen M. Roth <sroth1@umd.edu> wrote:

Hi Katherine,
I know you were going to confirm with your department chairs that the plan below was good. I want to include confirmations in the PCC that will go in later this week. Are we good to move forward?
Thank you,
Steve

On Mon, Apr 17, 2023 at 9:58AM Stephen M. Roth <sroth1@umd.edu> wrote:

Hi Katherine,
We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which will involve six colleges and the Office of International Affairs.

BSOS will support multiple required courses in the proposed curriculum, so additional seats will be needed (ANTH210, ANTH310, and GVPT200 or GVPT282). To support this requirement, we will provide resources to BSOS to support the course instruction and additional seats necessary to support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in student enrollments, we are prepared to reevaluate this number as needed and certainly within three years of the launch of the program.

Our anticipated budget for BSOS is as follows, anticipating a ramp up of enrollments after launch:

FY24 (program development): \$0K
FY25 (program launch, Fall 24 or Spring 25): \$222K (1 PTK line and 2 TA equivalent)
FY26 and beyond: \$278K (1 PTK line and 3 TA equivalent)

We appreciate your close involvement in this exciting major!

Best,
Steve

Stephen M. Roth, Ph.D. (*he/him*)
Professor & Associate Dean for Academic & Faculty Affairs
Director, Public Health Science Program
School of Public Health
University of Maryland
College Park, MD 20742
301-405-2504; fax 301-405-8397

CMNS:



Stephen M. Roth <sroth1@umd.edu>

CMNS support for full implementation of the global public health major

1 message

Robert L. Infantino <rinfanti@umd.edu>

Mon, May 1, 2023 at 10:52 AM

To: "Stephen M. Roth" <sroth1@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>

Cc: "Kevin S. McIver" <kmciver@umd.edu>, Dave Straney <straney@umd.edu>, Reid Compton <compton@umd.edu>

Dear Steve and Nicole,

We are pleased to hear that the Global Public Health major has successfully developed a plan to move forward to full implementation. The College of CMNS is very supportive of the implementation of the major, which we think will be popular and will better serve a student niche that is different than the existing Public Health Science major.

As we discussed when we were planning the curriculum several years ago, we will develop a new course for the GPH majors - BSCI213 - Microbiology in Health and Disease. This non-lab course will focus specifically on the learning objectives suitable for the global health audience. The new major will also place increased demand on BSCI170, the course prerequisite. As a result, as a part of your budget we have requested a new lecturer - who will develop and teach a section of 213 each semester, as well as a section of BSCI170 each semester. We also have requested two GTA lines - one to support BSCI171 and one to support BSCI213.

We look forward to working together to implement this new major in the coming years.

Bob

--

Robert L. Infantino, Ph.D.

He/him/his

Associate Dean

College of Computer, Mathematical, and Natural Sciences

3400 A.V. Williams Building (*note new address*)

University of Maryland College Park, MD 20742-5511

Phone: (301) 405-4906 FAX: (301) 314-9949

email: rinfanti@umd.edu

<http://biology.umd.edu/robert-infantino.html>

Connect with UMD Science: [Web](#) | [Twitter](#) | [LinkedIn](#) | [Instagram](#) | [Facebook](#)



Stephen M. Roth <sroth1@umd.edu>

Re: INST and GH major

1 message

Katherine Izsak <kworboys@umd.edu>
 To: "Stephen M. Roth" <sroth1@umd.edu>
 Cc: Nicole Marie Cousin-Gossett <cgossett@umd.edu>

Mon, Apr 24, 2023 at 3:52 PM

This is outstanding, we are definitely in!

Thanks so much,
 Kate

Please note: Due to a chronic health condition, I am not able to accept drop-in visitors to my office at this time. You may book an appointment with me through [Google Calendar](#).

Katherine Worboys Izsak, Ph.D. (she, her, hers)
 Associate Dean for Academic Affairs | Emergency Preparedness Officer | College of Information Studies (iSchool)
 Affiliated Faculty Member | Department of Anthropology
 University of Maryland | College Park, MD | kworboys@umd.edu | 301-405-1246



COLLEGE OF
 INFORMATION
 STUDIES



Information and technology for good

On Mon, Apr 24, 2023 at 2:59 PM Stephen M. Roth <sroth1@umd.edu> wrote:

Hi Katherine,

We are hopeful to secure your full support for our proposed interdisciplinary Global Health major, which will involve six colleges and the Office of International Affairs.

INST will support a new required course in the proposed curriculum, so additional support will be needed (INST420, Data Applications in Global Health). To support this requirement, we will provide resources to INST to support the course preparation and additional seats necessary to support the major's students as outlined in the budget below. While we anticipate a slow ramp-up in student enrollments, we are prepared to reevaluate this number as needed and certainly within three years of the launch of the program.

Our anticipated budget for INST is as follows, anticipating a ramp up of enrollments after launch:

FY24 (program development): \$10K (course development)
 FY25 (program launch, Fall 24 or Spring 25): \$111K (1/2 PTK line and 1 TA equivalent)
 FY26 and beyond: \$167K (1/2 PTK line and 2 TA equivalent)

We appreciate your close involvement in this exciting major!
 Steve

Stephen M. Roth, Ph.D. (he/him)
 Professor & Associate Dean for Academic & Faculty Affairs
 Director, Public Health Science Program
[School of Public Health](#)

Appendix F: Additional Supporting Correspondence

Office of International Affairs



From: Ross Lewin, AVP International Affairs
To: Boris Luschniak, Dean of the School of Public Health;
Stephen Roth, Associate Dean of the School of Public Health

Re: Support for the Global Health Major

April 21, 2023

Dear Boris and Stephen,

I am very excited about your Global Health major, and I really appreciate that you brought the Office of International Affairs (OIA) into the conversation right from the beginning. For me, this major is at the right time and the right place. It will meet both student demand and the needs of our society, and it perfectly aligns with our University's strategic commitments, values and aspirations. I hope your proposal comes to fruition, and know that OIA will assist you in any way we can to develop global health learning experiences for your students.

You know better than I that infectious diseases know no borders, and the health consequences of war and natural disasters almost inevitably cross national lines. Your innovative global health curriculum acknowledges these facts in its vision and in its details. One of the things that I am particularly impressed by is that your major requires an experiential component, whether that is through study abroad, a global classroom, an internship, or even projects right in the classroom itself. This project-based component will provide your students with an opportunity to not only learn about global health but to practice it. As we all know, this generation of students is an activist one that does not just want to observe the world but to actually improve it.

The Global Health major will also help OIA realize its ambitious goal of Global-Learning-for-All around grand challenges and Diversity, Equity, and Inclusion. I have been so pleased that the School of Public Health (SPH) joined four other academic units to our Teaching and Learning Grant funded project to advance our distinctive global learning for all plan. I am particularly thrilled to see that your SPH designed and integrated two project-based global learning modules into two different courses. With this new major, the School of Public Health is well on the path to graduate every student with deep knowledge about global injustice related to public health, a greater sense of empathy towards those afflicted by this injustice, and greater experience in helping remedy the global health disparities around the world.

Your global health major will serve as a role model of global learning that other units can emulate, especially since your proposed curriculum exactly reflects *Fearlessly Forward* and distinguishes global learning from our peer institutions here and around the world. Again, my staff is eager and ready to help you make this global health major get off the ground, help grow it, and help sustain it by working with you to develop innovative and impactful project-based global learning experiences for your students, whether those experiences are here or in a different country.

Best of luck to you.

Sincerely,

Ross Lewin, PhD
Associate Vice President for International Affairs

Global Fellows



Stephen M. Roth <sroth1@umd.edu>

Support note for new Global Health major

1 message

Joan B. Burton <jburton1@umd.edu>

Thu, Apr 20, 2023 at 12:19 PM

To: "Stephen M. Roth" <sroth1@umd.edu>, Nicole Marie Cousin-Gossett <cgossett@umd.edu>

Dear Steve and Nicole,

Thank you for sharing (early on) your exciting and compelling proposal for a new Global Health major! I am extremely pleased that you are now moving forward with the formal proposal. The degree is ground-breaking. It provides a model of the thoughtful, innovative, multidisciplinary collaborations needed to solve the major challenges ahead, both within educational institutions and out in the world. I wish to confirm that we are happy and honored for the following Global Fellows academic seminars to be included in the Global Health Option Courses (FGSM350, FGSM360, FGSM370, FGSM380, and FGSM390). It will be a privilege to work with SPH and other partners to empower Global Health majors to achieve their aspirations to have a positive impact in the world. We are excited too about finding ways for further collaborations.

Respectfully yours,
Joan

Joan Burton, Ph.D.
Director, Federal and Global Fellows Programs
Director, Individual Studies Program
2407 Marie Mount Hall
University of Maryland, College Park
Phone: 391-314-1920
Email: jburton1@umd.edu
www.ivsp.umd.edu
www.federalfellows.umd.edu
www.globalfellowsdc.umd.edu
www.marylandfellows.umd.edu

Appendix G: Additional Education Abroad Experiences

[Additional Education Abroad Experiences can be found here](#), especially targeted for School of Public Health students.

Appendix H: Faculty List

GBHL Core Courses

Name	Courses	Appointment	Degree	Status	Related Expertise
Sylvette La Touche-Howard	<i>SPHL100: Introduction to Public Health</i>	Associate Clinical Professor in the School of Public Health	PhD	FT	Public health and community engagement
Elisabeth Fost Maring	<i>FMSC110: Families and Global Health</i>	Associate Clinical Professor in Family Science	PhD	FT	Director of the UMD Scholars Living and Learning Program in Global Public Health; Assistant Director of the SPH Global Health Initiative; Instructor for Study Abroad and Global Classroom courses; Faculty Advisor for Public Health Without Borders
Amir Sapkota	<i>GBHL285: Introduction to Global Health</i>	Full Professor in the Maryland Institute for Applied Environmental Health	PhD	FT	Intersection of climate change and human health with an emphasis on cardiopulmonary, renal and diarrheal diseases in Maryland and the Asian-Pacific region
Michael Bazaco	<i>MIEH321: Environmental Determinants of Emerging Infectious Diseases</i>	Adjunct II Instructor	PhD	PT	Researcher at the Food and Drug Administration specializing in epidemiology and infectious disease
Typhanye Dyer	<i>EPIB301: Epidemiology for Public Health Practice</i>	Associate Professor in Epidemiology and Biostatistics	PhD	FT	Health disparities, especially the Influence of social, psychological and behavioral factors on STI and HIV risk in Black populations
Jamie Trevitt	<i>EPIB315: Biostatistics for Public Health Practice</i>	Assistant Clinical Professor in Epidemiology and	PhD	FT	Social epidemiology and demography

		Biostatistics			
Andrea Lopez	<i>ANTH210: Introduction to Medical Anthropology</i>	Assistant Professor in Anthropology	PhD	FT	Medical anthropology, urban anthropology
Matthew Thomann	<i>ANTH310: Method and Theory in Medical Anthropology and Global Health</i>	Assistant Professor in the Department of Anthropology	PhD	FT	Medical anthropology, queer anthropology and global health, particularly in Sub-Saharan cultures
Negin Fouladi	<i>HLSA320: Comparative Global Health Care Delivery Systems</i>	Associate Clinical Professor	PhD	FT	Global health and health policy
Dina Borzekowski	<i>GBHL420: Reading Data: Applied Biostatistics in Global Health</i> <i>GBHL497: The Global Health Experience (Capstone Course)</i>	Research Professor, Department of Behavioral and Community Health	PhD	FT	Director of the SPH Global Health Initiative; health communication, extensive funded global health research in 32 countries
Zahra Saboori	<i>HLTH230: Introduction to Health Behavior</i>	Lecturer, Department of Behavioral and Community Health	PhD	FT	Social and behavioral scholar
Kristen Stoebenau	<i>Student mentoring and research opportunities</i>	Assistant Research Professor, Department of Behavioral and Community Health	PhD	FT	Has taught Honors courses, I-Series courses, and is a social and behavioral scientist with expertise in social determinants of health. Extensive experience in global health funded projects, especially with African women
Babak Fotouhi	<i>INST420:</i>	Assistant	PhD	FT	Historical evolution of

	<i>Data Applications in Global Health</i>	Professor, iSchool			culture and meanings; relations between social networks and behavior
Cynthia Baur	<i>GBHL310: Introduction to Global Health Literacy</i>	Endowed Chair and Director of the Horowitz Center for Health Literacy in the School of Public Health	PhD	FT	Health literacy and health communication expert focused on improving health literacy at the individual, family, community, and organizational levels.
M. Haider	<i>Research and career mentorship</i>	Clinical Professor, SPH	PhD	0.7 FTE	Extensive expertise and experience in global health with major projects in several countries around the globe.
Amy Sapkota	<i>Research and career mentorship</i>	Professor, SPH; Director, Maryland Institute for Applied Environmental Health	PhD	FT	Global water reuse in agriculture settings; climate change
Rianna Murray	<i>Research and career mentorship</i>	Assistant Research Professor, SPH	PhD	FT	Global water reuse in agriculture settings; climate change
Rachel Goldstein	<i>Research and career mentorship</i>	Assistant Professor, SPH	PhD	FT	Global water reuse in agriculture settings; climate change
Mona Mittal	<i>Research and career mentorship</i>	Associate Professor, SPH	PhD	FT	Mental health and traumatic stress; sexual and reproductive health outcomes
Mitch Mokhtari	<i>Research and career mentorship</i>	Professor, SPH	PhD	FT	International development, tax administration and tax policy
Mariana Falconier	<i>Research and career mentorship</i>	Associate Professor, SPH	PhD	FT	Economic stress and immigration stress in Latinx couples

Marie Thoma	<i>Research and career mentorship</i>	Associate Professor, SPH	PhD	FT	Maternal and infant health, birth spacing, and infertility
Steve Ault	<i>Research and career mentorship</i>	Adjunct Instructor, SPH	MPH	PT	Former Pan-American Health Organization director and expert in environmental health and infectious disease

GBHL Supporting Courses

Name	Courses	Appointment	Degree	Status	Related Expertise
Hee-Jung Song	<i>NFSC100</i>	Associate Professor, NFSC	PhD	FT	Behavioral-based community nutrition assessments and interventions
Ken Leonard	<i>Research and career mentorship</i>	Professor, AGNR	PhD	FT	Human capital services in the rural economies of developing countries
Todd Allee	<i>GVPT200</i>	Associate Professor, GVPT	PhD	FT	International trade and investment
Jennifer Wallace	<i>GVPT282</i>	Senior Lecturer, GVPT	PhD	FT	International relations and world politics
Reid Compton	<i>BSCI170/171</i>	Principal Lecturer and Associate Chair, Biological Sciences	PhD	FT	Former longtime Director of Scholars Living and Learning Program; foundations of biology
Nicholas Fletcher		Lecturer, Department of Biology	PhD	FT	
John Buchner	<i>BSCI2__</i>	Lecturer, Biological Sciences	PhD	FT	Elevate Fellows; foundations of biology and microbiology
Peter Glanville	<i>ARHU Languages, Literature, and Cultures</i>	Associate Professor, ARHU	PhD	FT	Arabic language
Nahal Akbari-Saneh	<i>ARHU Languages, Literature, and Cultures</i>	Clinical Assistant Professor, ARHU	PhD	FT	Persian language
Multiple	<i>ARHU Languages, Literature, and Cultures</i>				Multiple languages are offered in the ARHU School of Languages, Literature, and Cultures

Appendix I: Language Minor Considerations

Total Credits: 120

Major (including UNIV100): 86
General Education: 18
(AW, OC, PW, HU, HU, IS)
Elective: 16

Ex: Total Credits for Span Lang Minor: 120

Major (including UNIV100): 86
General Education: 12 (AW, OC, PW, IS)
Language Minor: 18 (21 with Pre not in major)
Elective: up to 4

General education could be less than 18 credits due option course selections that fulfill GE requirements

Languages with minors:

- [Arabic](#) (21 credit)
 - (12) Prerequisites: ARAB104, ARAB105
 - (21) Language Acquisition Courses: ARAB204, ARAB205, ARAB304, ARAB305
- [Chinese](#) (15 credit) or Chinese Studies (15 credit)
 - (12) Language Acquisition Courses: 200 level or above
 - (3) Linguistics Course: Chinese Linguistics Course
- [French Studies](#) (21 credit)
 - (8) Prerequisites: FREN103, FREN203
 - (12) Grammar and Composition Courses: FREN204, FREN250, FREN301, FREN387
 - (9) Additional Courses: May choose two 300 level and one 400 level courses
- [Hebrew](#) (28 credit)
 - (12) Prerequisites: HEBR106, HEBR107, HEBR206
 - (16) Required: HEBR207, HEBR249, HEBR313, HEBR314, and one additional upper level course
- [German Language, Literature, and Culture](#) (15 credit)
 - (8) Prerequisites: GERM103, GERM203
 - (15) Language Acquisition and Culture Courses: 3 of 5 must be on the upper division level; one literature, one language, and one culture
- [Italian Language and Culture](#) (18 credit)
 - (8) Prerequisites: ITAL103, ITAL203
 - (18) Language Acquisition Courses: ITAL204, ITAL207, ITAL211, ITAL301, ITAL311, one additional 300 or 400 level
- [Japanese](#) (15 credit)
 - (18) Prerequisites: JAPN101, JAPN102, JAPN201
 - (15) Minor Requirements: Language Acquisition (6), Linguistics (3), Literature/Cultural Studies (3), Additional JAPN course
- [Korean Studies](#) (15 credit)
 - (6) Prerequisites: KORA101, KORA102
 - (6) Language Acquisition Courses: example is KORA201, KORA202
 - (9) Korea Related Studies: at least one must have broad East Asian content
- [Persian Studies](#) (15 credit)
 - (14) Prerequisites: PERS101, PERS102, PERS201, PERS211
 - (9) credits/courses taught in Persian, at the upper level
 - (6) credits/courses from PERS courses taught in English
- [Portuguese Language, Literatures, and Cultures](#)
- [Russian Studies](#) (15 credit)
 - (6) credits/courses taught in Russian
 - (9) credits/courses must be at upper level
- [Spanish Language and Cultures; Spanish Language, Business, and Cultures](#) (18 credit)
 - (11) Prerequisites: SPAN103, SPAN203, SPAN204
 - 3 tracks – Literature, Linguistics, and Culture; Language, Culture, and Professional Contexts; Heritage Language and Latino/a Culture

Global Health Four-Year Template – Sample Spanish Minor

Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
Benchmark 1 Requirements BSCI170/171 course must be completed by the end of two semesters into the major.	ENGL101 (AW)	3	FMSC110 (HS,CC)	3
	ANTH210 (HS)	3	SPAN203	4
	BSCI170/171 (NL)	4	ANTH310 (SP, UP)	3
	UNIV100	1	Elective/GenEd	3
	SPAN103	4	SPHL100	3
	GBHL210	1		
	<i>Total</i>	16	<i>Total</i>	16
Benchmark 2 Requirements One World Language course must be completed by the end of three semesters into the major. Benchmark 3 Requirements Two World Language courses must be completed by the end of four semesters into the major.	Year 2: Fall	Credit	Year 2: Spring	Credit
	SPAN204	3	SPAN207 (HU)	3
	GBHL285 (UP)	3	NFSC100 (NS)	3
	Oral Communication (OC)	3	EPIB301	3
	BSCI213 (IS)	3	HLTH230	3
	I-Series	3	GVPT200/282	3
	<i>Total</i>	15	<i>Total</i>	15
Major Requirements BSCI170/171 requires MATH120 placement. Prerequisite courses must be completed with a C- or higher: BSCI213 requires completion of BSCI 170/171. EPIB315 requires completion of EPIB301.	Year 3: Fall	Credit	Year 3: Spring	Credit
	SPAN301	3	GBHL389_/Study Abroad	3
	EPIB315 (AR)	3	INST420	3
	MIEH321	3	GBHL Option (100-400)	3
	GBHL310	3	SPAN303 (HU)	3
	GBHL Option (100-400)	3	GBHLOption (300-400)	3
	<i>Total</i>	15	<i>Total</i>	15
Major Requirements ANTH310 requires completion of ANTH210. It is highly recommended that students complete two courses in the same language. A grade of C- or higher must be earned in all major requirements.	Year 4: Fall	Credit	Year 4: Spring	Credit
	Professional Writing (PW)	3	GBHL497 (SP)	3
	SPAN311	3	GBHL Option (300-400)	3
	GBHL489	3-6	SPAN4XX	3
	GBHL289_	3	SPAN33_	3
	HLSA320	3		
	<i>Total</i>	15	<i>Total</i>	12
TOTAL Credits = 120				

HR Title: Coordinator

Functional Title: Coordinator for Global Public Health Programs

Category: C2

Office: SPHL with a dedicated office TBD

Campus/College Information:

Founded in 1856, University of Maryland, College Park is the state's flagship institution. Our 1,250-acre College Park campus is just minutes away from Washington, D.C., and the nexus of the nation's legislative, executive, and judicial centers of power. This unique proximity to business and technology leaders, federal departments and agencies, and a myriad of research entities, embassies, think tanks, cultural centers, and non-profit organizations is simply unparalleled. Synergistic opportunities for our faculty and students abound and are virtually limitless in the nation's capital and surrounding areas. The University is committed to attracting and retaining outstanding and diverse faculty and staff that will enhance our stature of preeminence in our three missions of teaching, scholarship, and full engagement in our community, the state of Maryland, and in the world.

The School of Public Health and the Office of International Affairs seek to develop in students the ability to lead with a global vision in the area of global public health, and develop global public health leaders through the following initiatives:

1. Major: Global Health
2. Minors: There are no plans for a minor in Global Health Semester long international exchanges
3. Newly created Public Health study centers abroad
4. Short-term sponsored study abroad programs
5. Global classroom programs and connections
6. Public Health Without Borders
7. Global Internships and Research Opportunities
8. Alternative Spring Break Programs

Position Summary:

The Coordinator for Global Public Health is responsible for the following core responsibilities:

1. International Education advising for Global Public Health students students
2. Curriculum integration and international education course mapping
3. Program Administrative for signature global public health programs and exchanges

International Education Advising & Global Program Support

The coordinator plays a critical role in advising and supporting students in integrating international experiences into their global public health curriculum. With over 300 global public health majors the program coordinator plays a key role in expanding international educational experiences for students, increasing outreach efforts, and managing a portfolio of diverse programs.

The coordinator is responsible for leading curriculum integration and curricular mapping efforts to ensure all global public health majors have clearly articulated international experiences as part of their academic plans. The coordinator ensures key courses are evaluated by Public Health faculty and develops/manages programs for each major ensuring there is no additional time added for degree completion. The coordinator pays particular attention to building inclusive programs that are accessible to all students in the major.

The coordinator plays a key role in supporting and advising visiting public health exchange students from application through the end of their experience to ensure their success. This includes assisting with cultural adjustments and transition to UMD, facilitating course permissions for visiting students, and supporting their academic and cultural development needs.

Commitment to Partnerships

A commitment to partnerships is key to the success in this position. The coordinator approaches their work in a collaborative fashion and understands how to develop mutually beneficial partnerships across campus and abroad. This includes closely collaborating with UMDs central International Affairs and Education Abroad offices, Public Health academic departments, student services units, and key strategic international exchange partners. Education Abroad, which provides partial funding for this position, is deeply committed to the success of this role. The coordinator should ensure a closely coordinated and collaborative relationship with our central Education Abroad colleagues.

The position reports to the Director of Global Public Health and a dotted line to the central Education Abroad office.

Minimum Qualifications:

- Bachelor's degree; Masters Degree preferred
- Two years of post bachelor's work experience, including experience working with students in a university setting
- Experience studying, living and/or working abroad or significant experience in a cross-cultural environment;

KNOWLEDGE, SKILLS & ABILITIES:

- A deep commitment to diversity and inclusion and being student-centered in your advising approach
- Excellent communication, interpersonal and organizational skills
- Ability to think creatively in solving problems and using a solution-oriented approach
- Ability to utilize technology to support advising, recruitment and program management; and
- Demonstrated ability to work independently and as part of a dynamic team

Preferences:

- Master's degree in student affairs, higher education, international education, counseling, or a related field;
- One or more years working in a study abroad or advising office;

- Familiarity with best practices to recruit and support underrepresented students in study abroad;
- Knowledge of a world language

Additional Certifications:

Occasional international travel is required with this position so the candidate must hold, or be able to obtain, a valid passport.

Supervision Received:

The position reports to and is supervised by the Director of the Global Health program. The position works closely with the Director of Education Abroad and/or their designee.

Physical Demands:

Work is performed in an office environment and requires the ability to operate standard office equipment physically on the University of Maryland campus. Must gather and transport small parcels, packages and other items, traverse short distances to deliver and pick up materials.

Candidate must also be capable of traveling internationally in economy class.

Essential Duties

Advising & Program Administration for International Education Programs: 50%

- **Outgoing Study Abroad Advising and Support: 50%**
 - Serve as the primary international education advisor for students in the Global Public Health Program interested in global experiences including study abroad, research and interning abroad and/or virtual international educational experiences such as global classrooms.
 - Work with students to select programs which are a good curricular fit to maintain degree progress
 - Support and advise students through the application and selection process for all global public health programs
 - Review applications and make admissions decisions for study abroad programs sponsored by the School of Public Health
 - Provide advising to Public Health students on issues related to visas, billing, housing, and insurance needs
 - Support pre-departure preparations for Global Public Health programs
 - Provide management/administrative support for exchange programs, including applications, nominations, course registration, program logistics, etc.
 - Respond to inquiries from students, parents and other involved parties to answer questions about studying abroad for majors
 - Evaluate study abroad transcripts for Global Public Health students and submit them to the Transfer Credit Services unit in the Registrar for posting on student records
 - Promote scholarship opportunities to prospective study abroad students and administer Public Health scholarship funds
 - Provide Education Abroad with updates and information for online and print study abroad program brochures and cost of attendance information
- **Incoming Exchange Student Support: 10%**

- In cooperation with the Education Abroad Exchange program manager, provide advising for incoming exchange students from the point of nomination to program completion
- In cooperation with the Education Abroad program manager, review and evaluate incoming exchange applications for acceptability and program fit
- Support the development and implementation of a one-day comprehensive and robust orientation for incoming exchange students in conjunction with the general exchange orientation program
- Act as a resource and mentor for incoming exchange students as they navigate their experiences at UMD
- Support outreach activities and the promotion of the School of Public Health to partner institutions and their students
- **Curricular Integration/International Education Course Mapping 20%**
 - Liaise with key partners in the academic departments to ensure course placements for incoming students
 - Liaise with academic departments, Education Abroad and the Registrar in the evaluation and posting of international transfer credit to student records
 - Develop advising resources tailored for academic advisors to help them promote study abroad opportunities to advisees
 - Assist with maintaining engineering records in the International Course Database, submitting courses for reevaluation as needed, and ensuring the accuracy of course records
- **General International Education Programming and Support: 20%**
 - Communicate with departmental advisors and undergraduate directors on major requirements and other relevant information that may impact students' ability to study abroad and ensure this information is well documented
 - Promote international opportunities to current and prospective students through study abroad fairs, pre-departure orientations, major-specific information sessions, re-entry activities, public presentations, classroom visits, and other on-campus informational/recruitment events
 - Implement a targeted outreach strategy tailored to specific student populations
 - Present to faculty and staff within the School to educate colleagues on international educational opportunities available to students
 - Develop and implement outreach strategies to promote study abroad to underrepresented students
 - Develop relationships with key constituencies and key stakeholders; such as:
 - **OIA and Education Abroad Staff** – to closely coordinate global classrooms, education abroad efforts, participate in OIA/ EA staff meetings, trainings, and to share feedback and information that could inform a college embedded advising model to be used more widely across campus
 - **Academic Advisors** – to foster greater cooperation in the promotion of international education and support for graduation clearances
 - **Outreach** - develop outreach to target underrepresented groups in engineering and study abroad
 - **Transfer Credit Services** – to develop procedures which facilitate the timeliness and accuracy of posting of student records
 - **Career Services**- to foster internship opportunities for students

- **National Scholarships Office**
- Others as required

Appendix K: BS-MPH Dual Degree Program Plan

All current SPH BS degree programs (HLTH, FMSC, KNES, PHSC) are able to move into any MPH concentration as part of our accelerated BS-MPH program (**PCC Approval: 18045**). GBHL BS students will be able to move into the program using the same application and process. All degree programs are allowed to include the same 12 credits of MPH coursework as part of their undergraduate degree requirements, mostly taken from elective credits (SPHL601, 602, 603, 610, 611).

The sample plan (next page) outlines a typical plan for a GBHL student to enter the BS-MPH as a Junior and complete the 12 graduate credits in place of elective credits. Compared to the basic plan, the student would take Professional Writing a semester earlier, moving 6 elective credits to the fall of their Senior year. This would allow 12 credits of electives in the Senior year, which would be replaced by the SPHL MPH courses.

If the student chooses not to enter the MPH program, the graduate credits will count toward the BS degree and there is no penalty to the student. Because of variation in the foreign language requirement for the program, some BS-MPH students may complete up to 123 credits in the GBHL program, but will nonetheless complete the MPH program earlier and with lower cost compared to the transition path.

The overview of the linkage of the BS to the MPH is shown here:

Accelerated BS to MPH general program plan

	A	B	C	D	E	F	G	H	I
1	BS + MPH/MHA General Curriculum	Completed during B.S. Senior Yr	Completed during B.S. Senior Yr.	Summer after graduation	MPH Semester 1 (Fall - first)	MPH Semester 2 (Spring)	Summer	MPH Semester 3 (Fall - 2nd)	MPH Semester 4 (Spring)
2	MPH/MHA Core Courses	SPHL601; 1 cr Foundations in Public Health**	SPHL 610, 5 credit **		SPHL620, 2 credit leadership course				
3		SPHL 602, 4 credit, + SPHL603, 1 credit **	SPHL611, 1 credit Public Health Ethics**						
4	Concentration Courses				3 credit	3 credit			
5					3 credit	3 credit			
6					3 credit	3 credit			
7	Electives			3 credit elective		3 credit/elective			
8	Applied Practice Experience						4 credits- *778 Internship		
9	Integrative Learning Experience							3 credit capsione *786	
10	Credits:	6	6	3	11	12	4	3	
11		**Count toward B.S. degree requirements.					Total MPH Credits:	45 credits	

Global Health Four-Year Template – General Education - BS-MPH Program

Requirements	Year 1: Fall	Credit	Year 1: Spring	Credit
Benchmark 1 Requirements BSCI170/171 course must be completed by the end of two semesters into the major.	ENGL101 (AW)	3	FMSC110 (HS,CC)	3
	ANTH210 (HS)	3	SPHL100	3
	BSCI170/171 (NL)	4	ANTH310 (SP,UP)	3
	UNIV100	1	Elective/GenEd	3
	World Language (100-400)	4-6	World Language (100-400)	4-6
	GBHL210	1		
	<i>Total</i>	<i>16-18</i>		<i>Total</i>
Benchmark 2 Requirements One World Language course must be completed by the end of three semesters into the major. Benchmark 3 Requirements Two World Language courses must be completed by the end of four semesters into the major.	Year 2: Fall	Credit	Year 2: Spring	Credit
	Elective	3	Elective	3
	GBHL285 (UP)	3	NFSC100 (NS)	3
	Oral Communication (OC)	3	EPIB301	3
	BSCI213 (IS)	3	GVPT200/282	3
	Humanities (HU)	3	HLTH230	3
	<i>Total</i>	<i>15</i>		<i>Total</i>
Major Requirements BSCI170/171 requires MATH120 placement. Prerequisite courses must be completed with a C- or higher: BSCI213 requires completion of BSCI170/171. EPIB315 requires completion of EPIB301.	Year 3: Fall	Credit	Year 3: Spring	Credit
	MIEH321	3	GBHL389_/Study Abroad	3
	EPIB315 (AR)	3	I-Series	3
	GBHL310	3	INST420	3
	GBHL Option (100-400)	3	GBHL Option (100-400)	3
	Humanities (HU)	3	Professional Writing (PW)	3
	<i>Total</i>	<i>15</i>		<i>Total</i>
Major Requirements ANTH310 requires completion of ANTH210. It is highly recommended that students complete two courses in the same language. A grade of C- or higher must be earned in all major requirements.	Year 4: Fall	Credit	Year 4: Spring	Credit
	SPHL601	1	GBHL497 (SP)	3
	SPHL602	4	GBHL Option (300-400)	3
	SPHL603	1	GBHL Option (300-400)	3
	GBHL289_	3	SPHL610	5
	HLSA320	3	SPHL611	1
	GBHL489	3-6		
<i>Total</i>	<i>15</i>		<i>Total</i>	<i>15</i>
TOTAL Credits = 120-123				

Appendix L: Peace Corps Prep Program and University of Maryland College Park



**MEMORANDUM OF AGREEMENT
REGARDING
THE PEACE CORPS PREP PROGRAM
WITH**

UNIVERSITY OF MARYLAND, COLLEGE PARK

This Memorandum of Agreement (this "MOA") sets forth the understanding of the Peace Corps, an independent agency of the federal government, and the University of Maryland, College Park (the "Institution"), for the establishment of a Peace Corps Prep Program (the "Program"). The Program will serve to advance the goals of the Peace Corps: to help the people of interested countries in meeting their need for trained men and women; to help promote a better understanding of Americans on the part of the peoples served; and to help promote a better understanding of other peoples on the part of Americans. The Program will also advance the goals of the Institution: to provide an opportunity for students to combine academic course work with practical field experience and to enhance ongoing international activities at the University. The Program will contribute to more effective Volunteer service; improved benefits for host countries; and to the long-term professional and career development of participants.

I. THE PROGRAM

A. ESTABLISHMENT

The Program is intended to be a component of an undergraduate curriculum, consisting of experiential-based community service and selected courses, that will help prepare students for volunteer service in international development, potentially with the Peace Corps.

B. PARTICIPANTS

To be eligible for the Program, students must be in good academic standing at the time of application. If selected for participation, they must maintain such standing throughout their enrollment in the Institution. Students wishing to participate in the Program will submit their applications in accordance with the Institution's requirements. The Institution will encourage students who decide to apply to the Peace Corps to do so in a timely manner. The Institution will encourage a diverse pool of students to apply. The parties intend to follow their respective non-discrimination policies. 2

C. CURRICULUM

Core student competencies and requirements for the Program are attached as Appendix A. The Institution reserves the right to modify course offerings, experiences, and trainings from time to time as it deems necessary to maintain a competitive and current program of study, so long as these modifications align with the guidance in Appendix A. The Institution agrees to notify the Peace Corps of substantive changes in programming or academic requirements at least three (3) months prior to the beginning of the academic year when such changes would be implemented.

II. IMPLEMENTING PROVISIONS

A. THE INSTITUTION'S UNDERSTANDINGS

In order for the Institution to undertake and implement such a program, using the name "Peace Corps Prep," the Institution intends:

1. To facilitate the process through which students build core competencies identified by the Peace Corps in Appendix A.

2. To designate an Institution Coordinator within an office or department of the Institution to coordinate with the Peace Corps in the implementation of the Program.
3. To develop and implement an appropriate programmatic design and suite of student materials for the Program, in consultation with the Peace Corps.
4. To submit to the Peace Corps, for its review and approval, brochures, web pages, press, and other materials provided to students and the public describing the Program, prior to public distribution.
 5. To publicize the Program to students, the community, and the general public.
 6. To recruit, screen, and select candidates to the Program.
7. To verify whether participants have satisfied the requirements listed in Appendix A and to notify the Peace Corps of those participants that it determines have fulfilled those requirements.
8. To establish and maintain a Program web page that provides information about the Program and includes a direct link to the Peace Corps' web site. The Institution Coordinator will conduct a semi-annual review of the Institution's Program web page to ensure that Program information is accurate and current, and inform the Peace Corps of any substantive changes.
 9. To provide the Peace Corps with an annual report on the program.
10. To comply with all applicable laws and the institution's policies and procedures with respect to the institution's activities under this MOA.

3

B. THE PEACE CORPS' UNDERSTANDINGS

The Peace Corps intends:

1. To designate a liaison officer at Peace Corps to coordinate with the Institution in implementing the Program.
2. To list the Institution on the Peace Corps' Peace Corps Prep webpage and provide a direct link to the Program's webpage.
3. To issue certificates for all participants that the Institution determines have completed the Program successfully and transmit the certificates to the University for distribution.

C. MUTUAL UNDERSTANDINGS

1. The Peace Corps reserves and retains the right to establish the terms and conditions of Peace Corps Volunteer service consistent with its rules, regulations, policies, and practices under the Peace Corps Act and related authorities.
2. The Institution shall have sole responsibility for determining whether an applicant meets its requirements for admission to the school and whether a participant has completed the requirements for a degree.
3. There is no guarantee that a student participating in the Program will be accepted by the Peace Corps as a Volunteer. The Peace Corps retains the right to determine, at any time, if a participant is not qualified for Peace Corps service, notwithstanding such participant's acceptance into the Program, and to separate any Trainee or terminate the service of any Volunteer, in accordance with its rules, regulations, policies, and practices under the Peace Corps Act and related authorities.
4. The Peace Corps is not responsible for the tuition, living expenses, or related expenses of participants while they are enrolled in their Institution.

III. GENERAL PROVISIONS

A. EFFECTIVE DATE; TERM

This MOA is effective for five (5) years (the "Term") upon the signature of the parties. Upon expiration of the Term, the parties may extend this MOA for an additional five (5) year terms by mutual written agreement of the parties.

B. AVAILABILITY OF FUNDS

The obligations of the parties under this MOA are subject to the availability of funds. 4

C. OBJECTIVES AND EVALUATION

Not later than sixty (60) calendar days after the effective date of this MOA, the parties intend to identify specific objectives for the Program, including but not limited to academic objectives. On a yearly basis as determined by Peace Corps under the term of this MOA, the parties intend to jointly or independently, as they may jointly determine, complete a report(s) identifying program strengths and weaknesses, the extent to which previously established goals for the program were achieved during the previous year, and setting forth recommendations, if any, for changes in the Program.

D. TERMINATION

Either party may terminate this MOA for any reason at any time by providing ninety (90) days' written notice to the other party. Should this MOA be terminated, the current participants will be allowed to continue with their degree programs, subject to the terms and conditions of the Institution's academic program and requirements.

E. LIABILITIES AND LOSSES

The Peace Corps assumes no liability or responsibility for accidents, bodily injury, illness, breach of contract, or other damages or loss, resulting solely from acts or omissions of the Institution undertaken under this MOA, whether with respect to persons or property of the Institution or third parties.

The Institution assumes no liability or responsibility to claims arising out of accidents, bodily injury, illness, breach of contract, or any other damages or loss, resulting solely from any acts or omissions of the Peace Corps undertaken under this MOA, whether with respect to persons or property of the Peace Corps or third parties.

F. OTHER PROVISIONS

Each party to this MOA is a separate and independent organization. As such, each organization retains its own identity in fulfilling its obligations hereunder and each organization is responsible for establishing its own policies and financing its own activities. This MOA does not create any employment, partnership, agency, joint venture, or other similar legal relationship between the Peace Corps and the Institution, and neither the Peace Corps nor the Institution has the authority to bind or act on behalf of the other. Unless otherwise indicated in writing, nothing in this MOA constitutes authority for, involvement in, or approval of, any fundraising activities for the Program engaged in by the Institution.

Under the Peace Corps Act, 22 U.S.C. § 2501, et seq., the Peace Corps' name and logo are reserved exclusively to describe programs established 5

pursuant to that Act. The use of the official seal, emblem, or name of the Peace Corps by the Institution shall be allowed only with the prior written permission of the Peace Corps, pursuant to collaborative efforts specified herein.

From time to time, either party, its employees, or others associated with it may wish to express their respective views or take their own initiatives regarding the Program. Should the party or such individuals do so, third parties will be clearly advised that such views or initiatives are completely independent of, and not on behalf of, the other party or otherwise in the other party's name.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Agreement as of the date and year set forth below:

For THE PEACE CORPS: For UNIVERSITY OF MARYLAND, COLLEGE PARK

Carol Spahn Darryll J. Pines

Acting Director President

Date _____ Date _____

June 14, 2021 6

Appendix A – Core Peace Corps Prep Program Requirements

1. Training and experience in a specific work sector

Students must take at least three courses that build their capacity to work in one of the following sectors. Additionally, they should accumulate a minimum of 50 hours of volunteer or work experience in that same sector, preferably in a teaching or outreach capacity.

Education

Health

Environment

Agriculture

Youth in Development

Community Economic Development

2. Foreign language skills

Most students must hone their capacity to interact professionally using a non-English language. Minimum course requirements vary by desired placement region.

Latin America: Students indicating an intention to serve in Spanish-speaking countries must build strong intermediate proficiency, having completed two 200-level courses or learned Spanish through another medium.

West Africa: Students indicating an intention to serve in French-speaking African countries must build proficiency in French or another Romance language, having completed one 200-level course or learned the language through another medium.

Everywhere else: Students indicating an intention to serve anywhere else do not have explicit language requirements to complete the Program, but they should still be encouraged to study a foreign language.

3. Intercultural competence

Students must deepen their intercultural competence through a mix of three self-reflective courses focused on diversity and inclusion or the study of marginalized groups.

Prolonged intercultural experiences—such as studying/volunteering abroad, supporting new Americans/immigrants in the community, or teaching in diverse schools—may partially fulfill this requirement.

4. Professional and leadership development

Students must hone their professional skills through at least three activities:

1. Have their resume critiqued by someone in Career Services
2. Attend a workshop or class on interview skills
3. Develop at least one significant leadership experience



Proposal to Amend the Bylaws of the Senate University: Inclusion of the Process for Intellectual Property Committee Membership

PRESENTED BY SEC: Gene Ferrick, Chair
Senate: Hilary Thompson, Committee Member

REVIEW DATES SEC – May 15, 2023 | SENATE – September 6, 2023

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [University Senate Bylaws](#)

NECESSARY APPROVALS Senate, President

ISSUE

In Winter 2022, the Senate Leadership suggested the Senate Executive Committee (SEC) should consider charging the Elections, Representation, and Governance (ERG) Committee with a review of the Bylaws of the University Senate (“Bylaws”) for consideration to codify the Intellectual Property (IP) Committee membership selection as a Senate process. The ERG Committee was expected to consider whether the Bylaws should be amended to formalize the membership process of the IP Committee due to its far-reaching impact. On January 25, 2023, the SEC voted to charge the ERG Committee for a review to amend the Bylaws to consider the inclusion of the IP Committee membership process (Appendix 1).

RECOMMENDATION(S)

The ERG Committee recommends the proposed revisions to the Bylaws, as shown immediately following this report, be approved.

In addition to the proposed Bylaws revision the ERG Committee recommends the following by considered by the University:

- Recommend the Research Council consider changes to items within the Research Council Bylaws pertaining to subcommittee structure to include a statement that the Intellectual Property Committee as defined by the UMD Intellectual Property Policy, work fall under the purview of the Research Council, and its membership be established and updated with the long-standing process whereby the Senate Executive Committee makes recommendations on nominees for the committee’s membership to the Vice President for Research for consideration and;
- Recommend the Vice President for Research and Research Council consider and articulate how the Intellectual Property Committee members representing the "non-academic University departments that are involved in Intellectual Property issues (e.g., University Libraries, Research Administration, Technology Commercialization and the Office of the Senior Vice President and Provost)" are selected, including what role these departments play in identifying or recommending their representatives.

COMMITTEE WORK

On February 3, 2023 the ERG Committee began reviewing and discussing the SEC issued charge (Appendix 1), reviewed the ([“Bylaws”](#)), the UMD Intellectual Property Policy ([IV-3.20\[A\]](#)), and policy and procedures data from BIG10 universities and peer institutions (Appendix 2). Consultations were conducted with the IP Committee Chair, Committee on Committees Chair, Senate Chairs, and the Vice President for Research (VPR).

During the consultation with the VPR, a suggestion was made to fold the IP Committee into the Research Council (RC) by a Bylaws revision to include the IP Committee Chair as a voting ex officio member on the RC. This suggestion was further revised with follow up communication between the ERG Chair, Lanford of Division of Research that included the VPR with an additional revision of the Bylaws stating the chairs of subcommittees will be members on the RC, the removal of specific names of subcommittees, and the RC Bylaws will be written to include the specific subcommittees names. ERG Committee members appreciated the advantages of this suggestion as a solution to account for the operational nature of the IP Committee and its membership selection while also placing it within the Senate’s shared governance structure to codify the membership selection in the Bylaws.

The ERG Committee carefully considered if the Senate’s involvement in the IP Committee’s membership process should be adjusted. It acknowledged that by altering the membership process, the nature of the IP Committee’s deliberations and its ability to effectively consider IP issues could be compromised by an inadvertent removal of members with long-standing institutional knowledge of UMD IP issues. However, committee members also felt the Senate’s involvement of the IP Committee membership process needs to be codified. This can be accomplished by revising the Senate Bylaws to include the IP Committee Chair as a member of the RC with a recommendation to the RC that the RC Bylaws include the IP Committee with its membership established and updated using the same process that the SEC uses to make nominee recommendations as necessary for the VPR’s consideration. Additionally, members recommended the selection process of members of “non-academic University departments,” as stated by the IP Policy, be considered and articulated.

The committee voted at its meeting on March 30, 2023 to approve the revised Bylaws and recommendations. The revised Bylaws were shared with the OGC, the VPR, and the Senate Parliamentarian for a review of the committee’s proposed revisions. No objections were received regarding the proposed Bylaw revisions.

ALTERNATIVES

The Senate could choose not to accept these recommendations and revisions to the Bylaws leaving the current practice of using the SEC charge (Bylaws, 4.2.k) for membership selection of the IP Committee in effect. However, the University would lose the opportunity to codify the IP Committee membership selection as a Senate process.

RISKS

There are no risks to the University in adopting these recommendations.

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these recommendations.



Proposal to Amend the Bylaws of the Senate University: Inclusion of the Process for Intellectual Property Committee Membership (Senate Document # 22-23-22)

2022-2023 Committee Members

Gene Ferrick (Chair)
Sara Alemseged (Undergraduate Student)
Michelle Appel (Ex-Officio Associate VP IRPA Rep)
Hammed Ayansola (Graduate Student)
Mark Coulbourne (Faculty)
Richard Klank (Faculty)
Karen McDonald (Ex-Officio-Director of HR Rep)
Erin Miller (Faculty)
Rishabh Mukund (Graduate Student)
Marcia Shofner (Faculty)

Matthew Salerno (Undergraduate Student)
David Steel (Faculty)
Hilary Thompson (Faculty)
Aaron Tobiason (Exempt Staff)
Kenneth Werre (Non-Exempt Staff)

Date of Submission

May 2023

BACKGROUND

In Winter 2022, the Senate Leadership suggested that the Senate Executive Committee (SEC) should consider charging the Elections, Representation, and Governance (ERG) Committee with a review of the Bylaws of the University Senate for consideration to codify the Intellectual Property (IP) Committee membership selection as a Senate process. The ERG Committee was expected to consider whether the University Bylaws should be amended to formalize the membership process of the IP Committee due to its far-reaching impact.

On January 25, 2023, the SEC voted to charge the ERG Committee for a review to amend the Bylaws to consider the inclusion of the IP Committee membership process (Appendix 1.)

COMMITTEE WORK

The ERG Committee began its work on the charge at its February 3, 2023 meeting. As part of the review associated with the charge, the committee began reviewing and discussing the issued charge (Appendix 1), reviewed the Bylaws of the University Senate ([“Bylaws”](#)), and conducted a review of the UMD Intellectual Property Policy ([IV-3.20\[A\]](#)). The membership of the IP Committee is established in the IP policy. The IP Policy states members are selected in consultation with the Senate.

Data on policy and procedures from other BIG10 universities and peer institutions was collected using a couple different methods (Appendix 2). BIG10 school point-of-contacts were asked via a listserv for their perspective of their university’s IP policy and, if applicable, IP committee. This yielded marginal response rates with mixed results. Also, data was obtained by reviewing the universities’ website pages on their IP policies and, if applicable, senate bylaws.

Overall the universities have a wide variety of practices that dictate their IP policies. Approximately half of the universities have some form of an IP Committee. The ERG Committee discussed an additional point of interest of how the possibility of a university’s stance on IP issues may influence

its IP policy, and therefore, the likelihood it has an IP Committee and the composition of that IP committee's membership. The University of Iowa was noted to have the IP policy and procedure most similar to UMD. The IP policy states that the Vice President for Research (VPR) seeks advice through consultation from the three Senate bodies for committee members. This IP committee selection process is not described in their Senate Bylaws.

Only Ohio State has an IP Committee imbedded into its Senate called the Intellectual Property, Patents, and Copyrights (IPPC) committee. It is an eleven-member committee (eight faculty, one graduate student, and two administrators). The members serve a three-year term with a third of the membership rotating off every year. This IPPC committee submits yearly activity reports. ERG members observed that this frequency of turnover goes against the observation by the UMD IP Committee Chair of the benefits of members serving longer terms to preserve the IP institutional knowledge.

The UMD IP Committee membership representation in the IP policy was reviewed. It consists of a faculty majority, a minimum of two students, and representatives from non-academic University departments that are involved in Intellectual Property issues (e.g., University Libraries, Research Administration, Technology Commercialization and the Office of the Senior Vice President and Provost). A representative of the Office of General Counsel (OGC) shall serve as an ex-officio member of the Committee. A member noted there appears to be a different process that occurs for the selection of non-academic department representatives on the IP committee compared to that of faculty and student representatives. ERG Committee members expressed an interest of knowing how non-academic representatives are selected to serve on the committee and what role departments play in that selection process.

The committee consulted with the VPR, the Committee on Committees Chair, and the IP Committee Chair. The VPR invited Pam Lanford (Director of Animal Research Support & Manager) to attend the consultation for her perspective on working within the Division of Research and her previous experience serving as a Senate Chair. These consultations were valuable for gaining an understanding of the operational nature of the IP Committee and its membership process.

During the consultation with IP Committee Chair, the committee learned of the ad hoc nature which affects the membership selection, institutional knowledge, and the sensitive issues that surround IP concerns. The IP Committee is a standing group with very few membership changes, except for the student representatives. The IP Chair's perspective regarding the IP Committee is that this is not the kind of committee that would benefit from frequent changes in membership because there would be a loss of the institutional memory of IP work that has been done. Current IP committee members have a good grasp of this kind of work, the sensitive nature of IP issues, and the inherent challenges associated.

Both the IP Committee Chair and the VPR explained the purpose of the IP Committee, as it meets only when the IP Policy needs revision or to assist the VPR in adjudicating and recommending solutions for IP issues that fall outside of the boundaries of the IP Policy. However, the committee rarely meets because not many IP issues fall outside of the current policy's scope. This has resulted in the IP Committee meeting approximately five times over the past five years. Generally, when the IP Committee is asked to review an IP issue it will meet with the principal investigator and other researchers involved in the issue to gain information, and form an opinion to provide a recommendation to the VPR. If the recommendation is accepted by the VPR, it has a legal review by the OGC beforehand.

During the consultation with the VPR, a suggestion was brought up to fold the IP Committee into the Research Council (RC). This could be accomplished by revising the Senate Bylaws to include the IP Committee Chair as a voting ex officio member on the RC. This suggestion was further revised with follow up communication to Lanford and the VPR, as all subcommittee chairs of the RC will serve as members on the RC. Additionally, it was suggested to broaden the language by striking the currently listed subcommittees by name. Instead, the subcommittee names will be specified in the RC Bylaws. The University Councils are responsible for creating their own bylaws to structure their operations, establish subcommittees/working groups, and establish membership selection processes. By specifying the subcommittees in the RC Bylaws, it would allow the RC the flexibility to modify the subcommittees as needs change while preserving Senate involvement. Since the RC is working to finalize its bylaws (as confirmed by the VPR), during the consultation this would not require an extra step to “change” the RC Bylaws. Also, it was noted this modification to the bylaw language would be similar to the Intellectual Technology Council Bylaw language. ERG Committee members appreciated the advantages of this suggestion as a solution to account for the operational nature of the IP Committee and its membership selection while also placing it within the Senate’s shared governance structure to codify the membership selection in the Senate Bylaws.

A review was conducted regarding the Committee on Committees’ (CoC) process to place volunteers. Both the University Library Council and the IT Council have specified the CoC’s involvement of membership selection in their bylaws. The CoC is largely active in late spring to early summer when it reviews volunteers for placement by creating a pool of recruits from the campus constituencies. When a group of qualified members has been decided for a committee or council a slate of volunteers is created, voted on by the CoC, and then goes through the Senate process for approval.

During the consultation with Chris Jarzynski, the Chair of the CoC, it was asked if there was a preference on how the IP Committee membership is selected. Either by adding a process to the Bylaws or not adding a process and using the SEC charge (Bylaws, 4.2.k), “*make recommendations on nominees for system-wide committees and councils requiring representatives, when necessary.*” Jarzynski indicated either option would be acceptable for future situations where Senate involvement is needed.

The ERG Committee conducted a review of the practice of recommending a nominee for committees using the SEC charge (Bylaws, 4.2.k). Given that students on committees are more likely to have a higher turnover rate, a review of the previous academic year’s requests for student nominees on system wide committees was conducted. Current Senate Chair Newman confirmed there has not been a request to recommend or nominate a student for the IP Committee, however, other student recommendations for the Student Fee and the Facilities Naming committees this past year have been provided.

Lanford, recalling previous experience as Senate chair, described the process of the SEC charge (Bylaws, 4.2.k), characterizing it as consultative. A request for a committee member nomination is received by the Senate Office, which contacts Senators asking for nominations. The Senate Office will send the nominees to the Senate Chair who narrows down the nominees to approximately three names that are then provided to the person making the request to choose from.

The ERG Committee considered the description of the IP Committee operation, its purpose, and the IP Policy (membership section, IV.E) with the ultimate decision that the IP Committee aligns with (Bylaws, 4.2.k) for its membership selection.

The ERG Committee carefully considered if the Senate’s involvement in the IP Committee’s membership process should be adjusted. It acknowledged that by altering the membership process, the nature of the IP Committee’s deliberations and its ability to effectively consider IP issues could be compromised by an inadvertent removal of members with long-standing institutional knowledge of UMD IP issues. However, committee members also felt the Senate’s involvement of the IP Committee membership process needs to be codified. This can be accomplished by revising the Senate Bylaws to include the IP Committee Chair as a member of the RC with a recommendation to the RC that the RC Bylaws include the IP Committee with its membership established and updated using the same process that the SEC uses to make nominee recommendations as necessary for the VPR’s consideration. Additionally, members recommended the selection process of members of “non-academic University departments,” as stated by the IP Policy, be considered and articulated.

After consideration, the committee voted at its meeting on March 30, 2023 to approve the revised bylaws and recommendations. The revised Bylaws were shared with the OGC and the VPR for a review of the committee’s proposed revisions. No objections were received regarding the proposed Bylaw revisions. The committee also shared its recommended revisions with the Senate Parliamentarian, who had no objections.

RECOMMENDATIONS

The ERG Committee recommends that the University Senate Bylaws section 9.2.b be revised as indicated in the policy document immediately following this report.

In addition to the proposed University Senate Bylaws revision the ERG Committee recommends that the following be considered by the University:

- Recommend the Research Council consider changes to items within the Research Council Bylaws pertaining to subcommittee structure to include a statement that the Intellectual Property Committee as defined by the UMD Intellectual Property Policy, work fall under the purview of the Research Council, and its membership be established and updated with the long-standing process whereby the Senate Executive Committee makes recommendations on nominees for the committee’s membership to the Vice President for Research for consideration and;
- Recommend the Vice President for Research and Research Council consider and articulate how the Intellectual Property Committee members representing the "non-academic University departments that are involved in Intellectual Property issues (e.g., University Libraries, Research Administration, Technology Commercialization and the Office of the Senior Vice President and Provost)" are selected, including what role these departments play in identifying or recommending their representatives.

APPENDICES

Appendix 1 — Original charge from the Senate Executive Committee

Appendix 2 — BIG 10 Data and Peer Institution Data

Proposed Revisions from the ERG Committee New Text in Blue/Bold (**example**),
Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold
(**example/example**)

BYLAWS
OF THE
UNIVERSITY SENATE
AT THE
UNIVERSITY OF MARYLAND



Amended on September 10, 2021



Proposed Revisions from the ERG Committee New Text in Blue/Bold (**example**),
Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold
(**example/example**)

BYLAWS OF THE UNIVERSITY SENATE
University of Maryland, College Park
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BYLAWS OF THE UNIVERSITY SENATE

The University of Maryland, College Park

ARTICLE 1 AUTHORIZATION

- 1.1 These *Bylaws of the University Senate* (hereafter referred to as the *Bylaws*) are adopted according to Article 7 of the *University of Maryland Plan of Organization for Shared Governance* (hereafter referred to as the *Plan*), and are subject to amendment as provided for in the *Plan*.

ARTICLE 2 MEMBERSHIP

- 2.1 The members of the Senate are as designated in Article 3 of the *Plan* and further specified in 2.1 and 2.2 below. All elected members are subject to the conditions stated in the *Plan*, including its provisions for expulsion, recall, and impeachment (Articles 4.10, 4.11, and 5.8 of the *Plan* and Article 2.3, 2.4, and 2.5 below).

2.1.a Staff Senators

For the purpose of Senate representation, the Staff Constituency is divided into the following categories. Each category shall elect one Senator from among its ranks for each 200 staff members or major fraction thereof.

1. Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
2. Exempt Staff with appointment in Divisions
3. Non-Exempt Staff with appointment in Colleges, Schools, and Academic Affairs
4. Non-Exempt Staff with appointment in Divisions

- 2.1.b Staff member job categories will not include the category designated for the President, vice presidents, provosts, and deans if they hold faculty rank.

- 2.1.c Any individual within the faculty member voting constituency cannot be included in the staff member voting constituency or nominated for election as a staff Senator. Staff candidates for the Senate must have been employed at the University of Maryland College Park for 12 months prior to standing as candidates for the Senate. Staff members may not stand for Senate elections while in the probationary period of employment.

- 2.1.d An ex officio member denoted in the *Plan* (Article 3.6.a.) who is not precluded from staff member categories as noted in Articles 2.1.b and 2.1.c may be elected as a voting member of the Senate by an appropriate constituency. Such ex officio members should also have been employed by the University of Maryland College Park for 12 months prior to standing as candidates for the Senate.

- 2.1.e As noted in the *Plan* (Article 3.3.c), the term of each staff Senator shall be three (3) years. Terms of staff members will be staggered in such a way that for each term, one-third of the total members from a job category are serving the first year of their term. Not every member of a specific staff job category shall be elected in the same year. However, if the University or these *Bylaws* redefine the staff job categories outside of a normal reapportionment, the staff Senate seats will be vacated. A subsequent election will be held to populate all staff Senate seats within the new categories with staggered terms as follows:

- (1) One-third of the members in a job category who received the lowest number of votes will serve a one-year term,
- (2) One-third of the members in a job category who received the second lowest number of votes will serve two-year terms,
- (3) One-third of the members in a job category who received the highest number of votes will serve three year-terms.

A person serving less than a three-year term is defined as not to have served a full term and is eligible for re-election to a full term the following year.

2.2 Single Member Constituencies

The Senators defined in (a)-(g) below shall be voting members of the Senate. All elections held pursuant to this section shall be organized by the Office of the University Senate.

- (a) Part-Time Research, Part-Time Teaching, Adjunct, and both Full-Time and Part-Time Visiting Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the Plan shall together elect one (1) Senator, for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (b) Emeriti Faculty who are not members of the Faculty Constituency as defined in Section 3.2 of the *Plan* shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (c) Head Coaches who are not members of the Faculty Constituency as defined in Section 3.2 of the University Plan of Organization together shall elect one Senator from among their ranks to serve for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a faculty Senator.
- (d) Post-Doctoral Scholars, Post-Doctoral Associates (formerly Research Associates), Junior Lecturers, and Faculty Assistants (formerly Faculty Research Assistants) who are not members of any Senate constituency as defined in Article 3 of the *Plan* together shall elect one (1) Senator, for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as a Faculty Senator.
- (e) The Contingent II staff shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other staff Senators. The Contingent II staff Senator shall have been employed by the University for twelve months prior to their election.
- (f) The part-time undergraduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators.
- (g) The part-time graduate students shall elect one (1) Senator from among their ranks for a term of one (1) year, renewable for up to three (3) years. When the Senate votes by constituencies, that Senator shall have the same voting rights as all other student Senators.

2.3 Elected Senators shall not be absent from two (2) consecutive regularly scheduled meetings of the Senate without notifying the Office of the University Senate that they will require an excused absence (Article 4.10.a of the *Plan*). The Senator shall be counted in the total membership when a quorum is defined for a meeting unless that Senator is expelled.

2.4 If an elected Senator is no longer a member of the constituency by which they were elected, the seat may be vacated and the Senator may be replaced according to the following guidelines:

- 2.4.a If there was a runner-up in the election in which the Senator was elected, the runner-up shall replace that Senator immediately, provided they are still eligible.
- 2.4.b If there was no runner-up in the election in which the Senator was elected and the vacancy occurs in the spring semester, that Senator shall serve for the remainder of the Senate year and shall be replaced in the next election cycle for the remainder of the term.
- 2.4.c If there was no runner-up in the election in which the Senator was elected and the vacancy occurs prior to the spring semester, or if the Senator is unable to serve the remainder of the Senate year, the

Senate Executive Committee, in consultation with the appropriate constituency, shall appoint a replacement for that Senator.

2.5 If an elected Senator is no longer in satisfactory standing at the University, they shall be replaced immediately upon notification to and verification by the Office of the University Senate in accordance with 2.4.a or 2.4.c above.

2.6 All elections shall be completed by the Transition Meeting of the Senate.

ARTICLE 3 MEETINGS

3.1 Regular Meetings:

The Senate shall schedule at least four (4) regular meetings each semester. The notice, agenda, and supporting documents will normally be provided by the Office of the University Senate to the membership one week prior to each regular meeting unless otherwise approved by the Executive Committee.

3.2 Special Meetings:

3.2.a Special meetings of the Senate may be called in any of the following ways, with the matter(s) to be considered to be specified in the call:

- (1) By the presiding officer of the Senate;
- (2) By a majority vote of the Executive Committee of the Senate;
- (3) By written petition of a majority of the elected members of the Senate. The petition shall be delivered to the Chair or the Executive Secretary and Director of the Senate. The Chair shall give notice of arrangements for the meeting within seventy-two (72) hours of receipt of a valid petition;
or
- (4) By resolution of the Senate.

3.2.b The notice of a special meeting shall include the agenda and shall be sent to the members of the Senate as far in advance of the meeting as possible. The agenda of a special meeting may specify a scheduled time of adjournment.

3.2.c The scheduling of a special meeting shall reflect the urgency of the matter(s) specified in the call, the requirement of reasonable notice, and the availability of the membership.

3.3 Openness of Meetings and Floor Privileges:

3.3.a Meetings of the Senate shall be open to all members of the campus community except when the meetings are being conducted in closed session.

3.3.b Representatives of the news media shall be admitted to all meetings of the Senate except when the meetings are conducted in closed session. The use of television, video, or recording equipment shall not be permitted except by express consent of the Senate.

3.3.c When a report of a committee of the Senate is being considered, members of that committee who are not members of the Senate may have a voice but not a vote in the deliberations of the Senate on that report.

3.3.d Any Senator may request the privilege of the floor for any member of the campus community to speak on the subject before the Senate. The Chair shall rule on such requests.

3.3.e By vote of the Senate, by ruling of the Chair, or by order of the Executive Committee included in the agenda of the meeting, the Senate shall go into closed session. The ruling of the Chair and the order

of the Executive Committee shall be subject to appeal, but the Chair shall determine whether such appeal shall be considered in open or closed session.

- 3.3.f While in closed session, the meeting shall be restricted to voting members of the Senate (Article 3 in the *Plan*), members granted a voice but not a vote (Articles 3.6, 5.2.c, and 5.5.c. of the *Plan*), the Executive Secretary and Director, the Parliamentarian, the immediate Past Chair of the Senate, any staff required for meeting operations, and other persons expressly invited by the Senate Chair.

3.4 Rules for Procedure:

- 3.4.a The version of *Robert's Rules of Order* that shall govern the conduct of Senate meetings shall be *Robert's Rules of Order, Newly Revised*.
- 3.4.b A quorum for meetings shall be defined as a majority of elected Senators who have not submitted an excused absence to the Office of the University Senate, or sixty (60) Senators, whichever number is higher. For the purpose of determining a quorum, ex officio members without vote shall not be considered.
- 3.4.c Voting shall be restricted to eligible members of the Senate (Article 3 in the *Plan*) who are participating in the Senate meeting at the time of the vote.

ARTICLE 4 EXECUTIVE COMMITTEE

4.1 Membership and Election:

- 4.1.a As set forth in the *Plan* (Article 8.2), the members of the Executive Committee shall include the Chair and Chair-Elect of the Senate, thirteen (13) members elected from the voting membership of the Senate, and five (5) non-voting ex officio members.
- 4.1.b The election of the Executive Committee should follow the election of the Chair-Elect as provided for in the *Plan* (Article 5.3 and 5.7.a). In the event of a tie vote in the election for members of the Executive Committee, a ballot will be made available to each Senator in the appropriate constituency as soon as the votes are counted and the tie discovered. The election to break the tie should end one (1) week from the start date.
- 4.1.c In the event of a vacancy on the Executive Committee, the available candidate who had received the next highest number of votes in the annual election for the Executive Committee shall fill the remainder of the unexpired term.

4.2 Charge: The Executive Committee shall exercise the following functions:

- 4.2.a Assist in carrying into effect the actions of the Senate;
- 4.2.b Act for the Senate as provided for by and subject to the limitations stated in Article 4.3;
- 4.2.c Act as an initiating body suggesting possible action by the Senate;
- 4.2.d Assist in the administrative implementation of policies adopted by the Senate, as needed;
- 4.2.e Prepare the agenda for each Senate meeting as provided for by and subject to limitations stated in Article 4.4;
- 4.2.f Serve as a channel through which any member of the campus community may introduce matters for consideration by the Senate or its committees;
- 4.2.g Ensure that information on the Senate's work each year is available to the campus community through the Senate website and reported to the President;

- 4.2.h Provide feedback on the operations of the Office of the University Senate, and make recommendations to the President or his or her designee for improvements in those operations and for suitable candidates for the role of the Executive Secretary and Director;
- 4.2.i Serve as the channel through which the Senate and the campus community may participate in the selection of administrators at the University;
- 4.2.j Perform such other functions as maybe given it in other provisions of these *Bylaws* and the *Plan*; and
- 4.2.k Make recommendations on nominees for campus-wide and system-wide committees and councils requiring representatives, when necessary.

4.3 Rules Governing Executive Committee Action for the Senate:

- 4.3.a Where time or the availability of the membership precludes a meeting of the Senate, as, for example, during the summer or between semesters, the Executive Committee may act on behalf of the Senate.
- 4.3.b A report of all actions taken by the Executive Committee when acting on behalf of the Senate, with supporting material, shall be included with the agenda of the next regular meeting of the Senate. By written request of ten (10) Senators, received by the Chair of the Senate prior to the call to order of that meeting, any Executive Committee action on behalf of the Senate shall be vacated and the item in question placed on the agenda for that meeting. If any such item is not petitioned to the floor, it shall stand as an approved action of the Senate.

4.4 Rules Governing Preparation of the Senate Agenda:

- 4.4.a The order of business for regular meetings of the Senate shall be set by the Executive Committee. Typically, the order of the agenda will follow *Robert's Rules of Order*, but the Executive Committee maintains authority to reorder the agenda based on the needs of the Senate.
- 4.4.b For regular meetings the Executive Committee shall consider all submissions for inclusion on the Senate agenda. The Executive Committee may not alter a submission, but may delay its inclusion, may include it on the agenda of a special meeting, may submit the material directly to a committee of the Senate, or may refuse to place it on the agenda if the material is inappropriate, incomplete, or unclear. The party making a submission shall be notified of the action taken in this regard by the Executive Committee.
- 4.4.c The order of business for a special meeting of the Senate shall be set by the Executive Committee.
- 4.4.d For a special meeting the agenda shall include the matter(s) specified in the call of that meeting as the Special Order. Other items may be included on the agenda as the Executive Committee deems appropriate.

4.5 **Meetings of the Executive Committee:** A quorum of the Executive Committee shall be eight (8) voting members. Minutes of the meetings shall be kept. The agenda shall be made publicly available prior to each meeting. The Executive Committee shall meet at the call of the Chair or by petition of eight (8) voting members of the Executive Committee, or by petition of twenty-five (25) voting members of the Senate.

4.6 **The Senate Budget:** The Executive Secretary and Director shall be responsible for the Senate budget, shall consult with the Senate Chair on the preparation of the budget request, and shall report to the Executive Committee on the status of the budget.

- 4.6.a The Executive Secretary and Director shall make an annual report to the Associate Vice President for Personnel and Budget on expenditure of the Senate budget.
- 4.6.b Consent of the Associate Vice President for Personnel and Budget shall be required before any change in the budgeted use of Senate funds involving more than ten percent (10%) of the total may be undertaken.

- 4.7 **Referral of Items to Standing Committees:** The Executive Committee shall refer items to the standing committees.
- 4.7.a The Executive Committee shall refer an item to an appropriate committee when instructed by the Senate or when requested by the President, or when petitioned by 150 members of the Senate electorate.
- 4.7.b The Executive Committee may also refer any item it deems appropriate, and the standing committee shall give due consideration to such requests from the Executive Committee.
- 4.7.c The Chair of the Senate may, as need requires, act for the Executive Committee and refer items to standing committees. All such actions shall be reported at the next meeting of the Executive Committee.
- 4.8 To the extent permitted by law and University policy, the records of the Senate shall be open.

ARTICLE 5 COMMITTEES OF THE SENATE

- 5.1 **Standing Committees - Specifications:** The specifications of each standing committee of the Senate shall state its name, its specific charge, and any exceptions or additions to the basic charge to standing committees stated in Article 5.2. The specifications shall list all voting ex officio members and shall define committee composition.
- 5.1.a Standing Committees: In an appropriate section of Article 6 there shall be specifications for each committee.
- 5.2 **Standing Committees - Basic Charge:** In its area of responsibility, as defined in its specifications, each committee shall be an arm of the Senate with the following powers:
- (1) To formulate and review policies to be established by the Senate according to the *Plan*(Article 1);
 - (2) To review established policies and their administration and to recommend any changes in policies or their administration that may be desirable;
 - (3) To serve in an advisory capacity, upon request, regarding the administration of policies;
 - (4) To function on request of the President or of the Executive Committee as a board of appeal with reference to actions and/or decisions made in the application of policies; and
 - (5) To recommend the creation of special subcommittees (Article 5.7-5.9) when deemed necessary.
- 5.3 **Standing Committees - Committee Operation:**
- 5.3.a Agenda Determination:
- (1) Issues within the committee's purview shall be referred and charged to the committee by the Executive Committee (Article 4.7). Such matters should take priority on the committee's agenda.
 - (2) A committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. Such matters should be placed on the agenda of the committee.
 - (3) Committee agendas shall be made publicly available prior to each meeting.
- 5.3.b Minutes of the proceedings of each committee meeting shall be kept.

- 5.3.c Rules for Procedure of Standing Committees: Standing Committees are typically governed by *Robert's Rules of Order for Small Committees, Newly Revised*. Standing Committees shall determine how technology, such as video conferencing and other electronic methods of participation, can be used for their purposes. Standing Committees may choose to conduct votes online or via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.
- 5.3.d Quorum Requirements of Standing Committees: Unless a quorum number is specified in the membership description of a committee, the quorum shall be a majority of voting members of the committee.

5.4 **Standing Committees - Reporting Responsibilities:** Each committee shall be responsible through its presiding officer for the timely delivery of the following reports.

- 5.4.a Information on the schedule of committee meetings stating the date, time, and location should be made available on the Senate. The agenda for each meeting shall be made available on the Senate website as far in advance of the meeting as possible.
- 5.4.b The committee shall report its progress on agenda items as required by the Executive Secretary and Director or the Chair of the Senate.
- 5.4.c Reports providing information and/or recommendations to the Senate shall be submitted to the Executive Committee for inclusion on the Senate agenda. Reports resulting from the committee's advisory or board of appeals function shall be submitted to the appropriate Senate or campus officer, and the Executive Committee notified of the submission.
- 5.4.d Upon written request of at least four (4) members of a committee, the presiding officer of that committee shall include a minority statement with any committee report. Those requesting inclusion need not support the substance of the minority statement.
- 5.4.e An annual report shall be presented to the Chair of the Senate at the end of the academic year, or, if approved by the Chair, no later than August 16, for submission to the Executive Committee. The report shall include a list of all items placed on the committee's agenda, noting the disposition of each and a summary of the committee's deliberations. An overview of the committee's past work shall be made available on the Senate website. In the case of committees with little activity, the committee may recommend inactive status the ensuing year until charged by the Executive Committee to address a specific matter:
 - (1) A committee may be placed on inactive status with approval of the Executive Committee. No presiding officer or members shall be appointed to the committee while on inactive status.
 - (2) A committee on inactive status may be reactivated by the Executive Committee when matters within its purview, as stipulated in Article 6, are brought to the Executive Committee for review. Following reactivation, the Office of the University Senate shall solicit volunteers for the committee in its annual volunteer period, and the Committee on Committees shall select members for the committee, in accordance with the provisions of 5.5 below.
 - (3) A Special Committee (Article 5.9) may not be appointed to consider matters within standing committee specifications in lieu of reactivating an inactive committee.

5.5 **Standing Committees - Selecting Members:** Persons shall be named to standing committees in accordance with the procedures listed below.

- 5.5.a The Office of the University Senate shall provide information on the charge and membership specifications of each committee.
- 5.5.b The Office of the University Senate shall solicit volunteers for the Senate's standing committees on an annual basis through an online process. During this volunteer period, all faculty, staff, and students shall be eligible to indicate their top three preferences for any committees with vacancies in their

constituency and include a candidacy statement for consideration by the Committee on Committees. The Office of the University Senate will maintain these records for potential future use.

- 5.5.c The Committee on Committees shall develop slates of nominees to fill vacancies on the standing committees and University Councils. No person shall be nominated for a committee position without consenting to serve on that committee, either through indicated preference or explicit agreement. In making nominations, the Committee on Committees shall keep in view the continuing membership of the committee to ensure that the full membership complies with specifications of the *Plan* and these *Bylaws*. Committee members shall be nominated consistent with requirements for diversity specified in Section 8.1 of the *Plan*.
- 5.5.d Ex officio members named in a committee's specifications shall be voting members unless otherwise specified in the *Bylaws*. Upon recommendation of the Committee on Committees, the Executive Committee may appoint ex officio members with particular expertise or benefit to the committee. Such members shall serve with voice, but without vote. The Executive Committee is empowered to make such changes in non-voting ex officio membership as appropriate.
- 5.5.e The Committee on Committees shall forward a slate of nominees for committee service to the Executive Committee to place on the Senate agenda for approval. Each nominee shall be identified by name and constituency. The notice of nomination shall also include the name and constituency of continuing members of the committee, and the name and office of the ex officio members, listed for information only. The nominations shall be subject to action by the Senate consistent with the *Plan* and the specifications of these *Bylaws*.
- 5.5.f Terms on standing committees shall be two (2) years for faculty and staff, and one (1) year for students. Appointments to two-year terms shall be staggered: that is, as far as practical, half of the terms from each faculty or staff constituency shall expire each year. Terms shall begin on July 1 of the appropriate year.
- 5.5.g A member of a standing committee whose term is expiring may be appointed to another term, subject to restrictions (1) and (2) below. The Committee on Committees is particularly charged to consider the reappointment of active student members.
- (1) No reappointment shall be made that would cause the appointee to serve longer than four consecutive years on the same committee.
 - (2) At most, half of the non-student members of a committee whose terms are expiring in any given year may be reappointed.
- 5.5.h Terms as presiding officer of a committee shall be one year. A presiding officer may be reappointed if his/her tenure as a Senator is continuing; however, no one shall serve as presiding officer of a committee for longer than two (2) consecutive years.
- 5.5.i Appointments of the presiding officers of committees shall be made by the Chair of the Senate, designated on the annual committee slate, and shall be approved by the Senate.
- 5.6 **Standing Committees - Replacing Presiding Officers and Members:** The presiding officer and members of any active standing committee may be replaced for cause after inquiry by the Office of the University Senate with approval of the Executive Committee.
- 5.6.a Cause, for presiding officers, is defined as the following:
- (1) Failure to activate the committee during the first semester after appointment in order to organize its business and determine an agenda; or
 - (2) Failure to activate the committee in order to respond to communications referred from the Executive Committee; or

- (3) Failure to activate the committee in order to carry out specific charges required in Article 6 or other Senate documents; or
- (4) Continual absence from scheduled committee meetings.

5.6.b Cause, for members, is defined as the following:

- (1) Continual absence from committee meetings and/or lack of participation in committee activities; or
- (2) Lack of registration on campus for students or termination of employment on campus for faculty and staff.

5.6.c Procedure for replacing presiding officers and members:

- (1) The decision to replace a presiding officer rests with the Senate Chair; and
- (2) The presiding officer of a committee shall submit the request to replace a committee member to the Chair of the Committee on Committees.

5.6.d The Senate Chair and the Chair of the Committee on Committees shall consult with the Office of the University Senate to identify a replacement when a decision is made to replace a presiding officer or a committee member.

- 5.7 **Standing Committees - Appointing Special Subcommittees:** A standing committee of the Senate may appoint special subcommittees to assist in the effective performance of its responsibilities. Persons appointed to special subcommittees who are not members of standing committees must be approved by the Executive Committee. The Chair of any special subcommittee must be a member of the standing committee making the appointment.
- 5.8 **Standing Committees - Appointing Special Joint Subcommittees:** Two or more standing committees of the Senate may appoint special joint subcommittees to assist in the effective review of issues that pertain to the charge of multiple committees. Persons appointed to serve who are not members of associated standing committees must be approved by the Executive Committee. The Chair of any such subcommittee must be a member of one of the associated standing committees making the appointment. Special Joint Subcommittees will report directly to the full associated standing committees for final action.
- 5.9 **Special Committees:** A special committee of the Senate may be established by resolution of the Senate to carry out a specified task. The empowering resolution shall also stipulate the means of selecting the committee and any restrictions on its composition. The committee shall function until the completion of its tasks or until discharged by the Senate. A final report of its work shall be presented to the Senate. Members shall serve for the duration of the committee unless otherwise specified by the Senate.

ARTICLE 6 STANDING COMMITTEE SPECIFICATIONS

6.1 Academic Procedures and Standards Committee:

- 6.1.a **Membership:** The committee shall consist of an appointed presiding officer; ten (10) faculty members; one (1) staff member; three (3) undergraduate and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President and Provost, the Director of Undergraduate Admissions, the University Registrar, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies, and the Associate Provost for Academic Affairs and Dean of the Graduate School.
- 6.1.b **Quorum:** A quorum of the Academic Procedures and Standards Committee shall be ten (10) voting members.

- 6.1.c Charge: The committee shall formulate and continually review policies, rules, and regulations governing the admission, readmission, academic standing, and dismissal of all students for academic deficiency.
- 6.1.d Charge: The committee shall formulate and continually review policies and procedures for academic advisement, scheduling of classes, and registration.
- 6.1.e Charge: The committee shall formulate and continually review policies to be observed by the instructional staff in conducting classes, seminars, examinations, students' research, and student evaluations.
- 6.1.f Policies, rules, and regulations exclusively governing admission, readmission, scholastic standing, and dismissal of graduate students for academic deficiency shall be reviewed by an appropriate committee of the Graduate School. Such policies, rules, and regulations will be transmitted by the Graduate School directly to the Senate through the Executive Committee. Policies, rules, and regulations that concern both graduate and undergraduate matters shall be considered by both the Academic Procedures & Standards (APAS) Committee and the appropriate committee of the Graduate School.

6.2 Campus Affairs Committee:

6.2.a Membership:

- (1) The committee shall consist of an appointed presiding officer; six (6) faculty members; two (2) undergraduate and two (2) graduate students; two (2) staff members, with one exempt and one non-exempt to the extent of availability; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President and Chief Administrative Officer, the Vice President for Student Affairs, the Vice President for Marketing and Communications, the Vice President for Diversity & Inclusion, and the Chair of the Coaches Council.
- (2) When discussions of safety are on the agenda, the Chief of Police, the Office of General Counsel, the Director of Transportation Services, and other campus constituencies, as appropriate, shall be invited to participate or send a representative.
- (3) The Chair of this committee or a faculty member designated by the Chair and approved by the Senate Executive Committee will serve as an ex officio member of the Athletic Council. The Chair, or a committee member designated by the Chair, shall also serve as an ex-officio member of the Campus Transportation Advisory Committee.

6.2.b Quorum: A quorum of the Campus Affairs Committee shall be nine (9) voting members.

6.2.c Charge: The committee shall formulate and continually review policies and regulations affecting the entire campus, its functions, its facilities, its internal operation and its external relationships, including the awarding of campus prizes and honors, and make recommendations concerning the future of the campus.

6.2.d Charge: The committee shall formulate and continually review policies and procedures for the periodic review of campus level administrators.

6.2.e Charge: The committee shall periodically gather community input on safety and security issues and shall act as a liaison between the police and the campus community.

6.3 Committee on Committees:

6.3.a Membership and terms:

- (1) As set forth in the *Plan* (Article 8.3.a), the Committee on Committees shall be chaired by the Chair-Elect of the Senate.

- (2) The voting membership, as defined in the *Plan* (Article 8.3.a), shall consist of the Chair-Elect of the Senate, six (6) faculty members elected by faculty Senators, with no more than one (1) from any College or School; one (1) non-exempt staff member elected by non-exempt staff Senators; one (1) exempt staff member elected by exempt staff Senators; one (1) undergraduate student elected by undergraduate student Senators; and one (1) graduate student elected by graduate student Senators.
- (3) Students are elected to serve for one (1) year, faculty and staff for two (2) years, whether or not their membership in the Senate continues beyond their first year of service in the committee.
- (4) Terms of faculty and staff members are staggered in such a way that, at any time, no more than three (3) faculty members and one (1) staff member are serving the second year of their term.
- (5) In the event of a vacancy on the Committee on Committees, the available candidate who had received the next highest number of votes in the last annual election for the Committee on Committees shall fill the remainder of the unexpired term. In the event that there is no runner-up, the Executive Committee shall fill the vacant seat.
- (6) A quorum of the Committee on Committees shall be six (6) voting members.

6.3.b Charge:

- (1) As set forth in the *Plan* (Article 8.3.b), responsibilities of the Committee on Committees include:
 - (a) Identification and recruitment of individuals for service on Senate committees;
 - (b) Approval of the University Library Council slate of nominees, as mandated in section 2.C of the Bylaws of the University Library Council.
 - (c) Creation of a slate of nominees for the Nominations Committee, for approval by the Senate.
- (2) Additional duties include:
 - (a) As needed, the Committee on Committees may be charged to assess effectiveness of committees, and make recommendations for improvements and changes in their operations and structure.
 - (b) Other such duties as specified by the Executive Committee.

6.3.c Operation: The Committee on Committees shall follow the procedures specified for standing committees in Article 5 above, with the exceptions of 5.3.b and 5.5.

6.4 Educational Affairs Committee:

- 6.4.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members, of whom at least two (2) must be tenured/tenure-track faculty members and at least two (2) must be professional track faculty members; two (2) staff members, with one exempt and one non-exempt to the extent of availability; two (2) undergraduate students and one (1) graduate student; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; the Associate Dean for General Education; a representative of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Vice President of Information Technology and Chief Information Officer (CIO).
- 6.4.b Quorum: A quorum of the Educational Affairs Committee shall be eleven (11) voting members.
- 6.4.c Charge: The committee shall formulate and continually review plans and policies to strengthen the

educational system of the College Park campus. The committee shall receive ideas, recommendations, and plans for educational innovations from members of the campus community and others. The committee shall inform itself of conditions in the Colleges, Schools, and other academic units, and shall propose measures to make effective use of the resources of the campus for educational purposes.

- 6.4.d Charge: The committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document Transforming General Education at the University of Maryland and the General Education Implementation Plan approved by the University Senate in February 2011. The committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.
- 6.4.e Relation of the Educational Affairs Committee to the General Education Program and the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:
- (1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the Educational Affairs Committee by October 1.
 - (2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the Educational Affairs Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.
 - (3) The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.

6.5 Elections, Representation, and Governance Committee:

- 6.5.a Membership: The committee shall consist of an appointed presiding officer; six (6) faculty members; one (1) exempt staff member; one (1) non-exempt staff member; two (2) undergraduate and two (2) graduate students; and representatives of the Director of Human Resources and the Associate Vice President for Institutional Research, Planning, and Assessment.
- 6.5.b Quorum: A quorum of the Elections, Representation, and Governance Committee shall be eight (8) voting members.
- 6.5.c Charge: The committee shall review and recommend policies regarding the conduct of elections, determine correct apportionments for all constituencies, and investigate and adjudicate all charges arising from the management and results of Senate elections.
- 6.5.d Charge: The committee shall determine the correct apportionment for all constituencies every five (5) years as stipulated in Article 3.8 of the Plan and following any review or revision of the *Plan* as stipulated in Article 6.3 of the *Plan*.
- 6.5.e Charge: The committee shall supervise all Senatorial elections and referenda in accordance with the *Plan* (Article 4.2), and shall consult with certain constituencies in their nomination and election processes in accordance with the *Plan* (Article 4) as requested by the Executive Committee.

- 6.5.f Charge: The committee shall formulate and review procedures for the tallying and reporting of election results and shall perform other such duties as appropriate (Article 3.3.b of the *Plan*).
- 6.5.g Charge: The committee shall review the Plans of Organization of the Colleges, Schools, and other units, in accordance with the *Plan* (Article 11) and as specified in Appendix 7 of these Bylaws.
- 6.5.h Charge: The committee shall review and observe the operation and effectiveness of the University Senate and make any appropriate recommendations for improvements.
- 6.5.i Charge: The committee shall receive all petitions for impeachment of the Chair or Chair-Elect in accordance with the *Plan* (Article 5.8).
- 6.5.j Charge: The committee shall initiate procedures for expelling Senators in accordance with the *Plan* (Article 4.10).
- 6.5.k Charge: The committee shall receive all petitions for the recall of Senators in accordance with the *Plan* (Article 4.11).

6.6 Equity, Diversity, & Inclusion Committee:

- 6.6.a Membership: The committee shall consist of an appointed presiding officer; five (5) faculty members; three (3) exempt staff members; two (2) non-exempt staff members; two (2) undergraduate and two (2) graduate students; and the following persons or a representative of each: the Senior Vice President and Provost, the Vice President for Diversity & Inclusion, the Vice President and Chief Administrative Officer, the Vice President for Student Affairs, and the Director of the Office of Civil Rights and Sexual Misconduct.
- 6.6.b Quorum: A quorum of the Equity, Diversity, & Inclusion Committee shall be ten (10) voting members.
- 6.6.c Charge: The committee shall actively promote an equitable, diverse, and inclusive campus that is free from all forms of discrimination by formulating and continually reviewing policies and procedures pertaining to issues of equity, diversity, and inclusion. These include but are not limited to the University of Maryland Non-Discrimination Policy and Procedures and the University of Maryland Disability & Accessibility Policy and Procedures.
- 6.6.d Charge: The committee shall consider programs and activities for improving equity, diversity, and inclusiveness on campus, and shall make recommendations to appropriate campus bodies.

6.7 Faculty Affairs Committee:

- 6.7.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members, of whom four (4) shall be Senators including one (1) assistant professor and one (1) professional track faculty member; one (1) undergraduate student and two (2) graduate students; one (1) staff member; and the following persons or a representative of each: the President, the Senior Vice President and Provost, and the Director of Human Resources. One (1) elected Council of University System Faculty representative from the University shall serve as a voting ex officio member. The Faculty Ombuds Officer shall serve as a non-voting ex officio member.
- 6.7.b Quorum: A quorum of the Faculty Affairs Committee shall be nine (9) voting members.
- 6.7.c Charge: The committee shall formulate and continually review policies pertaining to faculty life, employment, academic freedom, morale, and perquisites.
- 6.7.d Charge: The committee shall work for the advancement of academic freedom and the protection of faculty and research interests.
- 6.7.e Charge: The committee shall, in consultation with Colleges, Schools, and other academic units,

formulate and review procedures for the periodic review of academic administrators below the campus level.

- 6.7.f Charge: The committee shall review the Appointment, Promotion, and Tenure or Permanent Status section of each College, School, or the Library Plan of Organization in accordance with Appendix 7 of these *Bylaws*. In conjunction with this review, the committee shall also review the professional track faculty Appointment, Evaluation, and Promotion Policy of each College, School, or the Library.

6.8 Programs, Curricula, and Courses Committee:

- 6.8.a Membership: The committee shall consist of an appointed presiding officer; ten (10) faculty members; one (1) staff member; two (2) undergraduate students and one (1) graduate student; and the following persons or a representative of each: the Senior Vice President and Provost, the Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Associate Provost for Academic Affairs and Dean of the Graduate School, and the Dean of Libraries.
- 6.8.b Quorum: A quorum of the Programs, Curricula, and Courses Committee shall be nine (9) voting members.
- 6.8.c Charge: The committee shall formulate, review, and make recommendations to the Senate concerning policies related both (1) to the establishment, modification, or discontinuance of academic programs, curricula, and courses; and (2) to the establishment, reorganization, or abolition of colleges, schools, academic departments, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit.
- 6.8.d Charge: The committee shall review and make recommendations to the Senate in at least the areas designated by (1) through (3) below. Recommendations in these areas are not subject to amendment on the Senate floor unless a detailed objection describing the area of concern has been filed with the Office of the University Senate at least forty-eight (48) hours prior to the meeting at which the recommendations will be introduced. The committee will announce proposed recommendations to the campus community sufficiently in advance of the meeting at which they are to be considered so as to allow time for concerned parties to file their objections.
- (1) All proposals for the establishment of a new academic program, for the discontinuance of an existing academic program, for the merger or splitting of existing academic programs, or for the renaming of an existing academic program;
 - (2) All proposals for the creation, abolition, merger, splitting, or change of name of Colleges, Schools, departments of instruction, or other units that offer credit-bearing programs of instruction or regularly offer courses for credit; and
 - (3) All proposals to reassign existing units or programs to other units or programs.
- 6.8.e Charge: The committee shall review and shall directly advise the Office of Academic Planning and Programs concerning proposals to modify the curricula of existing academic programs, or to establish citation programs consistent with College rules approved by the Senate. The committee shall inform the Senate of its actions in these cases.
- 6.8.f Charge: The committee shall review, establish, and advise the Vice President's Advisory Committee concerning policies for adding, deleting, or modifying academic courses.
- 6.8.g Charge: The committee shall be especially concerned with the thoroughness and soundness of all proposals, and shall evaluate each according to the mission of the University, the justification for the proposed action, the availability of resources, the appropriateness of the sponsoring group, and the proposal's conformity with existing regulations. The committee shall be informed of any recommendations made by the Academic Planning Advisory Committee concerning resource issues, the consistency of the proposed action with the University's mission and strategic directions, or both.

- 6.8.h Operation: The committee shall follow the procedures specified for standing committees in Article 5 above, with the exception of 5.3.b.
- 6.8.i Relation of the Programs, Curricula, and Courses Committee to the Office of the Senior Vice President and Provost.
- (1) The committee, in consultation with the Office of the Senior Vice President and Provost, shall determine the requirements for supporting documentation and the procedures for review for all proposals.
 - (2) The committee shall be informed by the Office of the Senior Vice President and Provost of all proposed modifications to existing programs and curricula. After consulting with the presiding officer of the committee, the Office of the Senior Vice President and Provost shall act on all minor changes that are not of a policy nature.
 - (3) The committee shall be informed by the Office of the Senior Vice President and Provost of all changes made pursuant to 6.8.i(2). The committee shall be informed by the Office of the Senior Vice President and Provost of all other changes in academic curricula whose approval has been specifically delegated to that office. In particular, this includes the approval to offer existing academic programs through distance education or at a new off-campus location.
- 6.8.j Relationship of the Programs, Curricula, and Courses Committee to the Graduate School: Proposals concerned with graduate programs and curricula shall receive the review specified by the Graduate School, in addition to the review of the Programs, Curricula, and Courses Committee. Any such proposal whose approval has been denied by the Graduate School shall not be considered by the committee.

6.9 Staff Affairs Committee:

- 6.9.a Membership: The committee shall consist of an appointed presiding officer; eight (8) staff members, with two (2) members from each of the elected staff categories; two (2) Category II contingent employees, with one exempt and one non-exempt to the extent of availability; one (1) faculty member; one (1) student; and one (1) representative each of the Senior Vice President and Provost, the Director of Human Resources, the Vice President and Chief Administrative Officer and the Vice President for Student Affairs. The three (3) elected University representatives to the Council of University System Staff (CUSS) shall serve as voting ex officio members; the alternate University representatives to the Council of University System Staff (CUSS) shall be non-voting ex officio members.
- 6.9.b Quorum: A quorum of the Staff Affairs Committee shall be nine (9) voting members.
- 6.9.c Charge: The committee shall formulate and continually review campus policies affecting staff members, including policies regarding periodic review of campus departments and administrators that employ staff members.
- 6.9.d Charge: The committee shall assist the Office of the University Senate in soliciting nominations and encouraging participation in elections of staff Senators as specified in Article 4.5 of the *Plan*.
- 6.9.e Charge: Staff Affairs shall assist the Committee on Committees and the Senate Executive Committee in identifying and recruiting staff representatives for campus and Senate committees, including system-wide activities involving staff.
- 6.9.f Charge: The committee shall administer the Council of University System Staff (CUSS) nomination and election process. Definitions of eligible staff shall be defined by the Board of Regents and CUSS.
- 6.9.g Charge: The committee shall actively promote and provide orientation and opportunities for staff involvement in shared governance at every administrative level.
- 6.9.h Charge: The committee shall facilitate the annual nomination process for the Board of Regents' Staff

Awards at the University of Maryland, College Park.

6.10 Student Affairs Committee:

- 6.10.a Membership: The committee shall consist of an appointed presiding officer; eight (8) undergraduate students, of whom four (4) must be Senators; four (4) graduate students, of whom two (2) must be Senators; two (2) faculty members; two (2) staff members with one exempt and one non-exempt to the extent of availability; the President or a representative of the Student Government Association; the President or a representative of the Graduate Student Government; two (2) representatives of the Office of the Vice President for Student Affairs; and one (1) representative each from the Graduate School, and the Department of Resident Life.
- 6.10.b Quorum: A quorum of the Student Affairs Committee shall be ten (10) voting members.
- 6.10.c Charge: The committee shall formulate and continually review policies regarding all non-academic matters of student life including, but not limited to, student organizations, resident life, extracurricular activities, and student concerns in the campus community.
- 6.10.d Charge: The committee shall support the work of other Senate committees by assessing and communicating the student perspective on a range of issues affecting students, including matters outside the purview described in 6.10.c.
- 6.10.e Charge: The committee shall assist the Office of the University Senate and the Colleges and Schools as appropriate in soliciting nominations and encouraging participation in the election of student Senators.

6.11 Student Conduct Committee:

- 6.11.a Membership: The committee shall consist of an appointed presiding officer; four (4) faculty members; one (1) staff member; five (5) students, of whom at least three (3) must be undergraduate students and one (1) must be a graduate student; and the Director of the Office of Student Conduct, or a representative, as a non-voting ex officio member.
- 6.11.b Charge: The committee shall formulate and continually review recommendations concerning the rules and codes of student conduct, as well as means of enforcing those rules and codes.
- 6.11.c Charge: The committee acts as an appellate body for infractions of the approved Code of Student Conduct and Code of Academic Integrity. Procedures for the committee's operation in this role are to be developed and filed with the Office of Student Conduct and the Executive Secretary and Director of the Senate. The committee shall also confirm members of all judicial boards listed in the Code of Student Conduct, except conference and ad hoc boards.

ARTICLE 7 SPECIAL COMMITTEE ON UNIVERSITY FINANCE

7.1 Membership and Selection:

- 7.1.a Composition: The special committee shall consist of a presiding officer appointed by the Senate Chair from among the tenured faculty; five (5) tenured or tenure-track faculty members; one (1) professional track faculty member; one (1) exempt staff member; one (1) non-exempt staff member; two (2) undergraduate students; one (1) graduate student; the immediate Past Chair of the Senate; the Vice President for Finance and Chief Financial Officer; the Associate Vice President for Finance and Personnel, Academic Affairs; and the following persons or a representative of each: the President, and the Vice President for Student Affairs. The Senior Vice President and Provost shall also appoint a representative chosen from among current and former unit-level budget officers or former department chairs. All members of the special committee shall be voting members.
- 7.1.b Selection of Members: The regular membership of the special committee shall be selected by the elected members of the Senate Executive Committee. Following the May 7, 2019, Transition Meeting,

current Senators may nominate any member of the campus community. Nominees shall provide a statement indicating their interest in and qualifications for the special committee. Members of the Senate Executive Committee may not be nominated. Elected members of the Senate Executive Committee will vote by constituencies for members of the special committee. In the event of a tie, the Senate Chair will cast the deciding vote.

- 7.1.c Membership—Vacancies: After each Transition Meeting of the Senate, current Senators may nominate members of the campus community for any vacant seats. In the event of a vacancy during the academic year, members of the Senate Executive Committee from the respective constituency will select a replacement from the most recent list of nominees. If there are no interested nominees, a new nomination period will be opened and members of the Senate may submit nominations following the procedures in 7.1.b.
 - 7.1.d Membership—Terms: Terms shall be four (4) years for faculty and staff, and one (1) year for students. Student members who wish to continue may be renewed up to two times. Terms shall begin on July 1, 2019.
- 7.2 Charge: The special committee shall exercise the following functions:
- 7.2.a Develop a deep understanding of the University’s budget and budgeting processes and use that knowledge to educate the campus community on these practices.
 - 7.2.b Consult with and advise the President, the Senior Vice President and Provost, and other University administrators on short- and long-term institutional priorities, particularly as they relate to the University’s mission and Strategic Plan.
 - 7.2.c Advise Senate-related bodies—including committees, councils, and task forces—on the fiscal implications of any proposed recommendations under consideration.
 - 7.2.d Report to the Senate two times each year on the budgetary and fiscal condition of the University and the administration’s response to any special committee recommendations.
 - 7.2.e Regularly report on its activities and the budgetary and fiscal condition of the University to the Senate Executive Committee.
- 7.3 Operations:
- 7.3.a Agenda Determination: The special committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of responsibility. The presiding officer shall place such matters on the agenda of the committee. Agendas shall be made publicly available prior to each meeting.
 - 7.3.b Meetings: The special committee shall meet as frequently as is needed to accomplish its charge, but at least monthly throughout the academic year. Additional meetings may be required over the summer months to accommodate the University’s budgeting processes. Given the sensitive nature of the special committee’s work, meetings will be closed to all but members and invited guests.
 - 7.3.c Minutes: Minutes of the special committee’s proceedings shall be kept.
 - 7.3.d Procedure: The version of *Robert's Rules of Order* that shall govern the special committee shall be *Robert's Rules of Order for Small Committees, Newly Revised*. The special committee shall determine how technology, such as phone and video conferencing and other electronic methods of participation, can be used for its purposes. The special committee may choose to conduct votes via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.
 - 7.3.e Quorum: Quorum shall be a majority of the members of the special committee.
 - 7.3.f Guests: The special committee may invite guests to participate in its meetings if it is deemed necessary.

7.4 Dissolution:

- 7.4.a The special committee shall be dissolved following the adjournment of the last regular Senate meeting of the 2022-2023 academic year, at which time the provisions in this article will become inoperative.

ARTICLE 8 UNIVERSITY COUNCILS

- 8.1 **Definition:** University Councils are established by Article 8.6 of the *Plan* to exercise an integrated advisory role over specified campus units and their associated activities. University Councils are jointly sponsored by the University Senate and the Office of the President or Provost (as appropriate). University Councils may be assigned reporting responsibilities to any member(s) of the College Park administration at the dean level or above (hereafter referred to as the "designated administrative officer").
- 8.2 **Creation of University Councils:** Proposals to create a University Council shall be evaluated by a task force appointed jointly by the Senate Executive Committee and the designated administrative officer to whom the new Council would report. Following its deliberations, this task force shall present a report (hereafter referred to as the "Task Force Report") to the Senate, the designated administrative officer, and the director of the unit whose activities are the focus of the Council. The Task Force Report shall indicate the specifications that define the working relationship among the Senate, the designated administrative officer, and the director. The Task Force Report shall include at least the following: the scope and purpose of the new Council; a review of the current committees and advisory relationships to be superseded by the proposed Council; identification of the designated administrative officer and unit director to whom the Council reports; the charge to the Council; the size, composition, and appointment process of members of the Council; the Council's relationship to the Senate, the designated administrative officer, and the director including the responsibilities of these three sponsors to the Council and the responsibilities of the Council to these three sponsors; and principles for operation of the Council. The Task Force Report shall be reviewed by the Executive Committee, approved by the designated administrative officer, and then approved by the Senate. At the same time, the Senate shall approve appropriate revisions in its *Bylaws* to incorporate the Council into its council structure as defined in Article 8 of these *Bylaws*. The Task Force Report, as approved, shall be preserved with official Senate documents, serving as a record of the original agreements establishing the Council.
- 8.3 **Specifications in Senate Bylaws:** For each Council, Senate Bylaws shall: state its name; specify its responsibilities to the Senate; define its membership, including any voting privileges of ex officio members; and identify any exceptions or additions to the provisions of this Article particular to the Council.
- 8.4 **Basic Charge:**
- 8.4.a The Council's responsibilities to the University Senate shall include those specified for Senate committees in Article 5.2 of these *Bylaws*. In addition, each Council shall:
- (1) Sponsor hearings, as appropriate, on issues within its purview that are of concern to the Senate and the campus community.
 - (2) Provide a mechanism for communication with the campus community on major issues facing the unit and its activities.
 - (3) Respond to charges sent to the Council by the Senate Executive Committee in accordance with Article 4.7.
 - (4) Provide an annual written report to the Senate on the Council's activities including the status of unresolved issues.
- 8.4.b Responsibilities to the designated administrative officer shall be specified in the Task Force Report and may include:
- (1) To advise on the unit's budget, space, and other material resources, in addition to personnel,

staffing and other human resources.

- (2) To advise on the unit's administrative policies and practices.
- (3) To advise on the charges to be given to periodic internal and external review committees.
- (4) To respond to requests for review, analysis, and advice from the designated administrative officer.
- (5) To meet at least annually with the designated administrative officer to review the major issues facing the unit and its activities on campus.
- (6) To fulfill such other responsibilities as specified in the Task Force Report.

8.4.c Responsibilities to the unit's director shall be specified in the Task Force Report and may include:

- (1) To advise on the needs and concerns of the campus community.
- (2) To advise on opportunities, policies, and practices related to the unit's ongoing operations.
- (3) To review and advise on unit reports, studies, and proposed initiatives.
- (4) To respond to requests for review, analysis, and advice made by the director.
- (5) To meet at least annually with the director to review the major issues facing the unit and its activities on campus.
- (6) To fulfill such other responsibilities as specified in the Task Force Report.

8.5 Membership and Appointment to University Councils:

- 8.5.a Membership: Councils shall have nine (9) to thirteen (13) members as specified in the appropriate subsection of Article 9 of these *Bylaws*. In addition, each Council shall include an ex officio member designated by the administrative officer, and such other ex officio members as specified in Article 5.5.d of these *Bylaws*. These ex officio members shall have voice but no vote.
- 8.5.b Appointment: Representatives of the designated administrative officer's office and the University Senate shall agree on nominees for vacancies on the Council. These nominations shall be submitted to the designated administrative officer for approval. In addition, these nominations shall be submitted to the University Senate for approval, or for election if specified in the Council's governing documents. In exercising its powers of appointment to the Council, the Senate shall follow procedures for review and approval for Senate committee appointments specified in Article 5.5.e of these *Bylaws*.
- 8.5.c Terms: Rules governing beginning date and length of terms, and restrictions on reappointment shall be specified in the governing documents of each Council. The presiding officer shall serve a three (3) year term and cannot be reappointed, unless otherwise specified in the governing documents of the Council.
- 8.5.d Appointment of Presiding Officer: The designated administrative officer and the Senate Chair shall reach an agreement on a presiding officer, and the joint choice shall be submitted to the Senate for approval. If the presiding officer is selected from among the membership of the Council, a replacement shall be appointed to the vacated seat.

8.6 Operational Relationship of University Councils to Sponsors:

- 8.6.a The Office of the University Senate shall provide basic support for the activities of University Councils.
- 8.6.b The office of the designated administrative officer, through its ex officio University Council member,

shall provide administrative support and serve as a liaison to other administrative units as required.

- 8.6.c The unit director shall provide the University Council with internal data, reports, studies, and any other materials required to support the Council's work. In addition, the director shall also arrange for unit staff to appear before the committee as requested.
- 8.6.d Control of the University Council's agenda shall be the responsibility of the presiding officer of the University Council and the voting members of the University Council in accordance with procedures for standing committees provided in Article 5.3.a, subject to the charges provided in Article 8.4 of these *Bylaws*, the appropriate subsection of Article 9 of these *Bylaws*, and the approved Task Force Report governing the University Council.
- 8.6.e Each University Council shall develop its own bylaws, which must be approved by the designated administrative officer and by the Senate.
- 8.6.f In addition to the required annual report, the presiding officer shall keep the Executive Secretary and Director and the Chair of the Senate informed of the major issues before the University Council and shall indicate when action or information items are likely to be forwarded for Senate consideration. In submitting recommendations for Senate action, the University Council shall inform the unit director and the designated administrative officer in advance of its recommendations. For purposes of conducting Senate business, reports from the University Council and floor privileges of the Senate shall be managed in the same manner as standing committees of the Senate defined in these *Bylaws* (3.3.c, 4.4.b). In the case where the presiding officer of the University Council is not a member of the Senate, they may report to the Senate and participate in the deliberations of the Senate subject to the provisions of Article 3.3.c of these *Bylaws*.

8.7 Review of University Councils:

- 8.7.a Five (5) years after a University Council is formed, a review of the University Council shall be undertaken jointly by the Senate and administration, and a written report issued. The review may recommend continuation of the University Council in its original form and mode of operation, modification of the University Council structure and/or operations, or discontinuance of the University Council.
- 8.7.b Following the initial review, the University Council and its operations shall be reviewed in conjunction with the periodic review of the *Plan*.

ARTICLE 9 UNIVERSITY COUNCIL SPECIFICATIONS

9.1 University Library Council

- 9.1.a Charge: The University Library Council has the responsibility to provide advice and to report on policy issues concerning the University Libraries to the University Senate, to the Senior Vice President and Provost, and to the Dean of Libraries (see Appendix 1 for additional responsibilities and the Library Council's *Bylaws*).
- 9.1.b Membership: The Library Council shall consist of thirteen (13) appointed members and four (4) ex officio members. The appointed members shall be: the Chair, ten (10) faculty members including at least one (1) member of the library faculty, one (1) graduate student, and one (1) undergraduate student. The four (4) ex officio members shall be a representative of the Office of the Senior Vice President and Provost, a representative of the Office of the Dean of Libraries, a representative of the Division of Information Technology, and the Chair-Elect of the Senate.
- 9.1.c The Chair shall be a tenured faculty member.
- 9.1.d Reporting Responsibilities: The University Library Council shall report to the University Senate and the Senior Vice President and Provost under the terms of responsibility defined in Article 8.4 of these

*Bylaws.***9.2 University Research Council:**

- 9.2.a Charge: In addition to the charges specified in Articles 5.2 and 8.4 of these *Bylaws*, the Research Council shall be governed by the following: The Research Council is charged to formulate and continually review policies regarding research, its funding, its relation to graduate and undergraduate academic degree programs, and its service to the community. Also, the Research Council is charged to review the research needs of faculty, other researchers and students, and to make recommendations to facilitate the research process and productivity of the University. Further, the Research Council shall formulate and continually review policies on the establishment, naming, reorganization, or abolition of bureaus, centers, or institutes that do not offer programs of instruction or regularly offer courses for credit, including their relationship to graduate and undergraduate academic programs. Additionally, when it perceives problems, the Research Council has the power to undertake investigative studies and recommend solutions.
- 9.2.b Membership: The University Research Council shall consist of thirteen (13) appointed members and ten (10) ex officio members. The appointed members shall be the Chair and eight (8) faculty members; one (1) staff member; and three (3) students, including at least one (1) graduate and one (1) undergraduate student. Eight (8) voting ex officio members include a representative of the Vice President for Research, a representative of the Dean of the Graduate School, a representative of the Dean of Undergraduate Studies, the Director of the Office of Research Administration and Advancement, **the Chair of the Intellectual Property (IP) Committee and**, and the Chairs of ~~the four (4)~~ subcommittees of the University Research Council ~~as follows: Research Development and Infrastructure Enhancement Subcommittee (RDIES); Research Advancement and Administration Subcommittee (RAAS); Intellectual Property and Economic Development Subcommittee (IPEDS); and Awards and Publicity Subcommittee (APS).~~ A representative of the President and a representative of the Senior Vice President and Provost shall serve as non-voting ex-officio members.
- 9.2.c The Chair shall be a tenured faculty member.
- 9.2.d Reporting Responsibilities: The University Research Council shall report to the University Senate and the Vice President for Research under the terms of responsibility defined in Article 8.4 of these *Bylaws* and the report establishing the University Research Council.

9.3 University IT Council:

- 9.3.a Charge: The IT Council shall advise and report on policy issues concerning the Division of Information Technology to the University Senate and the Vice President for Information Technology and CIO. In addition to such responsibilities as are enumerated in Article 8 of these *Bylaws*, and as articulated in the *Bylaws* of the University IT Council (see Appendix 3), the IT Council shall:
- 1) Respond to requests from the Division of Information Technology, extra-divisional advisory bodies (such as the Council of Deans or the Campus Student Technology Advisory Fee Committee), the University Senate, or other campus stakeholders for guidance on IT policy and implementation.
 - 2) Advise on the Division of Information Technology's budget, material resources, personnel, staffing and human resources, and administrative policies and practices.
 - 3) Investigate matters concerning the Division of Information Technology and recommend solutions to the University Senate, the Vice President for Information Technology and CIO, or the general campus community.
 - 4) Advise on IT planning, including strategic and other major planning for information technology operation and development.
 - 5) Advise on policy recommendations related to campus technology facilities, equipment, software, and services.

- 9.3.b Membership: The IT Council shall consist of up to thirteen appointed members, and additional non-voting ex-officio members. The appointed members shall be: the chair, one staff member, one undergraduate student, one graduate student, one professional track faculty member, one tenured faculty member, and the chairs of the IT Council Working Groups. The non-voting ex-officio members shall include a representative from the University Libraries; a representative from the Office of the Provost; a representative from the Information Technology Advisory Committee; and the Vice President for Information Technology and CIO. Additional non-voting ex-officio members may be appointed as needed, by agreement between the Vice President for Information Technology and CIO and the Senate Executive Committee.
- 9.3.c The chair of the IT Council shall be appointed by the Vice President for Information Technology and CIO and the Senate, as described in 8.5 of these *Bylaws*. The chair will serve a three-year term.
- 9.3.d Working Groups: The IT Council may create up to seven Working Groups. These groups should carry out research and make recommendations on IT issues, and work with the appropriate Division of Information Technology staff member appointed by the Vice President for Information Technology and CIO. The specific responsibilities of each Working Group shall be described in the Bylaws of the University IT Council. The chair of each Working Group shall be appointed by the Vice President for Information Technology and CIO and the Senate and shall serve a two-year term.
- 9.3.e Reporting Responsibilities: The IT Council shall report to the Vice President for Information Technology and CIO and to the University Senate under the terms of responsibility defined in Article 8.4 of these *Bylaws*.

ARTICLE 10 THE ATHLETIC COUNCIL

10.1 The Athletic Council

- 10.1.a The Athletic Council exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council shall operate in accordance with its charter (Appendix 4), which shall specify its role, scope, responsibilities, leadership, and membership. Changes to the charter shall be approved by the President of the University.
- 10.1.b Membership: The charter designates its membership. The membership of the Athletic Council elected by the Senate includes:
- 1) Seven faculty members elected by the Senate at the annual Transition Meeting. Elected faculty representatives shall serve for a three-year term, and faculty who have served a full term shall for a period of one year be ineligible for re-election. The Senate should make every effort to assure diversity among the candidates for election to the Council.
 - 2) One staff member elected by the Senate at the annual Transition Meeting for a three-year term. A staff member who has served a full term shall for a period of one year be ineligible for re-election.
 - 3) The Chair of the Senate Campus Affairs Committee, or a faculty member designated by the Committee, shall serve as an ex-officio member.
- 10.1.c Relationship between the Senate and the Athletic Council:
- 1) The Council in cooperation with the Athletic Director shall submit an annual report to the Senate on the status of intercollegiate athletics at the University. This report shall at least include an analysis of admissions, academic performance, class attendance, major selection, graduation rates, budget performance, and compliance with NCAA, Conference, and campus rules.

- 2) The Council shall inform the Senate for its review of any proposed amendments to the Council's charter.

**ARTICLE 11
DUTIES OF THE EXECUTIVE SECRETARY AND DIRECTOR**

- 11.1 The Executive Secretary and Director of the Senate shall be responsible for the minutes and audio recordings of all Senate meetings.
- 11.1.a The minutes shall include actions and business transacted, at a minimum. They shall be submitted to the Senate for approval. Copies of the approved minutes shall be made available to all chief administrative officers of Colleges, Schools, departments, and other units, and to the campus news media.
- 11.1.b A complete audio recording shall be made of each meeting and shall be maintained by the Office of the University Senate. In accordance with the University's Records Retention and Disposal Schedule, a copy of each audio recording, excluding only those parts recorded during closed sessions, shall be placed with the minutes in the University Archives for open access.
- 11.2 The Executive Secretary and Director shall also maintain the following kinds of Senate records (see Article 4.8):
- (1) All material distributed to Senate members;
 - (2) All material received by or distributed to members of the Executive Committee;
 - (3) Any minutes of the Senate or the Executive Committee not otherwise included under (1) and (2);
 - (4) Annual reports of all committees of the Senate not otherwise included under (1) and (2);
 - (5) The audio records of Senate meetings;
 - (6) The current and all previous versions of the *Plan* and the *Bylaws*;
 - (7) Articles concerned with Senate structure and operation from campus and University publications as they come to the attention of the Executive Secretary and Director; and
 - (8) Other items deemed appropriate by the Executive Secretary and Director or the Chair of the Senate.
- 11.3 The Executive Secretary and Director shall store inactive records of the Senate in the University Archives.
- 11.4 The Executive Secretary and Director shall be responsible for the preparation of the Senate budget in accordance with Article 4.6.
- 11.5 The Executive Secretary and Director shall ensure that a directory of the membership of the new Senate indicating for each member the constituency, term, unit, and email address is made available on the Senate website following the annual transition of the Senate.
- 11.6 The Executive Secretary and Director shall ensure that contact information for all Senate officers and of all presiding officers of all Senate committees is made available on the Senate website for all members of the campus community.
- 11.7 The Executive Secretary and Director will normally provide a copy of the agenda and supporting material one week in advance of each Senate meeting.
- 11.8 The Executive Secretary and Director shall prepare for the members of the Senate and its Executive Committee, as appropriate, all agendas, minutes, reports, and other documents, with the exception of

proposals relating to the Programs, Curricula, and Courses (PCC) Committee. Nonetheless, the Executive Secretary and Director shall be responsible for the distribution of all items of Senate business, and to other such committees as necessary.

- 11.9 The Executive Secretary and Director shall inform the Executive Committee of the status of all members of the Senate in accordance with the *Plan* (Article 3.4.a(3-4), 3.4.b(3-4), and 3.7) and these *Bylaws* (Articles 2.2, 4.1, 5.5, and 5.6).
- 11.10 The Executive Secretary and Director shall have the privilege of attending the meetings of all standing committees and ad hoc committees of the Senate to assist in the coordination of Senate business.
- 11.11 The Executive Secretary and Director shall provide information or assistance as requested for revision of the undergraduate catalog.

ARTICLE 12 ANNUAL TRANSITION OF THE SENATE

12.1 Preparation for Transition:

- 12.1.a By no later than the scheduled December meeting of the Senate, the Committee on Committees shall present to the Senate eight (8) nominees from among outgoing Senate members to serve on the Nominations Committee. The nominees shall include four (4) faculty members, one (1) exempt staff member, one (1) non-exempt staff member, one (1) graduate student, and one (1) undergraduate student. Further nominations shall not be accepted from the floor of the Senate. The Senate, as a body, shall approve the slate of nominees to serve on the Nominations Committee. The Chair-Elect of the Senate shall serve as a non-voting, ex officio member of the Nominations Committee. The Nominations Committee shall elect its own Chair from within the membership of the committee.
- 12.1.b The Nominations Committee shall solicit nominations from the membership of the Senate and shall present to the Chair of the Senate by April 15:
 - (1) A slate of at least two (2) candidates per seat from each constituency for elected membership on the Executive Committee, including those incumbent elected members who are eligible and willing to stand for reelection,
 - (2) Slates of candidates to replace the outgoing members of the Committee on Committees, the Campus Transportation Advisory Committee (CTAC), the University Athletic Council, and the Council of University System Faculty (CUSF), and any other committees as required by these *Bylaws*, including at least one (1) nominee for each position to be filled, and
 - (3) A minimum of two (2) candidates for the office of Chair-Elect.

Before reporting to the Chair of the Senate, the Nominations Committee shall secure the consent of all candidates in writing.

- 12.1.c A brief statement of each candidate's qualifications shall be sent to the voting membership of the incoming Senate ten (10) working days before the Transition Meeting of the Senate. Any further nominations made by members of the Senate and accompanied by a brief supporting statement and the consent of the candidate must be received by the Executive Secretary and Director at least twelve (12) working days before the Transition Meeting. These additional nominations shall be sent to the voting membership of the incoming Senate ten (10) working days before the Transition Meeting.

12.2 Transition Elections:

- 12.2.a Election of the Chair-Elect shall occur as provided for in section 5.7.a of the *Plan*.
- 12.2.b The election of members of the Executive Committee, Committee on Committees, Campus Transportation Advisory Committee (CTAC), Athletic Council, Council of University System Faculty

(CUSF), and such other persons elected by the members of the Senate, shall be held after the election of the Chair-Elect.

- (1) Nominations for each of these committees and councils may be submitted in accordance with Article 12.1 above.
- (2) Nominations may also be received from the floor by the Chair at the Transition Meeting. Any such nomination is contingent on the consent of the candidate, which must have been secured beforehand in writing if the nomination is made in the absence of the candidate.
- (3) In the event of a tie vote in the election for members of the Executive Committee or the Committee on Committees, a ballot will be distributed to each Senator in the appropriate constituency. The election to break the tie should end one (1) week from the start date.

12.3 Transition of the Senate:

- 12.3.a The new Senate session will begin at the Transition Meeting, which will be the last regularly scheduled meeting of the Spring semester.
- 12.3.b Newly elected Senators will be inducted at the Transition Meeting. Terms of office of newly elected Senators will begin, and the terms of the outgoing Senators will end, during the Transition Meeting.
- 12.3.c The outgoing Chair will pass the gavel to the previous Chair-Elect, who will assume the Chair role.
- 12.3.d The elected members of the outgoing Executive Committee and the Committee on Committees shall continue to serve until new members are elected.
- 12.3.e After the conclusion of the Transition Meeting, any vacancies on standing committees will be filled by the new Committee on Committees, subject to the approval of the Executive Committee and pending confirmation by the full Senate at its next regularly scheduled meeting.

APPENDIX 1 BYLAWS OF THE UNIVERSITY LIBRARY COUNCIL

1. **Charge to the Library Council:** The University Library Council has the responsibility to provide advice about policy issues concerning the University Libraries to the University Senate, to the Senior Vice President and Provost, and to the Dean of Libraries.

A. The Council's Responsibilities to the University Senate:

- (1) Make recommendations for major changes and improvements in policies, operations, and services of the Libraries that represent the concerns and interests of Senate constituencies as well as other users of the Libraries. Such recommendations should specify the resource implications. Reports and recommendations to the University Senate shall be submitted to the Senate Executive Committee for placement on the agenda of the University Senate in the same manner as reports from the Senate's standing committees. It is expected that the Library Council will also inform the Senior Vice President and Provost in advance of these legislative recommendations. In addition to the mandatory annual report, the Chair of the Library Council shall keep the Chair of the Senate informed of the major issues before the Library Council and shall indicate when action or information items are likely to be forwarded for Senate consideration.
- (2) Respond to charges sent to the Library Council by the Senate Executive Committee.
- (3) Provide an annual written report of the Library Council's activities, including the status of recommendations made by the Library Council each year, and of unresolved issues before the Library Council.

B. The Library Council's Responsibilities to the Senior Vice President and Provost:

- (1) Advise on the Libraries' budget, space, personnel and staffing, and other resources. It is expected that the Senior Vice President and Provost will consult the Library Council before undertaking major reviews of the Libraries with APAC and before preparing the annual budget for the Libraries.
- (2) Advise on the Libraries' administrative policies and practices.
- (3) Advise on the charges to be given to the committees to review the Dean of Libraries and to conduct the unit review of the University Libraries based on University policy
- (4) Advise on matters concerning the Libraries in conjunction with accreditation review and strategic planning.
- (5) Respond to requests for review, analysis, and advice made by the Senior Vice President and Provost.
- (6) Meet at least annually with the Senior Vice President and Provost to review the major issues facing the Libraries and its activities on campus.
- (7) The Library Council is responsible for informing the Senior Vice President and Provost of pending reports and recommendations to the University Senate.

C. The Library Council's Responsibilities to the Dean of Libraries:

- (1) Advise on the needs and concerns of diverse constituencies within the campus community with respect to Library policies, services, and new resources and technology.
- (2) Advise on strategies to involve Library users in the initiation, evaluation, and integration of new Library policies, practices, procedures, and technology. Such strategies might include forums for the discussion of changes, workshops for adjusting to new technologies, and ongoing programs of Library education.
- (3) Advise on operations, policies and new opportunities.
- (4) Advise on Library planning including strategic planning and other major plans for Library operation and development.

- (5) Review and advise on the Libraries' reports, studies, and proposed initiatives that have significant long-term resource implications for the Libraries.
- (6) Hold at least one (1) meeting each year at which the Dean shall review major issues and plans, summarized in a State of the Libraries report distributed in advance to the Library Council.
- (7) It is expected that the Library Council will adopt a broad campus perspective and that the Dean of the Libraries will inform the Library Council of the University Libraries' needs and concerns and seek advice about major modifications of policies and operations affecting the campus community.

D. To Fulfill Its Responsibilities, the Library Council May:

- (1) Undertake investigative studies in matters concerning the University Libraries and recommend solutions to the University Senate, the Senior Vice President and Provost, the Dean of Libraries, or the general campus community.
- (2) Conduct open hearings on major issues concerning the University Libraries and their activities.
- (3) Communicate directly with the campus community on concerns related to support for, policies of, and services provided by the University Libraries.

2. **Composition of the Library Council:** The Library Council shall consist of thirteen (13) appointed members and four (4) ex officio members. The appointed members shall be: the Chair, ten (10) faculty members including at least one (1) member of the Library faculty, one (1) graduate student, and one (1) undergraduate student. The four (4) ex officio members shall be a representative of the Office of the Senior Vice President and Provost, a representative of the Dean of the Libraries Office, a representative of the Division of Information Technology, and the Chair-Elect of the Senate.

A. Tenure in Office:

- (1) The Library Council Chair should be a tenured faculty member appointed for a single three-year term. Normally, the Chair shall have served as a member of the Library Council. If the Chair is serving as a regular member of the Library Council at the time of appointment, a new member shall be appointed to serve the remainder of the term the Chair has vacated. The Senior Vice President and Provost and the Senate Executive Committee shall reach an agreement on the Library Council Chair, and the joint choice shall be submitted to the University Senate for its approval.
- (2) The remaining ten (10) faculty members shall be appointed for staggered two-year terms. No faculty member shall serve more than two (2) terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- (3) The two (2) student members shall be appointed for one-year terms. No student member should serve more than two (2) terms consecutively. For this purpose, student members who have served more than half their term should be considered to have served a full term.
- (4) The Office of the Senior Vice President and Provost will appoint a member of the Provost's staff as an ex officio member of the Library Council who will have voice but not vote.
- (5) The Dean of Libraries' Office will appoint an upper-level member of the Libraries' administrative staff as an ex officio member of the Library Council who will have voice but no vote.
- (6) The Vice President for Information Technology and Chief Information Officer (CIO) will appoint a member of the Division of Information Technology's staff as an ex officio member of the Library Council who will have voice but no vote.
- (7) The Chair-Elect of the Senate shall serve as an ex officio member of the Library Council who will have voice but no vote.

- B. Qualifications of Library Council Members:** Successful operation of the Library Council requires that the members of the Library Council understand the nature of the Libraries and represent the best interests of the campus as well as the particular interests of their specific constituencies.
1. The Library Council members should be chosen from people who can bring a campus-wide perspective to their deliberations on Library matters and who have shown interest and willingness to foster a good working relationship between the Libraries and their users.
 2. Library Council members should be selected to represent as broad a range of campus disciplines and interests as possible. Faculty members should include representatives from both the professional and arts and sciences colleges, and within these constituencies, representatives of the arts and humanities, social sciences, and physical and biological sciences.
- C. The Appointment Process:** In the spring of each year, the Chair of the University Library Council shall notify the representative of the Office of the Senior Vice President and Provost and the Chair-Elect of the Senate of the appointments required for the following academic year. The representative of the Office of the Senior Vice President and Provost and the Chair-Elect of the Senate shall draw up a slate of nominees who will agree to serve, and the slate will be submitted to the Senior Vice President and Provost and the Committee on Committees for approval. The list of nominees for Library Council membership shall be submitted to the University Senate for approval. Ordinarily, the slate will be presented at the same Senate meeting at which other committee slates are approved. Dates of appointment and beginning of terms shall correspond with those of Senate committees. Replacement of Library Council members will take place through the same consultative process as the initial appointment, with submission of names to the Senate occurring as needed.
- 3. Operation of the Library Council:** Effective and efficient Library Council operation will require adequate support and full cooperation among the Senate, the Senior Vice President and Provost, the Dean, and their offices.
- A. The Office of the University Senate or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing Library Council documents, keeping a copy of Library Council minutes, maintaining files for the Library Council, and arranging meeting rooms.
 - B. The Office of the Senior Vice President and Provost, through its ex officio Library Council member, will provide liaison to other administrative units, such as the Office of Institutional Research, Planning and Assessment, for their reports, data, or assistance. The Office of the University Senate will also provide website space for the Library Council.
 - C. The Dean of the Libraries will provide the Library Council with internal data, reports, studies, etc. as needed to support the Library Council's work. The Dean will also arrange for unit staff to present testimony concerning such reports as the Library Council finds useful in carrying out its responsibilities. The Dean's assistance to the committee shall also include providing the Library Council members with the opportunity to attend an appropriate orientation session dealing with the Libraries.
 - D. Control of the Library Council's agenda will be the responsibility of the Library Council Chair and the voting members of the Library Council.
 - E. While being responsive to the needs of the Senior Vice President and Provost and the Senate in a timely manner is necessary, the sponsoring parties and the Dean of the Libraries must not attempt to micro-manage the ongoing operation of the Library Council. In turn the Library Council must not attempt to micro manage the Libraries.
 - F. The Library Council shall meet as necessary, but in no case less than once per semester. Meetings may be called by the Chair. In addition, upon receiving a request of any three members of the Library Council, the Chair shall call a meeting. A majority of the voting members of the Library Council shall constitute a quorum for the conducting of official business of the Library Council.
- 4. Operational Relationship of the Library Council to its Sponsors:**
- A. For purposes of University Senate action, a Library Council created through Senate action will appear in essentially the same role as a standing committee of the University Senate.

- B. The Chair may present reports and recommendations to the Senate but will not have a vote in Senate proceedings, unless he or she is a member of the Senate.
 - C. Since the committees of the Senior Vice President and Provost range widely in form and function, and do not operate under a formal plan of organization and bylaws, there is no need to specify the Library Council's standing in the same fashion. For other purposes, such as APAC review of the Unit, the Library Council might be consulted like a College Advisory Council (that colleges will have under the shared governance plan) could be.
 - D. The Dean of Libraries will ordinarily meet with the Library Council and have a voice in its deliberations. Since one of the three main functions of the Library Council is to advise the Dean, the Dean shall not formally be a member of the Library Council. On formal reports and recommendations of the Library Council to the University Senate or to the Senior Vice President and Provost, the Dean of the Libraries may send a separate memorandum to the Senate or the Senior Vice President and Provost, as appropriate, supporting or opposing the report or the recommendations, and providing rationale for the Dean's position.
5. **Review of the Library Council:** The Library Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the *Plan*.

APPENDIX 2
BYLAWS OF THE UNIVERSITY RESEARCH COUNCIL
{To be inserted once available}

APPENDIX 3
BYLAWS OF THE UNIVERSITY IT COUNCIL

1. **Charge to the University Information Technology (IT) Council:** The IT Council has the responsibility to facilitate alignment of vision, priorities, and pace of IT investments and to recommend IT policies to the University Senate and administration. The IT Council is supported by Working Groups, which facilitate campus-wide communication related to IT matters.
- A. The Council's Responsibilities to the University Senate:**
- 1) Advise on strategic issues involving the University's use of IT, information security, access, retrieval and content stewardship, and telecommunication and knowledge dissemination.
 - 2) Bring IT initiatives and proposals to the Senate for consideration and review.
 - 3) Keep the Senate informed of strategic IT matters through periodic updates.
 - 4) Respond to charges sent to the IT Council by the Senate Executive Committee.
 - 5) Provide an annual written report of the IT Council's activities.
- B. The IT Council's Responsibilities to the Vice President for Information Technology and Chief Information Officer (CIO):**
- 1) Advise on policy recommendations related to campus technology facilities, equipment, software, and services - particularly in the areas of computing (both academic and administrative), networking, and telecommunications.
 - 2) Advise on IT planning, including strategic and other major planning for information technology operation and development.

- 3) Advise on the Division of Information Technology's budget, space, and other material resources, in addition to personnel, staffing and other human resources.
- 4) Advise on the Division of Information Technology's administrative policies and practices.
- 5) Respond to requests for review, analysis, and advice made by the Vice President for Information Technology and CIO.

C. The IT Council's Responsibilities to the Deans, the Campus Student Technology Advisory Fee Committee, and the Campus Community:

- 1) Ensure the distribution of information concerning available campus technology services and how they might be best used to serve the campus community.
- 2) Seek input from current and prospective users concerning types of technology services the campus can provide.
- 3) Respond to input from current users concerning the quality of campus technology services.

D. To Fulfill Its Responsibilities, the IT Council May:

- 1) Investigate matters concerning the Division of Information Technology and recommend solutions to the University Senate, the Vice President for Information Technology and CIO, or the general campus community.
- 2) Conduct open hearings on major issues concerning the Division of Information Technology and its activities.
- 3) Communicate directly with the campus community on concerns related to the Division of Information Technology's services and policies.

2. **Organizational Structure of the IT Council:** The IT Council shall include five standing Working Groups, each of which will have a chair.
3. **Composition of the IT Council:** The IT Council shall consist of eleven appointed members and additional non-voting ex-officio members. The appointed members shall be: the chair, one staff member, one undergraduate student, one graduate student, one professional track faculty member, one tenured faculty member, and the chairs of the five IT Council Working Groups. The non-voting ex-officio members shall be a representative from the University Libraries; a representative from the Office of the Provost; a representative from the Information Technology Advisory Committee (ITAC); and the Vice President for Information Technology and CIO. Additional non-voting ex-officio members may be appointed as needed, by agreement between the Vice President for Information Technology and CIO and the Senate Executive Committee.

A. Tenure in Office:

- 1) The IT Council chair should be a tenured faculty member, and is appointed for a single, three-year term. Normally, the chair shall have served as a member of the IT Council. If the chair is serving as a regular member of the IT Council at the time of appointment, a new member shall be appointed to serve the remainder of the term the chair has vacated. The Vice President for Information Technology and CIO and the Senate Chair shall reach an agreement on the IT Council chair, and the joint choice shall be submitted to the University Senate for its approval.
- 2) The five Working Group chairs shall be appointed for staggered two-year terms. No working group chair shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.

- 3) The two faculty members (professional track and tenured) shall be appointed for two-year terms. No faculty member shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- 4) The staff member shall be appointed for a two-year term. No staff member shall serve more than two terms consecutively. For this purpose, members who have served more than a year should be considered to have served a full term.
- 5) The two student members shall be appointed for one-year terms. No student member should serve more than two terms consecutively. For this purpose, student members who have served more than half their term should be considered to have served a full term.
- 6) The Dean of the Libraries will appoint a representative from the University Libraries as a non-voting ex officio member of the IT Council.
- 7) The Provost will appoint a representative from the Office of the Provost as a non-voting ex-officio member of the IT Council.
- 8) The Information Technology Advisory Committee (ITAC) will appoint a representative from the committee as a non-voting ex-officio member of the IT Council.
- 9) The Vice President for Information Technology and CIO, or a designee, shall serve as a non-voting ex-officio member of the IT Council.

B. Qualifications of IT Council Members: Successful operation of the IT Council requires that its members understand the nature of the Division of Information Technology and represent the best interests of the campus as well as the particular interests of their specific constituencies.

- 1) IT Council members should be chosen from people who can bring a campus-wide perspective to their deliberations on IT matters and who have shown interest and willingness to foster a good working relationship between the Division of Information Technology and its users.
- 2) IT Council members should be selected to represent as broad a range of campus disciplines and interests as possible. Faculty members should include representatives from the various disciplines on campus ranging from the arts and humanities and social sciences to the physical and biological sciences and engineering.

C. The Appointment Process: In the spring of each year, the Senate Office shall notify the Vice President for Information Technology and CIO and the Chair of the Senate of the appointments required for the following academic year. The Vice President for Information Technology and CIO and the Chair of the Senate shall draw up a slate of nominees who will agree to serve, and the slate will be submitted to the Committee on Committees for approval. The final slate of nominees for IT Council membership shall be submitted to the University Senate for approval. Ordinarily, the slate will be presented at the same Senate meeting at which other committee slates are approved. Dates of appointment and beginning of terms shall correspond with those of Senate committees. Replacement of IT Council members will take place through the same consultative process as the initial appointment, with the submission of names to the Senate occurring as needed.

4. Operation of the IT Council

- A. The Division of Information Technology or its designee will provide normal committee support to the Council, including maintaining mailing lists, reproducing IT Council documents, keeping IT Council minutes and agendas on an IT governance website, and arranging meeting rooms.

- B. Control of the IT Council's agenda will be the responsibility of the IT Council chair and the voting members of the IT Council.
 - C. While being responsive to the needs of the Vice President for Information Technology and CIO and the Senate in a timely manner is necessary, the Working Groups and the sponsoring parties - as well as the Deans, the Campus Student Technology Fee Advisory Committee, and the campus community - must not attempt to micro-manage the ongoing operation of the IT Council. In turn, the IT Council must not attempt to micro-manage the Division of Information Technology.
 - D. The IT Council should typically meet once every month and shall meet at least once per semester. Meetings will be scheduled by Division of Information Technology staff, in consultation with the IT Council chair and the Vice President for Information Technology and CIO.
5. **Working Groups of the IT Council:** The Working Groups will serve in an advisory capacity to the IT Council. These groups should carry out research and make recommendations on IT issues, and shall each work with the appropriate Division of Information Technology staff member, as appointed by the Vice President for Information Technology and CIO.

A. The five Working Groups shall be:

- 1) **IT Infrastructure Working Group**, which focuses on building and maintaining a sound, advanced, secure, and productive physical information technology infrastructure (including but not limited to facilities, hardware, networks, and software) capable of supporting broad and effective use by students, faculty, and staff throughout the institution, including remote University members such as agricultural extension offices.
- 2) **Learning Technologies Working Group**, which provides the vision, priorities, and pace for enterprise learning technology solutions and services to be undertaken on campus. Its work focuses on endorsing the adoption of new learning technology solutions, as well as making recommendations for upgrading or decommissioning existing services. Working group members are nominated by the Deans.
- 3) **Research Technologies Working Group**, which provides the vision, priorities, and pace for enterprise research technology solutions and services to be undertaken on campus. Its work focuses on endorsing the adoption of new research technology solutions, as well as making recommendations for upgrading or decommissioning existing services. Working group members are nominated by the Deans.
- 4) **Administrative Systems Working Group**, which advises the Vice President for Information Technology and CIO in matters of enterprise-wide administrative system technology decisions and priorities.
- 5) **IT Security Working Group**, which advises the Vice President for Information Technology and CIO on IT security matters. The focus is on securing the integrity of information technology resources, safeguarding institutional information, protecting the privacy of University community members in their use of IT, and ensuring the continuity of the institution's IT resources and information repositories in the face of possible disaster scenarios.

- B. **Composition of the Working Groups:** Each Working Group will have a chair appointed by the Vice President for Information Technology and CIO and the Senate Chair for a two-year term. The membership of each Working Group will be appointed by the Vice President for Information Technology and CIO unless otherwise specified above (5.A.2 and 3), but will be flexible so that additional members can be engaged in the decision-making and review process as appropriate. The membership of each Working Group shall include a combination of faculty, staff, and students.
- C. Terms on Working Groups shall be two (2) years for faculty and staff. Appointments to two-year terms shall be staggered: that is, as far as practical, half of the terms from each faculty or staff constituency shall expire each year. Terms shall begin on July 1 of the appropriate year.

D. **Meetings of the Working Groups:** The Working Groups usually meet three to four times a semester.

E. **Working Group Responsibilities:**

- 1) Provide knowledge in a particular area and serve as an advisory board, by which the IT Council can route items for review and comment.
- 2) Submit proposals and issues to the IT Council for consideration and/or funding.
- 3) Assist in the annual review and update of the Information Technology Strategic Plan.

6. **Operational Relationship of the IT Council to its Sponsors:**

- A. For purposes of University Senate action, the IT Council will appear in essentially the same role as a standing committee of the University Senate.
 - B. The IT Council chair may present reports and recommendations to the Senate but will not have a vote in Senate proceedings, unless he or she is a member of the Senate.
 - C. The Vice President for Information Technology and CIO is an ex-officio member of the IT Council and has a voice in its deliberations.
7. **Review of the IT Council:** The IT Council and its operations will be reviewed in conjunction with the periodic review of the Senate and the Plan.
8. **Amendments:** Amendments to these Bylaws shall be provided to the IT Council members a minimum of seven calendar days in advance of any regular meeting. Approval shall require a two-thirds vote of the present and voting regular membership of the Council. Upon approval, a revised copy of the Bylaws shall be sent to the Senate Office.

APPENDIX 4 CHARTER OF THE UNIVERSITY ATHLETIC COUNCIL

The University of Maryland at College Park is dedicated to higher learning, research, and public service. An intercollegiate athletic program can significantly contribute to the learning and the public service components of the Campus Mission. The operation of a successful athletic program fosters spirit, identity and a sense of pride within the campus community and provides talented student-athletes with the opportunity to enrich their collegiate experience through participation in a challenging and competitive athletic program. Excellence of the athletic program at College Park stems not only from successful competition, but more importantly, from the general involvement in the Campus milieu of student-athletes who will earn degrees and who in other respects, embody qualities with which the institution can identify. Most importantly, both athletic success and academic integrity are the crucial elements in judging the excellence of the athletic program at the University of Maryland at College Park.

The importance of faculty involvement and influence in the institutional control and operation of an excellent athletic program cannot be overestimated. Faculty advice and participation will enhance the integrity of the athletic program in terms of academic performance, rules compliance, and compatibility of athletic programs with the mission of the campus.

PURPOSE OF THE ATHLETIC COUNCIL

First and foremost, the Athletic Council exists to help the University develop and maintain the best possible intercollegiate athletic program consistent with the academic integrity of the institution and the academic and social development of student athletes. The Athletic Council is the primary body, which advises the President on all matters relating to intercollegiate athletics. It is responsible for formulation and recommendation of policy matters affecting intercollegiate athletics and for monitoring the implementation of such policy by the intercollegiate athletics program. The Council, on behalf of the President, provides the necessary faculty input and participation in intercollegiate athletics as required by the Big Ten Conference, National Collegiate Athletic Association and the University of

Maryland at College Park. The Council does not execute policy but serves to influence policy development and administration.

This document delineates the responsibilities, processes, and membership of the Athletic Council at the University of Maryland at College Park. It is expected that the Council will be proactive in its task of preparing policy recommendations and monitoring their implementation by the intercollegiate athletics program. The Council expects to have the full support of the Campus in the responsible performance of its duties.

FUNCTION/DUTIES OF THE ATHLETIC COUNCIL

The major function of the Athletic Council is to assist the President and the Director of Intercollegiate Athletics in the exercise of "institutional responsibility and control of intercollegiate athletics" as required by the constitution of the Big Ten Conference, the National Collegiate Athletic Association and the University of Maryland at College Park. The Council functions in advisory, compliance, liaison, and representative capacities. The Athletic Council shall meet at least four times each year, twice in each semester, and at such other times as needed to carry out the duties of the Council. Specific duties of the Council shall include but not be limited to the following:

1. Promote an understanding of intercollegiate athletics among faculty, students, staff, alumni and other members of the University of Maryland at College Park community.
2. Promote the adoption and implementation of appropriate policies for the admission and continuing eligibility of student athletes at the University of Maryland at College Park.
3. Monitor the preparation of the athletic budget by the Athletic Director during the regular budgetary process and make recommendations to the Athletic Director and the President concerning sources (i.e. student athletic fees) and allocations of funds.
4. Participation in the selection process for the Director of Intercollegiate Athletics and the head coaches in all sports including, if possible, informal meetings of the final candidates with the Executive Committee in the interview process. A faculty member from the Athletic Council should be included on all search committees for head coaches.
5. Establish criteria and make recommendations, with the advice of the Athletic Director, regarding which sports shall be certified as intercollegiate sports.
6. Recommend policies concerning athletic schedules, practice, the number of contests to be played each year in each sport and the NCAA category of schools with which it is desirable to compete.
7. Establish guidelines for and make recommendations regarding the acceptance of invitations to post-season events, special holiday games, or other events outside the regular season schedule.
8. Review and formulate policies concerned with substance abuse that will provide protection to the health of student-athletes and ensure that such policies have a strong educational emphasis.
9. Review and endorse policy on physical facilities necessary for the conduct of a competitive Division I-A program.
10. Review and formulate policies on recruitment and the awarding of athletic grants and scholarships to student-athletes who meet eligibility standards.
11. Review and approve the criteria for departmental awards in recognition of athletic and academic achievement.
12. Review athletic event price schedules, seating priorities and allocation of tickets to various groups.
13. Monitor the advisement, academic support and counseling services available to student-athletes.
14. Review and formulate policy concerning the conduct of home athletic contests, particularly with respect to the protection and safety of participants and spectators.

15. Review and formulate policy regarding the expectations of and behavior of coaches and student-athletes.
16. Review and formulate policy regarding the expectations of and behavior of cheerleaders and their advisors.
17. Assist with the development of official reports to be submitted by the President for filing with the conference or appropriate associations.
18. Review with appropriate authorities the financial audits of the Department of Intercollegiate Athletics.
19. Monitor the activities of the Department of Intercollegiate Athletics to make sure that they are in compliance with Conference (Big Ten) and Association (NCAA) bylaws, regulations and legislation.

In fulfilling its functions/duties, the Athletic Council

- must maintain confidentiality;
- shall have available to it complete information on all items which appear for its consideration and shall have full opportunity for discussion of each item before action is taken;
- shall have available full and current information on the financial, academic and related activities of the intercollegiate athletics program; and
- is authorized to recommend to the President the employment of experts from outside the Campus when their advice is needed.

RESPONSIBILITIES OF THE CHAIR OF THE ATHLETIC COUNCIL

The Athletic Council has a Chair who is selected by the President from the faculty. The duties of the Chair shall include:

1. Serve as a spokesperson for the Council in all contacts with the media.
2. Serve as the Faculty Representative to the Big Ten Conference and the National Collegiate Athletic Association (NCAA).
3. Chair meetings of the Athletic Council and the Executive Committee of the Council.
4. Call regular meetings of the Athletic Council and such special meetings as may be necessary.
5. Prepare the agenda for meetings of the Athletic Council and of the Executive Committee of the Council.
6. Represent the campus, as authorized by the President, at meetings of the NCAA, Big Ten, United States Intercollegiate Lacrosse Association, United States Olympic Committee, Intercollegiate Athletic Association of America, College Football Association and other groups which establish international, national and regional policies for intercollegiate athletics.
7. Advise the President and serve as spokesperson to the faculty on behalf of the President on appropriate matters.
8. Report to the President on all actions taken by the Athletic Council.
9. Work with the Director of Intercollegiate Athletics in coordinating and carrying out the functions of the Athletic Council.
10. Monitor activities of the Department of Intercollegiate Athletics and confer regularly with the President on matters which should come to the President's attention.
11. Ensure that required reports and recommendations from the Athletic Council are provided to the President.
12. Report to the President and the Athletic Director on the concerns of the Athletic Council relative to athletics and to interpret to the faculty and other groups the University's athletic policies and activities.

13. Ensure that all actions of the Chair and the Executive Committee made on behalf of the Council are properly recorded and reported to the full membership of the Council in a timely manner.
14. Coordinate with the President's Office all financial support necessary to carry out the duties of Chair, including the development of an annual budget for this support; and the approval of all requests for expenditures and expense reimbursements made for this purpose. The President's Office is the administrative unit responsible for providing appropriate financial support to the Chair of the Athletic Council/Faculty Athletic Representative, and for approving both the annual budget request for this support as well as all expenditures, and expense reimbursements made for this purpose.
15. Know, recognize, and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association (the "NCAA") and the Big Ten. Inform the Athletic Department Compliance Officer immediately of any suspected violation. Assist, as requested, in the investigation and reporting of those violations.

RESPONSIBILITIES OF THE VICE CHAIR OF THE ATHLETIC COUNCIL

The Athletic Council has a Vice-Chair who is selected by the President from the faculty. The duties of the Vice-Chair shall include:

1. Assist the Chair of the Council with conducting the business and meeting of the Council.
2. Conduct meetings of the Council in the absence of the Chair.
3. Write periodic articles for University publications about the actions of the Council.
4. Serve on the Executive Committee of the Council.
5. Coordinate the activities of and serve as an ex officio member to standing committees of the Council.
6. Know, recognize, and comply with the laws, policies, rules and regulations governing the University and its employees, and the rules of the National Collegiate Athletic Association (the "NCAA") and the Big Ten Inform the Athletic Department Compliance Officer immediately of any suspected violation. Assist, as requested, in the investigation and reporting of those violations.

ATHLETIC COUNCIL MEMBERSHIP

Intercollegiate Athletics plays an important role in fostering pride and spirit in the University community. The Athletic Council membership is designed to be representative of this community and shall consist of faculty, administration, staff, students and alumni. The membership shall include minorities, women and men, and thorough consideration will be given to ensure a balanced representation on the Council. The Athletic Council shall consist of twenty voting and five non-voting members appointed by the President or elected by the Senate as follows:

Voting Members of the Athletic Council

- The Athletic Council has a Chair who is selected by the President from the faculty. The duration of the Chair's membership on the Council is determined by the President. The initial appointment is for a five year term which may be renewed by the President.
- The Athletic Council has a Vice-Chair who is selected by the President from the faculty. The duration of the Vice-Chair's membership on the Council is determined by the President. The initial appointment is for a three year term which may be renewed by the President.
- Seven faculty members of the Athletic Council will be elected by the Senate. These elected faculty members will serve for a three year period and are not eligible to serve a second consecutive three year period. The Senate should make every effort to assure diversity among the elected members.
- The Faculty member who is Chair of the Campus Affairs Committee of the Senate or a designee from the Committee who must be a faculty member is a member of the Athletic Council.

- One Academic Dean appointed by the Provost. The appointment is for a one year term which may be renewed by the Provost.
- Two staff members, one who is appointed by the President for a three year period and one who is elected for a three year period by the Senate. These staff members will serve on a staggered basis and are not eligible to serve a second consecutive three year period.
- The Vice President for Student Affairs.
- One representative from the "M" Club. The appointment is for one year.
- One representative from the Terrapin Club. The appointment is for one year.
- One student representative from the Student Government Association. The appointment is for one year.
- One undergraduate female athlete. The appointment is for two years and the student should maintain eligibility in her sport.
- One undergraduate male athlete. The appointment is for two years and the student should maintain eligibility in his sport.
- One graduate student. The appointment is for two years and the student should maintain good standing in the Graduate School.

Non-Voting Members of the Athletic Council

- The Director of Intercollegiate Athletics.
- A Representative from the President's Office.
- A Representative of the Office of General Counsel.
- The Director of the Student Health Services.
- The Director of the Office of Alumni Programs for the University of Maryland at College Park.
- A current head coach selected by the coaches as their representative. This appointment will be a one-year appointment with a three year limit.

In making all non-elected appointments to the Athletic Council, the President should solicit recommendations from the following advisory groups or persons: Executive Committee of the Athletic Council, President of the Student Government Association, President of the Graduate Student Government, Dean of the Graduate School, and Director of Intercollegiate Athletics. The term of office of all members of the Council shall begin with the first meeting of the new academic year.

Vacancies occurring on the Council due to resignation or other cause will be filled as they occur. If the vacancy is one of the members of the Council elected by the Senate, the Senate will be asked to elect a replacement to fill the vacancy. For all other vacancies, the President will solicit nominations from the appropriate groups and appoint a replacement to fill the remainder of the unexpired term. Persons appointed to fill a partial term on the Council will be eligible for election or appointment to a full term as appropriate for their membership category.

COMMITTEES OF THE ATHLETIC COUNCIL

Committees of the Athletic Council shall include an Executive Committee, Standing Committees of the Council, and Ad-Hoc Committees as needed. The major responsibilities and membership of these Committees of the Athletic Council follow.

1. **Executive Committee.** The membership of the Committee is as follows: The Chair of the Athletic Council who will

serve as chair, the Vice-Chair of the Athletic Council, chairs of the five standing committees of the Athletic Council, the representative from the President's office, and a staff or student member of the Athletic Council. If one or more of the Chairs of the standing committees are not faculty, the membership of the Executive Committee will be adjusted to include four faculty in addition to the Chair. Total membership of the Executive Committee will not exceed eight at any time. The responsibilities of the Executive Committee shall include the following:

- Meet on matters calling for immediate action and at times when meetings of the full Athletic Council are not possible.
 - Identify and assign problems to standing subcommittees and ad-hoc committees for study and receive reports from these committees.
 - Serve as the personnel committee of the Council upon request of the President.
 - Review compliance reports submitted by the Department of Intercollegiate Athletics and ensure that the Department is in compliance with all Conference and Association policies.
 - Advise the President on an emergency basis.
 - Recommend faculty and staff for membership on the Athletic Council.
2. **Standing Committees of the Athletic Council.** The Chair of the Athletic Council will select the Chairs of the Standing Committees and will appoint each committee and, with the exception of the Academic Committee, will appoint each committee after soliciting volunteers from the Council membership.
- a. **Academic Committee.** All faculty members of the Council are members of the committee. The general role of the Academic Committee is to ensure that appropriate academic standards are established and maintained for all student-athletes and that all participants recognize the priority of successful academic performance by all student-athletes. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. In particular, the Committee shall have the following duties:
- Recommend policies and procedures regarding standards and criteria for admission of student-athletes.
 - Recommend academic policies and procedures regarding standards and criteria for continuing eligibility of student-athletes to participate in intercollegiate sports.
 - Consider and decide academic appeals of student-athletes concerned with eligibility.
 - Review every semester the academic program and progress of student-athletes.
 - Recommend policies for and monitor the activities of the academic support services provided to the student-athletes.
 - Recommend policies regarding post-season and tournament participation by athletic teams.
 - Recommend policies regarding scheduling and practice time.
- b. **Budget and Facilities Committee.** The general purpose of this Committee is to monitor but not manage those activities of the Athletic Department pertaining to budget and facilities. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, responsibilities of the Committee shall include the following:
- Monitor the preparation of the athletic budget(s) by the Director of Intercollegiate Athletics.
 - Review and analyze for the Council the final budget(s) submitted by the Director of Intercollegiate Athletics to the President.
 - Establish criteria and make recommendations, with the advice of the Director of Intercollegiate Athletics, regarding which sports shall be certified as intercollegiate sports.

- Review policies regarding the number and distribution of athletic scholarships to be awarded annually.
 - Review and recommend policies for athletic event price schedules, seating priorities and allocation of tickets to various groups.
 - Review and recommend policies regarding utilization and development of intercollegiate athletic facilities.
 - Monitor the financial accountability of the Department of Intercollegiate Athletics.
- c. **Student Life Committee.** This Committee is concerned with all non-academic aspects of the student-athlete's involvement with the University. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, the responsibilities of the Committee shall include the following:
- Review and recommend policies concerning the nature and type of health screening and drug testing.
 - Review and recommend policies regarding practice schedules.
 - Review and recommend policies for determining when health and other non-academic factors will be used to restrict a student's involvement in intercollegiate athletics.
 - Review and recommend policies for and monitor activities of non-academic support programs and placement services.
 - Review and recommend policies regarding scholarship awards and retention of these awards.
 - Review and recommend policies for housing assignments.
 - Assist the Athletic Council in assuring the personal and social development of all student-athletes and their full integration into campus life.
- d. **External Affairs Committee.** This Committee is concerned with external activities of the Department of Intercollegiate Athletics. In fulfilling this function, the Committee shall make appropriate recommendations to the Athletic Council. More specifically, the responsibilities of the Committee shall include the following:
- Review and endorse fundraising activities.
 - Review and recommend policies for complementary distribution of tickets to athletic events.
 - Review and recommend guidelines and/or policies for all sports marketing activities (i.e. sports camps, special events, endorsements, etc.)
 - Review and recommend guidelines and/or policies for interactions with alumni and friends of the Athletic Department including the Terrapin Club, the "M" Club, and the Maryland Education Foundation.
 - Review and recommend policies and/or guidelines for all media interactions.
- e. **Professional Sports Counseling Panel (PSCP).** The PSCP is a committee of the Athletic Council authorized under NCAA by-law 12.3.4 to advise and assist student athletes in preparation for professional athletic careers. Consonant with its charge, the University of Maryland, College Park PSCP provides:
- Education and advice to student athletes about NCAA amateurism rules and professional sports careers.
 - Oversight to the Athletic Department's implementation of University and NCAA regulations regarding contacts between student athletes and agents.
 - Advice to the Athletic Council on matters related to its charge.
3. **Ad-Hoc Committees.** The Chair of the Athletic Council, upon advice of the Council, will appoint Ad-Hoc

Committees as needed. Membership on these committees will be on a volunteer basis or by appointment by the Chair of the Council after seeking advice from the Executive Committee.

MEETINGS OF THE ATHLETIC COUNCIL

The Chair of the Council serves as the spokesperson for the Council. Meetings of the Council are open only to Council members and invited guests. Individuals who are not members of the Council, but who wish to attend a specific meeting should seek the prior approval of the Chair. Information provided to Council members concerning specific personnel or compliance matters will not be divulged by individual members without permission of the Chair.

APPENDIX 5 PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM FACULTY (CUSF)

The Chair of CUSF is not a member of CUSF. Thus, if the Chair is from College Park, a replacement must be named. At the end of his/her term as Chair, if his/her term on CUSF is not finished, he/she resumes his/her position as a CUSF member.

The normal term for CUSF representatives is three (3) years, with two alternates serving three (3) year terms; if both alternates are elected at the same time, priority to be a replacement shall be in order of votes received. If a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received. The Office of the University Senate will identify a replacement alternate subject to confirmation by the Senate Executive Committee.

The University Senate will elect representatives to CUSF each spring. The Senate Nominations Committee will solicit candidates and will present a slate to the Chair of the Senate with at least one (1) candidate for each vacant position to be filled. At the Transitional Meeting of the Senate, faculty Senators will vote to elect representatives to CUSF. Each faculty Senator shall have as many votes as there are open positions. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person receiving the next most votes is declared alternate. The remaining person, in order of vote tally, will be asked to move into the alternate position if the previous paragraph comes in to play. A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate. If there are not sufficient candidates, or the pool of candidates is exhausted, representatives are chosen by the Executive Committee.

APPENDIX 6 PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM STAFF (CUSS)

The mission of the Council of University System Staff (CUSS) is to provide a voice for Staff employee concerns in reference to basic decisions that affect the welfare of the University System of Maryland (USM) and its employees. CUSS speaks for all non-exempt and exempt staff employees on Regular and Contingent II Status, who are not represented by a union under collective bargaining.

CUSS is comprised of Staff employees representing each USM institution and the USM Office (USMO). Institution membership is proportionate to the number of Staff employees at the individual institutions, with a minimum of two (2) primary members and two (2) alternate members per institution. Representation on CUSS from each constituent institution is apportioned according to the following formula: 1 to 999 eligible employees, 2 representatives; over 1000 eligible employees, 3 representatives. Staff at each constituent institution shall also select an alternate who shall substitute for a regular member of CUSS when needed. Alternates should be selected at the same time and in the same manner as regular members. A delegation may include more than one (1) alternate who is eligible to cast a vote for an absent member provided the member has given prior notification to the Chair of CUSS. The University of Maryland, College Park is entitled to three (3) representatives, and up to three (3) alternates.

As defined in 6.10.f of the Senate *Bylaws*, the Senate Staff Affairs Committee is responsible for administering the CUSS nomination and election process. Definitions of eligible staff shall be determined by the Board of Regents and CUSS. The CUSS elections will be administered in the spring semester every other year, as the terms of the current CUSS representatives are expiring. The Staff Affairs Committee will solicit candidates from the eligible staff population and will present ballots to the same population with at least one (1) candidate for each vacant position to be filled.

Eligible staff employees will vote to elect representatives to CUSS. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person(s) receiving the next most votes are declared alternate(s). A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate.

New members shall begin their terms August 1. The normal term for CUSS representatives and alternates is two (2) years. If a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received.

APPENDIX 7 PROCEDURES FOR REVIEW OF COLLEGE AND SCHOOL PLANS OF ORGANIZATION

1. In accordance with Article 11 of the Plan, each College, School, Department and other Academic Program, and the Library, shall have a Plan of Organization.
 - a. The Plan of Organization of each College, School, and the Library shall be reviewed by the University Senate according to the procedures detailed in section 2 of this appendix. All revisions to such Plans of Organization must be approved by the University Senate and the President prior to taking effect.
 - b. The Plan of Organization of a Department or other Academic Program shall be reviewed and revised by the Faculty Advisory Committee of the College to which it belongs. In the review and revision of such Plans, the University Senate may act in an advisory capacity if asked to do so by the College.
2. Each College, School, and the Library shall review and revise its Plan of Organization in accordance with Article 11.3 of the Plan and shall submit it to the University Senate for review.
 - a. Revised Plans of Organization shall be reviewed by the Senate Elections, Representation, and Governance (ERG) Committee for compliance with the University's Plan of Organization, University policy, and best practices of shared governance.
 - b. The Senate Faculty Affairs Committee shall review the Appointment, Promotion, and Tenure or Permanent Status section of each Plan and any related documentation for compliance with the University's APT Policy. The Senate Faculty Affairs Committee shall also review the Appointment, Evaluation, and Promotion Policy and any related documentation for compliance with University policies on professional track faculty and the University's Guidelines for Appointment, Evaluation, and Promotion of Professional Track Faculty.
 - c. The ERG and Faculty Affairs Committees shall communicate any concerns or requested revisions to the respective College, School, or Library.
 - d. Once all necessary revisions have been made, the ERG and Faculty Affairs Committees shall certify that they find the Plan to be in compliance and the revised Plan of Organization shall be submitted to the College Assembly or equivalent for approval.
 - e. Upon approval of the College Assembly or equivalent, the ERG Committee shall submit the revised Plan and its accompanying report to the Senate Executive Committee for review and placement on the Senate Agenda.
 - f. The revised Plan of Organization shall require final approval by the University Senate and the President.
3. During the initial implementation of a recently approved Plan of Organization, a College, School, or the Library may submit additional minimal or technical amendments to the Senate within one year of final approval by the University President. These revisions will undergo an expedited review process by the Senate ERG Committee, and by the Faculty Affairs Committee if appropriate. The committee(s) shall review only those amendments submitted by the College, School, or the Library, and shall not conduct a full review of the Plan. Upon approval by the ERG Committee (and the Faculty Affairs Committee, if necessary), the amendments shall be submitted to the College Assembly, the Senate Executive Committee, the Senate, and the President according to the procedures outlined above in section 2 d-f.

4. Until a revised Plan of Organization is approved by the University Senate and President, the version of the Plan of Organization of each College, School, and the Library that was most recently approved by the University Senate and President remains in effect, and provides the rules under which the College, School, or the Library must review and approve future revisions to its Plan. The University Plan of Organization supersedes any provisions in the Plan of any College, School, the Library, Department, or Academic Program that are in conflict with the purpose, applicability, or intent of the University Plan.

Dates of Approval, Updates and Amendments to the Senate Bylaws

Approved, Campus Senate, October 9, 1986	Amended, May 8, 2008
Approved, Board of Regents, February 6, 1987	Amended, October 16, 2008
Updated, July 11, 1988	Amended, February 9, 2009
Amended, February 13, 1986	Amended, May 4, 2009
Amended, December 7, 1986	Amended, November 12, 2009
Amended, May 7, 1990	Amended, March 3, 2010
Amended, September 13, 1990	Amended, February 9, 2011
Amended, November 15, 1990	Amended, May 4, 2011
Amended, October 14, 1993	Amended, March 8, 2012
Amended, December 6, 1993	Amended, April 19, 2012
Amended, March 31, 1994	Amended, May 2, 2013
Amended, April 18, 1994	Amended September 18, 2013
Amended, May 5, 1994	Amended, April 15, 2015
Amended, November 10, 1994	Approved after 2015 Plan of Org Review, May 4, 2015
Amended, August 28, 1996	Amended, November 20, 2015
Amended, May 15, 1997	Amended, December 14, 2015
Amended, March 5, 1998	Amended, February 18, 2016
Amended, April 2, 1998	Amended, March 18, 2016
Amended, April 6, 2000	Amended March 24, 2017
Amended, February 12, 2001	Amended November 8, 2017
Amended, September 19, 2002	Amended May 3, 2019
Amended, February 3, 2003	Amended February 7, 2020
Amended, October 16, 2003	Amended March 30, 2020
Amended, April 19, 2004	Amended November 12, 2020
Amended, April 4, 2005	Amended December 10, 2020
Amended, May 15, 2007	Amended April 9, 2021
	Amended September 10, 2021



**Proposal to Amend Bylaws of the University Senate: Inclusion of the
Process for Intellectual Property Committee Membership
(Senate Document #22-23-22)
ERG Committee | Chair: Gene Ferrick**

The Senate Executive Committee (SEC) and Senate Chair Newman request that the Elections, Representation, & Governance (ERG) Committee review the proposal entitled, *Proposal to Amend Bylaws of the University Senate: Inclusion of the Process for Intellectual Property (IP) Committee Membership*.

The ERG Committee should:

1. Review the Bylaws of the University Senate at the University of Maryland, ([Bylaws](#))
2. Review the University of Maryland Intellectual Property Policy IV-3.20 (A), ([UMD Intellectual Property Policy](#))
3. Review similar policies or procedures at Big 10 and other peer institutions.
4. Consult with the Vice President of Research or designee.
5. Consult with current Chair of the IP Committee.
6. Consult with the University Senate Chair of the Committee on Committees.
7. Consider how a proposed process for the IP Committee appointment aligns with or is distinguished from the SEC's charge to "Make recommendations on nominees for campus-wide and system-wide committees and councils requiring representatives, when necessary." (Bylaws, 4.2.k.)
8. Consider whether the selection of IP Committee volunteers would be reviewed at the same time as the volunteer period for the other standing committees or councils.
9. Consider whether the language in the Bylaws should be broadened to include the membership process to include a formal selection process of the IP committee membership.
10. Consult with a representative of the Office of General Counsel on proposed changes to existing University policy.
11. If appropriate, recommend revisions to the Bylaws of the University Senate at the University of Maryland.

We ask that you submit a report to the Senate Office no later than May 1, **2023**. If you have questions or need assistance, please contact the Senate Office, senate.umd.edu

Appendix 2 Big10 and Peer Institution Research

		BIG 10 and Peer Institution Website Data							
	Structure of Senate	Senate Committee makeup	IP policy description with link	IP committee?	Membership	How it's created (Sen, college, research faculty appointed)	Charge	Notes	
UMD	Multi-constituent University Senate with faculty, staff, students, and admin. Committees: APAS; Campus Affairs; Com on Com; Ed Affairs; ERG; EDI; Faculty Affairs; Nom Com; PCC; Student Affairs; SCC; SCUF. Governing documents: Bylaws & Plan of Organization .	The composition of committees and councils vary, but often they are mixed, with senators, non-senators, ex-officio, and administrators all playing a role in a committee or council. In general, committees tend to have a high proportion of faculty, 1-2 staff, 2-3 students, and 3-5 ex-officio.	Link . Introduction: The policy's purpose is to ensure research and scholarship benefits disseminated to the public; generate revenue for UMD's main mission of advancing, preserving, and disseminating knowledge; and promote creative efforts of campus community. Scope: Applies to all units, personnel, students, and visitors and governs the ownership and protection of their IP. It is a condition of employment and enrollment. Laws, regulations, and certain UMD contracts take precedence over the policy. Definitions: Defines various roles, products, outcomes, conditions, and revenue streams. Policy Administration: President can administer/interpret the policy per USM, and delegates authority to VP for Research for provisions on research and commercialization. President/designee may waive policy requirements on a case-by-case basis based on written request of all working on the project, unit head, and their dean. Requests are sent to VPR through ORA* or OTC.* For UMD-owned IP, UMD retains rights to royalties and educational use, consistency with private use restrictions, and other rights; US gov can use IP created with gov funds. Amendments to the policy are allowed. Details membership/charge of IP committee. VPR makes annual IP report to Provost and President, who then makes a report to the chancellor and BOR. Also includes sections on Revenue, Granting Rights, Responsibilities, and Ownership.	Yes	Must be majority faculty with a minimum of 2 students. Has reps from non-academic departments involved in IP such as LBR, research admin, tech commercialization, and the Provost's Office. An OGC rep will be an ex-officio member.	"The Vice President for Research shall, in consultation with the University Senate, appoint a University Intellectual Property Committee."	Advise the president, provost, and VP for research on matters of IP, review and recommend revisions to the IP policy, and provide advice on the resolution of IP disputes regardless of whether the matter is addressed in the IP policy.	ORA = Office of Research Administration. OTC = Office of Technology Commercialization	
University of Illinois	Multi-constituent University Senate with majority faculty, some students, minimal academic professional reps. No civil service reps. Committees: Academic Freedom & Tenure; Admissions; Budget; Campus Operations; Com on Com; Conference on Conduct Governance; Educational Policy; Elections & Credentials; EDI; Faculty & Academic Staff Benefits; General University Policy; Honorary Degrees; IT; Library; Public Engagement & Outreach; Student Discipline; University Senates Conference; University Statutes & Senate Procedures; University Student Life. Governing documents: BOT Statutes (Articles II & IX), Bylaws , Constitution .	Typically has high percentage of faculty membership, 4 faculty for 1 student member, sometimes with one professional member, and usually with ~5 non-voting ex-officio members. It appears that senators and non-senators are allowed, depending on the committee (only elected members allowed on SEC and Com on Com, but it's not specified for other committees like Campus Operations).	Link (article III). Objectives: Protect and incentivize discovery/development of knowledge, its transfer for public end economic benefit, enhance revenue and reputation for UI and creators, and preserve freedom to conduct research. Definitions: Defines IP, traditional academic copyrightable works, creators, UI system resources, and exceptions. Application: Applies to whole of campus community and visitors and is a condition of employment and enrollment. Copyrights: Discusses ownership rights of UI and creators, depending on type of IP and the reason it was created. Other IP: States that unless otherwise stated, all IP created by an employee for their work or with UI resources will belong to UI. Trademarks: Defines trademarks and outlines related revenue distribution. IP Admin: Discusses disclosure of IP decisions related to IP evaluation and exploitation, System ownership, informing creators of decisions, abandoned UI IP, commercialization, conflicts of interest, accepting an assignment of IP ownership, consult agreements, creator statements, responsibilities, contractual authority, guidelines and procedures, IP committee, appeals, and the preferential treatment of sponsors. Also discussed: Proceeds Distribution.	Kind of. There's an Office of Tech Management Advisory Comm (OTMAC). Also: BOT has an IP committee	OTMAC: 16 members (in 2018-2019): Director, Sponsored Programs Admin, PFI-Award; Director, Illinois Sustainable Tech Center; Director, Tech Entrepreneur Center; Director, Siebel Center for Design; Director, National Center for Supercomputing Applications; and 11 faculty from various colleges. BOT IPC: unknown	OTMAC: Unknown. BOT IPC: "The Intellectual Property Committee shall be appointed annually by the president..."	OTMAC: Advise OTM to ensure its goals and practices align with UI's mission and preeminent standing. Provide input on UI's best use of royalties and make recommendations on best practices for IP policy/practice and commercialization. Develop support for tech and knowledge transfer among UI personnel. BOT IPC: "...to make recommendations to the president regarding procedures, guidelines, and responsibilities for the administration and development of intellectual property and such other matters as the president shall determine."	UI's Inventor's Handbook OTMAC's site	
Penn State	Primarily single-constituent Faculty Senate with minimal admin and student reps. No staff reps. Committees: Admissions, Records, Scheduling, & Student Aid; Committees & Rules; Curricular Affairs; Education; Educational Equity & Campus Environment; Elected Senator; Faculty Affairs; Faculty benefits; Global Engagement; Intercollegiate Athletics; Intra-University Relations; Libraries, Information Systems, & Technology; Outreach; Research, Scholarship, & Creative Activity; Student Life; University Planning. Governing documents: Senate Constitution, Bylaws, and Standing Rules, all found on this page .	The Senate's bylaws stipulate that the majority of voting members must be faculty Senators. There are, on average, 7-10 faculty, 1-2 students, and 4-5 administrators (voting) on a committee.	Link . Status: under review.					All IP-related policies @ Penn	
U of Iowa	Single-constituent Faculty Senate. Committees: Academic Values; Awards & Recognition; Committees; Elections; Faculty Policies & Compensation; Governmental Relations; Judicial Commission; Rules & Bylaws; Selection of Central Academic Officials. Governing documents: Bylaws & Constitution .	All Faculty Senate Committee members are faculty, Senate membership is not required. 4/9 committees have ex-officio members, 3/4 are voting ex-officio, and 3/4 only have 1 (the other has 3). The ex-officio are always either the Past President, President, or President-Elect of the Senate	Link . Includes two policies: UI Inventions Policy & UI Copyright Policy. Summary of the Inventions Policy. Through its designee, the University of Iowa Research Foundation (UIRF), the University has ownership of rights in qualifying inventions made by its employees and appointees. In a limited number of situations, the University, through its designee, has ownership of rights in qualifying inventions made by students and visiting scientists/scholars. Earnings from qualifying inventions subject to this policy will be distributed according to the provisions of this policy. Also provides examples of how various roles/ works would be handled per this policy. Summary of the Copyright Policy. In order to meet the preceding various objectives, this policy allocates the ownership of copyrightable works created by faculty, staff, and students. Consistent with academic tradition and the expressed desire to encourage dissemination of the results of scholarship and research, the University agrees that in most cases, individual creators of copyrightable works of scholarship, research, or pedagogy, as well as creators of original works of art and literature, typically will hold personal copyright ownership of those works. The policy also specifies a limited body of works that will be owned by the University. In some cases, "individual" ownership might be distributed over a group of joint authors or creators. In other cases, an individual or group of individuals might hold joint ownership with the University. Examples are provided.	Yes		"The Vice President for Research shall appoint an Intellectual Property Committee... In appointing members of the Intellectual Property Committee, the Vice President shall seek to include members from all constituencies affected by the policy. The Vice President will seek advice prior to appointing committee members from such established groups as the Faculty Senate, the Research Council, the Staff Council, Undergraduate Student Government, and Graduate and Professional Student Government."	Advise the VPR on IP issues, including disputes related to the implementation of the IP policy and whether the policy or its administration should be altered.		
U of Michigan	Single-constituent Faculty Senate. Committees: Academic Affairs Advisory; Communications Advisory; Development Advisory; Financial Affairs Advisory; General Counsel's Advisory; Government Relations Advisory; IT; Medical Affairs Advisory; Research Advisory; Secretary of the University Advisory; Student Relations Advisory; Admin Eval; Committee on Anti-Racism; Committee on the Economic & Social Well-Being of the Faculty; Committee for Fairness, Equity, and Inclusion; Committee on Oversight of Admin Action; Davis, Markert, & Nickerson Academic Freedom Lecture; Rules, Practice, & Policies. Governing documents: Bylaws (Ch. 4) & Rules .	Committees primarily consist of faculty although students and staff can be appointed to committees by their respective governance organizations -- most committees have ~10 faculty, 1-2 students, and no staff. Committees typically consult with one ex-officio administrator and have 1-2 liaisons from SACUA, the Senate's executive committee.	Link . This Policy implements Section 3.10 of the Bylaws of the Board of Regents. The Policy further defines the ownership, distribution, and commercialization of rights associated with Intellectual Property developed at or received by the University of Michigan, and describes the general obligations associated with the technology licensing process. Discusses reporting, revenue sharing with inventors, units, and UMlich, granting of right to inventors, the appeals process, and conflicts of interest and commitment. Defines the following: employee, gross revenue, IP, inventor, patent expenses, university patent expenses, and university shares.	no.					
Michigan State	Primarily single-constituent Faculty Senate with a "University Council" with reps from student governance orgs and admin. Students may also serve on "University Committees" (UC). Certain UCs which pertain to the University at large report to the University Council rather than the Faculty Senate. Committees: UC on Academic Governance; UC on Graduate Studies; UC on Curriculum; UC on Faculty Affairs; UC on the Libraries; UC on Student Affairs; UC on Faculty Tenure; UC on Undergraduate Education. Governing documents: Bylaws	Student voting rights are limited to faculty although students and staff (tenure & benefits are reserved). On committees, there are generally 4 faculty for every 1 student, as well as 1-2 non-voting administrators. The student reps are designated by the undergraduate and graduate student governments. Most committees have at least 1 faculty representative from each of the University's colleges. There is no staff representation.	Link to Patent Policy. Applicability and admin: Policy governs the ownership, protection, use, and commercialization of campus members' IP. Administered by the president, with exceptions made by VPR in consult with president and provost. Ownership: Employee IP is generally owned by MSU, whereas student IP can only be claimed if significant MSU resources were claimed. Faculty IP created at a workplace other than MSU must be disclosed. Assignment & duty to cooperate: Mandates cooperation and assignment of rights to MSU as applicable. Disclosure: Inventions must be disclosed to MSU prior to being made public. Distribution of revenue and equity: Lays out the distribution schedule for the inventor, the inventor's major administrative unit, and MSU. Link to Copyright Policy. Discusses ownership principles, special circumstances leading to MSU ownership, and the role of the "University Author." External constraints on copyright ownership: Copyrights held by MSU employees, depending on funding, are subject to contracts or grants with regard to ownership/rights. Internal use of MSU-owned works: Outlines conditions for units to use MSU-owned works. External use and publication: Outlines who may use MSU-owned works and how. Revision of MSU-owned works: Authors can revise works at any time, provided the revisions do not require substantial MSU resources. Payments to authors: Outlines the payment distribution for authors and the university, distribution of royalties and 3rd party negotiations. Transfer rights to authors: Rights can be transferred given a lack of use by MSU, no current revisions, no binding contract, and all authors make a written request and pay all associated costs. Protection and liability: Allows the Provost's office to investigate and recommend action following copyright infringement. Describes who bears the cost of litigation and how MSU and authors can mitigate liability. Implementation: Must be approved by BOT and administered by the Provost.	No.					

BIG 10 and Peer Institution Website Data								
	Structure of Senate	Senate Committee makeup	IP policy description with link	IP committee?	Membership	How it's created (Sen, college, research faculty appointed)	Charge	Notes
U of Minnesota	5 Senates, 4 single-constituent (Faculty Senate, P&A Senate, Civil Service Senate & Student Senate) and 1 multi-constituent (University Senate), which encompasses all 4 single-constituent Senates. Committees (of University Senate): All-University (Honors, Campus Safety, Disabilities Issues, Educational Policy, Equity, Access, & Diversity, Finance & Planning, Information Technologies, Intercollegiate Athletics, Library, Research, Com on Com, Social Concerns, Student Academic Integrity, Student Affairs, Student Behavior. Governing documents (of University Senate): Constitution ; Bylaws ; Committee Charges ; Rules . *P&A (Academic Professionals and Administrators) Senate *Civil Service (employee) Senate Organizational Chart with all Senates and their committees	Looking only at the 16 committees that fall under the purview of the University Senate, there are generally 3-5 students per committee, 7-8 faculty, 2-3 A&Ps, and 1-2 Civil Service employees. Alumni are represented in 4/16 committees. There are generally 2-8 non-voting ex-officio; only 1 committee has voting ex-officio.	Link to Copyright policy, which discusses ownership rights, and link to Commercialization of IP Rights policy, which discusses patents and ownership, commercialization, and distribution of technological IP. CIPR policy . Exclusions: Discusses exclusions related to copyright, trademarks, equity interests, and student-created tech. Definitions: Defines inventor, tech, UM official, controlling equity interest, licensee, and net income. Guiding Principles: Discusses UM's 5 principles guiding the commercialization of IP. Ownership of Tech: Discusses ownership, assignment of IP rights, ownership via 3rd party agreements, waiver of UM rights, rights to publish, and rights to 3rd parties. Distribution of Commercialization Income: Breaks down income for inventors, department, unit, and VPR. Commercialization Equity, Assistance, and Controlling Interests: Discusses sale of UM's equity securities, acquisition of controlling equity interest, appointment of voting members to the governing bodies of private companies commercializing IP, and letting non-UM entities use IP revenue or make equity investments to aid in commercialization. Reporting: Presidents or designee shall make an annual report to BOR. Implementation: Implemented by president or designee.	No.				
U of Nebraska	Single-constituent Faculty Senate with one rep each for staff, UG students, and G students from their respective assemblies. Committees: Academic Freedom Award; Academic Integrity; Academic Rights & Responsibilities (committee & panel); Academic Standard; Ad Hoc Committee Addressing the AAUP' Censure; University Commencement & Recognition; Com on Com; Convocations; Faculty Senate; Undergraduate Curriculum, Diversity & Inclusion; Executive Committee; Faculty Compensation Advisory; Grading & Exams; Honorary Degrees; IT & Services; Intercollegiate Athletics; Libraries; & 15 other campus-wide committees not under the direct purview of the Senate. Governing documents: Bylaws & Rules	Committees typically consist of primarily faculty members and several administrators (often the administrators are non-voting, but this is not always the case). 8/18 committees have 1-3 students alongside several faculty and administrators; a few committees are solely faculty. No committee has staff.	Link . Patent and copyright ownership and their associated rights are concepts that are defined by federal law. This Policy and the University's patent policies are structured within the context of those federal laws. The long standing academic tradition that faculty own the copyright to academic, scholarly and educational works resulting from their research, teaching, and writing is the foundation of the copyright policy described in this document. "Intellectual Property" shall include , but is not limited to patentable inventions, mask works, tangible research property, trademarks, and copyrightable works, including software. Resolution of Ambiguities and Policy Interpretation Should any issue arise regarding interpretation of this Policy, for example, whether Use of Substantial University Time by the Author's or Inventor's Dean, Director, or similarly situated administrator. After reviewing the relevant facts, such administrator shall recommend a resolution to the Vice Chancellor responsible for research, sponsored programs and technology transfer (e.g. Vice Chancellor for Research or Vice Chancellor for Academic Affairs). Any campus may establish a committee of peers to review the facts and circumstances surrounding any particular interpretation of this Policy and make recommendations to the Vice Chancellor. The Chancellor will make the final decision on all interpretations under this Policy, based on the recommendation of the Vice Chancellor. The Chancellor's decision will be final with respect to the University.	No.				
Northwestern	Single-constituent Faculty Senate with approximately 100 senators. The senate has hybrid meetings monthly. Committees: Budget & Planning; Cause; Educational Affairs; Faculty Handbook; Faculty Rights & Responsibilities; Governance; Non-Tenure Eligible; Research Affairs; Salary & Benefits; Secure Faculty Survey; Social Responsibility; Student Affairs. There is also an Executive Committee. Standing committees meet virtually at least once per trimester, and the executive committee meets virtually monthly. Governing documents: Statutes & Bylaws .	All committee members are faculty, both PTK and TTK, with no students, staff, or admin. Most committees have between 6-9 members, though some have as few as 4 or as many as 13. Every Senator is expected to serve on at least 1 committee. The exec committee is comprised of Senate Leadership and the chairs of each committee.	Link for patent policy. Definitions: Defines relevant legislation, roles, products, and resources. Policy Implementation: Covers applicability, exemptions, disclosures, patents and IP rights, sponsored projects resulting in IP, commercialization of IP, revenue distribution, and ownership rights. Link for copyright policy. Policy statement: Covers creators rights, NU's rights, applicability, and exemptions for a variety of circumstances. Definitions: Defines the NU academic community, work for hire, work covered by other agreements, traditional works, nontraditional works, and extraordinary resources. Standard Copyright Agreement: Discusses the copyright agreement, provided as Appendix 1 of the policy, and its administration. Governance: Details the administration of the policy by the VPR, as well as the make-up and role of the faculty copyright committee.	Faculty Copyright Committee	*The Committee will be composed of five members: two non-administrative faculty members appointed by the University administration and three appointed by the General Faculty Committee.*		The Committee shall meet at least once a year to consider revisions to this Policy and to review disputes. The committee will make an annual report to the campus community regarding the disputes it considered over the course of the year.	
Ohio State	Multi-constituent University Senate with faculty, student, and minimal staff reps. Committees: academic Affairs; Academic Freedom & Responsibility; Academic Misconduct; Athletics; Diversity; Enrollment & Student Progress; Eval of Central Admin; Distance Edu; Libraries; & IT; Faculty Comp & Benefits; Faculty Hearing; Financial; GA Comp & Benefits; Honorary Degrees; Intellectual Property, Patents, & Copyrights; Physical Environ; Research; Rules; Steering; Student Affairs. Governing documents: Bylaws (Ch. 17 & 19) - committee bylaws are on each committee's page on the Senate website .	They have a mix of faculty, staff, students, and administrators (liaisons to University offices) on committees. No language on non-Senator volunteers. Generally, there's 3-6 students, 6-10 faculty, 0-3 staff, 2-3 administrators (both voting and non-voting), and 2-3 presidential reps. There are a few committees that are entirely faculty.	Link . Definitions: Defines various roles, products, outcomes, conditions, and revenue streams. Policy Details: 1) Policy automatically applies to all OSU faculty, staff, and students. 2) Generally, the policy will not prevent the sharing of research, but the OTC should be consulted prior to all disclosures. 3) Discusses ownership of inventions. 4) Discusses ownership of copyrighted materials. 5) Proceeds distribution. 6) The policy does not limit personnel or students from entering into agreements with 3rd parties that conflict with the provisions of the policy; the agreement will supersede the policy. OSU can commercialize OSU-owned IP. 7) Outlines procedures for eval, protection, and dissemination of IP. Describes roles of Sr VP for Business and Finance, Provost, OTC, and creators. Discusses the assignment of IP with regard to OSU and creators. 8) Outlines processes related to policy interpretation and dispute resolution. 9) IPPC will maintain the policy and review or initiate proposed changes. IPPC chair will be a member of the policy writing group for revisions to the IP policy. Revisions will be recommended to the faculty council and university senate and are subject other approvals, as well. Responsibilities: Describes the responsibilities for various roles, units, and positions.	yes	8 faculty (4 tenured, 2 probationary TTK, 2 non-TTK – each serves for 3 years, with 1/3rd rotating off each year), 1 grad student, the VPs for Tech Commercialization and Research (or designees)	Senate committee. 5 of the faculty members are appointed by the exec committee of Faculty Council and 3 are appointed by the president in consult with faculty leadership.	Review, recommend, and advise Senate on IP policy. Must convene at least twice per year to review IP policy procedures and recommend changes to VPCT, VPR, Provost, and other admin as necessary. Upon request, consult with VPR and VPCT. Serve as an appellate board for researchers to dispute the VPCT's IP decisions.	
Purdue	Single-constituent University Senate with primarily faculty and minimal students and admin. Committees: Advisory; Educational Policy; ED; Faculty Affairs; Nominating; Steering; Student Affairs; University resource Policy. There are 14 "Faculty Committees" that report to the aforementioned standing committees. Governing documents: Bylaws .	Students, appointed reps of the grad & undergrad student governments, are allowed on 4/7 standing committees, which the 14 faculty committees report to. There are ~10 faculty for every 1 student on the committees, except for the student affairs committee, which has ~4 faculty for every 1 student. Only one committee has an ex-officio (the Vice Chair of the Senate) and there is no staff representation.	Link . Intellectual Property that arises in any part in the course of employment or enrollment at the University, or in the course of a work-for-hire relationship or visiting scholar relationship with the University, is Purdue Intellectual Property. EVPRP (Executive Vice President for Research and Partnerships Responsible Office) - Provide oversight for the Senior IP Officer's direction of disclosures of Purdue Intellectual Property. Make a determination, in consultation with University Legal Counsel, on the disposition of Purdue Intellectual Property in which a Supporting Organization determines not to invest. Determine, in accordance with this policy's supporting procedures, the distribution of Net Proceeds. Convene an advisory committee as needed to address concerns arising from this policy or its supporting procedures.	perhaps an ad hoc advisory committee not described	ad hoc advisory committee not described			

BIG 10 and Peer Institution Website Data								
	Structure of Senate	Senate Committee makeup	IP policy description with link	IP committee?	Membership	How it's created (Sen, college, research faculty appointed)	Charge	Notes
Rutgers	Multi-constituent Senate with faculty, student, staff, and admin reps. Committees: Budget & Finance; University Structure & Governance; Student Affairs; Faculty & Personnel Affairs; Instruction, Curricula, & Advising; Academic Standards, Regulations, & Admissions; Research, Graduate, & Professional Edu; Appeals Panel; Nominating Panel. Governing documents: Senate Handbook & Policies of University Senate .	The committee chair and the majority of committee members must be Senators, though non-senators with applicable expertise may be appointed to the committee by the executive committee and given the same within-committee rights as the members who are Senators. Students, staff, and faculty from all campuses are on committees. In general, there are 10-15 faculty, 2-3 staff, and 2-4 students on each committee, in addition to 4-5 administrators and 1 alum.	Link to copyright policy. This policy sets forth the rights and responsibilities of the university, its faculty, students, and employees in their roles as members of the university community in creating and using copyrighted works. This policy is also applicable to all persons whose copyrighted works result in whole or in part from the use of university facilities or resources. Emphasizes the importance of academic freedom. Provides guiding principles and discusses ownership, rights, and responsibilities of copyright depending on the role of the creator and the circumstances surrounding the IP. Discusses and defines the use of substantial university resources in the creation of IP. Discusses commercialization, copyright notice and admin, and fair use. The policy is administered by the VPR. Discusses creation and role of Copyright Policy Advisory Committee. Link to patent policy. Definitions: Scope and Applicability: Disclosure: Return of rights: Reservation of rights in sponsored research: Distribution of revenue: Equity: Timeliness: Admin Authority: Exceptions:	Copyright Policy Advisory Committee	"The Advisory Committee shall include an equal number of faculty members and administrators with experience in these issues. Faculty members of the University Senate shall recommend faculty representatives to the Executive Vice President for Academic Affairs for appointment to this Committee. A member of the Office of the Vice President and General Counsel shall be available to advise the Committee. The Committee shall be chaired by the Vice President for Research and Graduate and Professional Education or his/her designee."	"The Executive Vice President for Academic Affairs shall appoint a standing Copyright Policy Advisory Committee to advise the Vice President for Research and Graduate and Professional Education, as appropriate, on interpretation and enforcement of this policy, amendments to this policy, the resolution of disputes on copyright matters including ownership, and other matters."		
Wisconsin-Madison	4 Single-constituent assemblies for faculty, students, university staff, and academic staff. Each assembly has its own governing documents, committees, and offices.		Link https://research.wisc.edu/intellectual-property/ip-policies-and-forms/ This document describes and discusses the University policies relating to intellectual property created during and in the course of university research. Other Board of Regent policies may apply to intellectual property created outside of sponsored research and require a discovery or invention made by any member of the faculty, staff or student on appointment, while pursuing his/her university duties, or on university premises, or with university supplies or equipment, be reported to the Chancellor or his/her designee. Intellectual Property: Any product of the human intellect that the law protects from unauthorized use by others. Intellectual property is traditionally comprised of four categories: patent, copyright, trademark, and trade secrets.	no				
Indiana University	Does not have a Senate		Intellectual Property Policy. This policy implements the Indiana University "Statement of Principles on Intellectual Property." The policy has five basic elements: definitions, categories of intellectual property, the distribution of revenues, dispute resolution within the university, and implementation. Under this policy, the primary division of intellectual property is between patentable and copyrightable works. Generally speaking, ownership of patentable work is vested in the University. Copyrightable works are subdivided into Traditional Works of Scholarship, ownership of which remains with the creator of the work, and University Works, as to which the University retains ownership. The revenues from intellectual property owned by the University are distributed according to the formula set out in this policy.	yes-IP Policy Council for disputes	IP Policy council- Six faculty members, selected as follows: two faculty members appointed annually—one by the IUPUI Faculty Council Executive Committee and one by the Bloomington Faculty Council Executive Committee—from the membership of campus Research Affairs Committees or other relevant standing committees of the Councils; one faculty member from a regional campus shall be appointed annually by the UFC Executive Committee, two at-large faculty members appointed by the University Faculty Council Executive Committee in consultation with the President, a faculty chair designated by the University Faculty Council Executive Committee in consultation with the President; and The associate deans for research or equivalent from: the School of Medicine; the College of Arts and Sciences; and two other schools—one each from the Indianapolis and Bloomington campuses—designated annually by the President.	mix of consultation with President, appointed by UFC, designated by UFC	The University or IURTC may request a recommendation from the Intellectual Property Policy Council regarding the disposition of the intellectual property, submit a written summary of its activities annually to the University Faculty Council and shall specifically address the effectiveness of the University and IURTC in utilizing the revenues.	
Chapel Hill			Link for copyright policy https://policies.unc.edu/IDClient/2833/Portal/KB/ArticleDet?ID=132138 and patent + invention policy as https://policies.unc.edu/IDClient/2833/Portal/KB/ArticleDet?ID=132139					
UCLA			Intellectual property, IUCOP. Patent. In support of the university's efforts to patent, license and commercialize the results of university research for the public benefit, RPAC provides intellectual property policy guidance on the technology transfer efforts of the 10 UC campuses and the Lawrence Berkeley National Laboratory. Copyright. The University fulfills its mission in part through the creation of original works of authorship and the free expression and exchange of ideas. This policy establishes a framework for copyright ownership of such works created at the University of California ("University"). This policy transfers copyright ownership to certain University employees for their scholarly and aesthetic works.	Patent, yes, Copyright - no	Patent - The President is advised on such matters by the Technology Transfer Advisory Committee (TTAC), which is chaired by the Provost and Executive Vice President—Academic and Health Affairs. The membership of TTAC includes the Executive Vice President - Business Operations, the Director of the Office of Technology Transfer, and representatives from the campuses, DOE Laboratories, Academic Senate, the Division of Agriculture and Natural Resources and the Office of the General Counsel.		Patent. 1. reviewing and proposing University policy on intellectual property matters including patents, copyrights, trademarks, and tangible research products; 2. reviewing the administration of intellectual property operations to ensure consistent application of policy and effective progress toward program objectives; and 3. advising the President on related matters as requested	
UC Berkeley			Same as UCLA - Policy. https://www.ucop.edu/research-policy-analysis-coordination/policies-guidance/intellectual-property/index.html					

BIG 10 Listserv Survey

	Do you have an IP Committee?	How are people selected to serve on the committee?	Is the makeup governed by policy?	What part does shared governance play in identifying those who serve?	Would you recommend?	Other notes/comments
University of Iowa	Yes	Appointed by VP Research	Yes	The Vice President seeks advice prior to appointing committee members from such established groups as the Faculty Senate, the Staff Council, and the Student Senate and attempts to include members from all constituencies affected by the policy.	Yes	https://dsp.research.uiowa.edu/rah/intellectual-property https://opsmanual.uiowa.edu/administrative-financial-and-facilities-policies/university-iowa-intellectual-property-policy
Michigan State	No					We have a Patent Policy (policy link) assigns authority to enforce the Policy to Vice President for Research and Innovation, and in consultation with the President and Provost as needed. Any changes to the Policy itself would follow MSU's standard protocol for policy revisions.
Illinois						Related info on web pages include the following: Policy: https://cam.illinois.edu/policies/rp-10/ Committee: https://research.illinois.edu/committees/office-technology-management-advisory-committee Office of Technology Management: https://otm.illinois.edu/
University of Michigan	No					U-M's Office of the Vice President and General Counsel (OGC) Research and Intellectual Property/Information Technology Group are responsible for matters related to U-M's intellectual property rights and assets. OGC staff work closely with other U-M units charged with administering research-related issues. Resources: U-M Office of the Vice President and General Counsel: Practice Area: Research & Intellectual Property/Information Technology U-M Standard Practice Guide Policies: University of Michigan Technology Transfer Policy
Wisconsin						Here is the link to our Intellectual Property Policy, along with links to other policies: https://policy.wisc.edu/library/UW-4008 Our office of the Vice Chancellor for Research and Graduate Education is the owner of the policy. Additional information and links are on their website https://research.wisc.edu/intellectual-property/
Ohio State	Yes	11: 8 faculty members, one graduate student, and two administrators from office of research and Technology Commercialization Office (TCO)	Yes - see Article III. membership	This is a committee of the University Senate	NA	University Senate Committee: https://senate.osu.edu/committees/intellectual-property-patents-copyrights
Indiana	Yes, but it does not appear to be active.	Unclear	Yes? University Faculty Council Policy UA-05 Intellectual Property Policy ; Policies ; University Policies ; Indiana University (iu.edu) Bloomington Faculty: Statement Of Principles On Intellectual Property Policies ; Office of the Vice Provost for Faculty & Academic Affairs ; Indiana University Bloomington .	Unclear	No - not an active committee	



Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure

PRESENTED BY Amy Karlsson, Chair

REVIEW DATES SEC – August 21, 2023 | SENATE – September 6, 2023

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [V-1.00\(A\) – University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure](#)

NECESSARY APPROVALS Senate, President

ISSUE

In September 2021, Doug Roberts, Associate Dean for General Education and Associate Professor, submitted a proposal to the Senate Executive Committee (SEC) regarding the final exam provision in the policy on the conduct of undergraduate courses and student grievance procedure. The proposal suggested that the current policy, Policy V-1.00(A), only addresses final exams and fails to consider other valid means of integrating instructional material and evaluating student achievement. The proposal states that the University currently requires a final examination in every undergraduate course unless written permission is granted by the unit head (Policy Number V-1.00(A), Paragraph II.A.1.c). It states that when most classes were conducted virtually during the pandemic, this requirement was relaxed. The proposal notes that following discussion with campus leaders, there was support for permanently relaxing the final exam requirement.

The proposal stemmed from the idea that there are alternative means of helping students integrate instructional material and evaluate student achievement, and course instructors should be allowed to determine which method is best for their course and discipline. Additionally, Roberts cited a need for courses utilize the full academic calendar when assigning student work and deadlines, which would ensure that students are not given excessive amounts of work during the final week of classes as they prepare for finals in other courses. The proposer saw these changes as a way to promote wellness in the University community, to relieve pressure placed on students, and to allow faculty to conduct their courses and assessments as they feel is most appropriate.

RECOMMENDATION(S)

The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Policy [V-1.00(A)], as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has two recommendations to be considered by the University:

- The revised policy should be reviewed by APAS within two years to evaluate the impact on student workload during the final week of classes and finals week.
- When communicating the new policy, faculty members should be encouraged to work with TLTC on how their assessments and assessment schedules can be updated to reflect the policy requirements.

COMMITTEE WORK

The SEC charged the APAS committee with reviewing the proposal, the current policy on conduct of undergraduate courses and the student grievance policy, and similar final exam policies at Big10 and other peer institutions. The committee was also charged with consulting with a representative of the Office of the Registrar, Associate Deans of Undergraduate Programs, a representative of the Office of Undergraduate Studies, a representative of the Graduate School, and a representative from the Teaching & Learning Center (TLTC).

The committee considered and discussed, to a considerable length, in addition to the above consultations, the merits of the proposed 10% limit on assessment during the final week of classes. Of particular concern were classes with culminating presentations that were unable to be scheduled during the allotted final examination time, performance or lab-based courses, and general campus awareness of the policy. The committee grappled with the distinct problem that courses with presentations/performances might be hindered by the proposed 10% limit restriction; however, some limit would be necessary to protect students from instructors who would move an exam typically held during finals week to the last week of classes, thereby shifting the exam burden on students to a time outside of the final examination period. Committee members were supportive of the idea that assignments due the last week of class should not be worth more than 10% of the final grade. The committee saw the 10% limit as a necessary addition to the policy to protect students. The policy was revised with the intention of allowing the greatest flexibility for classes to hold final examinations in a way that would work best for the course. Overall, it is the committee's hope that these revisions would not represent a major change in how classes operate.

After due consideration, the APAS committee voted to update the final exam provision by solidifying the principles that flexibility should be given regarding the requirement of a final exam but that any changes to the final exam policy should not shift work to the final week of classes. The committee also voted to include two recommendations to ensure further consideration of these issues. Earlier in the review, Office of General Counsel (OGC) was consulted on the proposed policy revisions. Senate Office staff was in contact with the OGC to finalize the review of the revisions to the policy.

ALTERNATIVES

The Senate could choose not to accept these recommendations.

RISKS

There are no risks to the University in adopting these recommendations.

FINANCIAL IMPLICATIONS

There are no known financial implications to adopting these recommendations.



Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure

2022-2023 Committee Members

Amy Karlsson (Chair)
Gabrielle Angeletti (Undergraduate Student)
John Bono (Faculty)
John Buchner (Faculty)
William Cohen (Ex-Officio- Provost's Rep)
Adrian Cornelius (Ex- Officio- University Registrar Rep)
Alice Donlan (Staff)
Caroline Eades (Faculty)
Joseph Eggen (Faculty)
Jason Farman (Faculty)
Alka Gandhi (Faculty)
Shannon Gundy (Ex-Officio-Director of Undergraduate Admissions Rep)

Isaiah Hilsenrath (Undergraduate Student)
Prudence Iwundu (Undergraduate Student)
Katherine Izsak (Faculty)
Lisa Kiely (Ex-Officio- Undergraduate Studies Rep)
Andrew Lewis (Graduate Student)
Li Ma (Faculty)
Kellie Rolstad (Faculty)
Monica VanKlompberg (Faculty)
Zeena Zakharia (Faculty).

Date of Submission

May 2023

BACKGROUND

In September 2021, Doug Roberts, Associate Dean for General Education and Associate Professor, submitted a proposal to the Senate Executive Committee (SEC) regarding the final exam provision in the policy on the conduct of undergraduate courses and student grievance procedure. The proposal suggested that the current policy, Policy V-1.00(A), only addresses final exams and fails to consider other valid means of integrating instructional material and evaluating student achievement. The proposal states that the University currently requires a final examination in every undergraduate course unless written permission is granted by the unit head (Policy Number V-1.00(A), Paragraph II.A.1.c). It states that when most classes were conducted virtually during the pandemic, this requirement was relaxed. The proposal notes that, following discussion with campus leaders, there was support for permanently relaxing the final exam requirement.

Roberts proposed removing the explicit requirement for a final exam and asked that courses that continue to administer final examinations still adhere to the final examination schedule in accordance with Paragraph II.A.1.i.2) of the same policy. He proposed that the final exam provision be changed to the following: "There shall be no comprehensive examinations during the last week of classes. Quizzes and narrowly limited tests worth no more than 10% of the course grade may be given. Final examinations worth more than 10% of the course grade shall be scheduled during the established final examination period. The due date for alternative means of evaluation (term papers, final projects, etc.) worth more than 10% of the course grade shall be set during the final examination period. Alternative means of evaluation worth 10% or less of the course grade may be due prior to the last day of the course."

The proposal stemmed from the idea that there are alternative means of helping students integrate instructional material and evaluate student achievement, and course instructors should be allowed to determine which method is best for their course and discipline. Additionally, Roberts cited a need for courses to utilize the full academic calendar when assigning student work and deadlines, which

would ensure that students are not given excessive amounts of work during the final week of classes as they prepare for finals in other courses. The proposer saw these changes as a way to promote wellness in the University community, to relieve pressure placed on students, and to allow faculty to conduct their courses and assessments as they feel is most appropriate.

In September 2021, the SEC charged the APAS committee with reviewing the proposal, the current policy on conduct of undergraduate courses and the student grievance policy, and similar final exam policies at Big10 and other peer institutions. The committee was also charged with consulting with a representative of the Office of the Registrar, Associate Deans of Undergraduate Programs, a representative of the Office of Undergraduate Studies, a representative of the Graduate School, and a representative from the Teaching & Learning Transformation Center (TLTC). Additionally, the committee was charged with considering potential impacts, advantages, and disadvantages related to final exams. The SEC asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS committee's response was due to the Senate Office no later than April 6, 2023, and was later extended to May 8, 2023.

CURRENT PRACTICE

Section II.A.1.c) of V-1.00(A) currently reads:

There shall be a final examination and/or assessment in every undergraduate course, unless written permission is granted by the unit head. Each faculty member shall retain, for one full semester (either fall or spring) after a course is ended, the students' final assessments in the appropriate medium. If a faculty member goes on leave for a semester or longer, or leaves the university, the faculty member shall leave the final assessments and grade records for the course with the department chair, the program director, or the dean of the College or School, as appropriate.

The proposal makes mention that current practice at the University is not necessarily in line with policy, as, when most classes went virtual during the pandemic, the requirement for final examinations was relaxed. The proposal's aim is to align policy with current practice across the University.

COMMITTEE WORK

The APAS Committee began reviewing its charge (Appendix 1) in December 2022. Early in its review Committee members expressed support with the proposal, stating that the proposed change in policy would codify what is happening in practice into policy. There were some initial concerns by committee members, however, that greater flexibility in final exams may lead to unintended consequences for students, may inadvertently cause equity and/or accommodation issues, and may have unintended consequences on students. Of particular concern to the committee were any issues regarding burden on students and courses whose final schedule did not traditionally fit inside the finals period and may be affected by the proposed policy language. Members of the committee were concerned about a final project being due in the last week of class.

Early in its review, the committee reviewed policy V-1.00(A) and other Big10 institution final exam policies to examine best practices at other universities (Appendix 2). From the peer institution data, members learned that all schools require that finals, if they are given, are given during the finals week; most schools allow alternative assessments; most schools limit final exams to two per day

(UMD allows 3 final exams per day); and many schools prohibited major assignments (assessments that are between 10% and 30% of the grade) 1-2 weeks before a final exam.

The committee began consultations on the proposal in February 2023 by first establishing a list of questions to bring to the consultations as outlined in the charge. Committee members were invited to add their questions to a collaborative document to bring to each consultation. The committee consulted first with a representative from the Office of Undergraduate Studies. Committee members heard that the 10% limit on assessments during the last week of classes may be a point of particular concern and that attention should be given to discussing this portion of the proposal. Committee members also had questions centered around any issues regarding accommodations or accessibility. Members learned, from an outside consultation with a representative from Accessibility and Disability Service (ADS), that the proposal did not carry with it any major concerns regarding accommodations.

The committee also consulted with a representative from the Teaching and Learning Transformation Center (TLTC). One key point from the consultation was that for this particular policy proposal, it is important for faculty to have professional development and expectation setting in order to determine the most productive way to spread out work through the semester. The representative mentioned that it would be beneficial for instructors within departments to share with each other their major assignment due dates and to also make students aware of due dates by putting them into the syllabus. The representative was also consulted on the pros and cons of final examination week from a pedagogical standpoint. The representative shared that active learning, practice time, feedback, and pedagogically effective strategies seem a lot fairer and more approachable than classes with high stakes exams, but stressed that class structure before the final assessment is more important than an actual final exam.

In its review, the committee sought the help of the Provost's representative to distribute a Qualtrics survey to solicit feedback from the Associate Deans of Undergraduate Programs on the proposal. The survey, which was populated by questions from committee members and translated into a survey-appropriate format by a committee member, was distributed to all Associate Deans of Undergraduate Programs on February 27, 2023. The deadline for survey responses was March 10, 2023.

The APAS committee received the survey response data from the Associate Deans of Undergraduate Programs on March 23, 2023. There were several takeaways that the committee learned from the data. According to the survey, most courses are assigning final exams worth more than 10% of the final grade, but this is anticipated to drop if the requirements to have a final exam were to be removed. There was reported concern that too many assignments would be due the week before the last week of classes, but there was also concern that the timeline of the semester would be limited if assignments could not be due in the last week of classes. One point of feedback was that making the requirement for a final exam more flexible would enable creative assessments and better assessment of learning, decreased stress and pressure on faculty and students, and increased learning outcomes. However, there were also concerns about loss of cumulative exams, lab classes/performance-based courses/group projects, and loss of learning. Committee members observed from the data how differently the current final exam policy was followed in various parts of the campus. Some respondents were worried that the campus would be sending a message that finals should be discouraged by updating the policy in this way. It was clear from some of the survey data that more information and awareness needs to be spread, especially to newer faculty and adjunct professors.

The committee also consulted with a representative from the Graduate School to learn more about Teaching Assistant (TA) workload if such a change were to be made to the final exam policy. The committee learned more about the nuances of graduate student workload and the issues surrounding graduate student labor. The representative mentioned that TAs who will grade alternative assessments as a result of the policy change may benefit from training on grading these alternative assessments. The representative shared that there may be an impact that departments will need to account for as they go through and plan for TAs to implement such a change, but mentioned that impacts would still be widely unknown. The committee learned that issues centered around graduate student labor would be a primary pressure point and key issue for graduate students regarding this policy.

Finally, the committee consulted with a representative of the Office of the Registrar and learned more about the nuances and challenges of scheduling exams, how courses with projects schedule their final exams, and other logistics of finals scheduling. The committee learned from this consultation that there would be no impacts regarding the Registrar's operations from the proposed policy changes, due to logistics in how final exam periods are scheduled.

Outside of the committee's charge, the committee also consulted with another Big10 institution about the practice of their policy. The committee also gathered specific feedback from instructors of several performance-based classes before meeting one last time to discuss final considerations and specific policy language.

In the committee's final meeting for their work on the charge, the committee was in agreement that flexibility should be given regarding the requirement for a final exam and that there will be no real impacts on the academic calendar. The committee did not consider "Consider Element #11" of the charge from the SEC as it was deemed not applicable since neither current policy nor the proposed policy changes allow final exams in the last week of class.

The committee considered and discussed, to a considerable length, the merits of the proposed 10% limit on assessment during the final week of classes. Of particular concern were classes with culminating presentations that were unable to be scheduled during the allotted final examination time, performance or lab-based courses, and general campus awareness of the policy. The committee grappled with the distinct problem that courses with presentations/performances might be hindered by the proposed 10% limit restriction; however, some limit would be necessary to protect students from instructors who would move an exam typically held during finals week to the last week of classes, thereby shifting the exam burden on students to a time outside of the final examination period. Committee members were supportive of the idea that assignments due the last week of class should not be worth more than 10% of the final grade. The committee saw the 10% limit as a necessary addition to the policy to protect students.

The policy was revised with the intention of allowing the greatest flexibility for classes to hold final examinations in a way that would work best for the course. Overall, it is the committee's hope that these revisions would not represent a major change in how classes operate. Still, the committee is concerned about any unintended impacts on student workload if the committee's recommendations are adopted.

After due consideration, the APAS committee voted to update the final exam provision by solidifying the principles that flexibility should be given regarding the requirement of a final exam but that any changes to the final exam policy should not shift work to the final week of classes. The committee also voted to include two recommendations to ensure further consideration of these issues. Earlier

in the review, Office of General Counsel (OGC) was consulted on the proposed policy revisions. Senate Office staff was in contact with the OGC to finalize the review of the revisions to the policy.

RECOMMENDATIONS

The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Policy [V-1.00(A)], as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has two recommendations to be considered by the University:

- The revised policy should be reviewed by APAS within two years to evaluate the impact on student workload during the final week of classes and finals week.
- When communicating the new policy, faculty members should be encouraged to work with TLTC on how their assessments and assessment schedules can be updated to reflect the policy requirements.

APPENDICES

Appendix 1 — Original Charge from the Senate Executive Committee

Appendix 2 — Peer Institution Data

Appendix 3 — Updated Charge from the Senate Executive Committee



V-1.00(A) UNIVERSITY OF MARYLAND POLICY ON THE CONDUCT OF UNDERGRADUATE COURSES AND STUDENT GRIEVANCE PROCEDURE

(Approved by the President August 1, 1991, Amended April 21, 2016, **Amended XX, xx 2023**)

I. PURPOSE

This policy sets forth basic expectations for faculty and academic units (academic departments, programs, Colleges, or Schools) in providing courses and academic programs that contribute to undergraduate education. The procedure for an undergraduate student to seek redress for acts or omissions of individual faculty members as well as academic departments, programs, Colleges, or Schools is provided.

II. POLICY

A. Expectations of faculty and academic units in the conduct of academic courses are set forth below.

1. Faculty

The University has the following reasonable expectations of faculty teaching undergraduate courses:

- a. There shall be a complete course syllabus for the current term made available to students no later than the first day of class at the beginning of each undergraduate course. Any changes to the syllabus made after the first day of class must be announced and must be clearly represented with the date of the revision. The course syllabus will specify in general terms:
 - a course description including course objectives;
 - the content and nature of assignments;
 - the schedule of major graded assessments (e.g., examinations and due dates for projects and papers);
 - the examination and/or assessment procedures;
 - the mode of communication for excused absences;
 - the basis for determining final grades, including if the plus/minus grading system will be used and the relationship between in-class participation and the final course grade; and
 - reference to the list of course-related policies maintained by the Office of Undergraduate Studies.

In cases where all or some of this information cannot be provided at the beginning of the course, an explanation of the delay and the basis of course development

shall be provided.

- b. There shall be a reasonable number of graded assessments or progress reports to permit evaluation of student performance throughout the course. These assessments shall be returned to the students in a timely manner. Faculty shall issue mid-term grades for undergraduate students when required, in accordance with III-6.00(B), University of Maryland Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students.
- c. ~~There shall be a final examination and/or assessment in every undergraduate course, unless written permission is granted by the unit head.~~ **Final examinations worth more than 10% of the course grade shall be administered during the final examination period, as established and published by the Office of the University Registrar. Final examinations are scheduled for the fall and spring semesters. The due date for alternative means of evaluation (term papers, final projects, etc.) worth more than 10% of the course grade shall be the date and time that corresponds to the final exam of the course during the final examination period.**

There shall be no final examinations during the last week of classes. Quizzes, narrowly limited tests, and alternative means of evaluation worth no more than 10% of the course grade may be administered during the course meeting time of the last week of classes.

In courses that require alternative final assessment activities that cannot be administered during the final examination period (such as presentations, culminating projects, performances in performance-based courses, or lab practical exams), it is permissible to schedule those activities during the last week of classes even if they are worth more than 10% of the course grade.

Each faculty member shall retain, for one full semester (either fall or spring) after a course is ended, the students' final assessments in the appropriate medium. If a faculty member goes on leave for a semester or longer, or leaves the university, the faculty member shall leave the final assessments and grade records for the course with the department chair, the program director, or the dean of the College or School, as appropriate.

- d. There shall be academic accommodations for students in accordance with University policies, including policies on disability and accessibility, excused absences, and sexual misconduct.
- e. There shall be a reasonable opportunity for students to review papers and examinations, including the final examination or assessment, after evaluation by the instructor, while materials are reasonably current.
- f. There shall be reasonable access to the instructor during announced regular office hours or by appointment.

- g. There shall be regular attendance by assigned faculty unless such attendance is prevented by circumstances beyond the control of the faculty member.
 - h. There shall be reasonable adherence to the course syllabus.
 - i. There shall be reasonable adherence to the published academic calendar, campus schedules, and location of classes and examinations.
 - 1) Classes not specified in the schedules are to be arranged at a mutually agreeable time on campus, unless an off-campus location is clearly justified.
 - 2) Changes to final examination schedules and locations must be approved by the chair of the department or the dean of the College, or the appropriate designee. However, final examinations or assessments may not be rescheduled to the final week of classes **[except as provided in item 1.c. above]** or to Reading Day.
 - 3) No class meetings or required activities may be held on Reading Day. However, individual meetings and makeup exams may be scheduled at the explicit request of the student.
 - j. Faculty shall endeavor to maintain student privacy with respect to information shared in the course of the student-faculty relationship, subject to legal obligations to report certain information to state authorities and University officials, including child abuse and neglect and sexual misconduct.
 - k. There shall be public acknowledgement of significant student assistance in the preparation of materials, articles, books, devices and the like. Students retain their intellectual property rights as set forth in the University of Maryland Policy on Intellectual Property.
 - l. Assigned course materials should be readily available. Faculty must ensure that eligible students receive reasonable accommodations relative to their coursework in accordance with federal and state disability laws, subject to the University's disability and accessibility policies and procedures.
 - m. The instructor of record is responsible for the overall management of the course, including management of aspects of the course and coursework delegated to teaching assistants and laboratory assistants.
2. Academic Units

The academic units (programs, departments, Colleges, Schools) in cooperation with the Office of the Dean for Undergraduate Studies and the Office of Admissions and the Registrar's Office shall, whenever possible, provide the following:

- a. Accurate information on academic requirements through designated advisors and referral to other administrative staff and/or faculty for additional guidance.
 - b. Specific policies and procedures for the award of academic honors and awards, and impartial application thereof.
 - c. Equitable course registration in accordance with University policy and guidelines.
- B. If a student believes that the expectations for faculty or academic units have not been met, the student can file a grievance, following the procedure outlined below.

III. GRIEVANCE PROCEDURE

A. Scope

Matters that may be grieved under this procedure are limited to alleged violations of the expectations set forth above.

B. Limitations

No other University grievance procedure may be used simultaneously or consecutively with this procedure with respect to the same or substantially same issue or complaint, or with issues or complaints arising out of or pertaining to the same set of facts.

Neither the University of Maryland Non-Discrimination Policy and Procedures (VI-1.00[B]) nor any other University grievance procedure may be utilized to challenge the actions, determinations, or recommendations of any person(s) or board(s) acting pursuant to these procedures.

Notwithstanding any provision of this Policy to the contrary, the following matters do not constitute the basis for a grievance under this procedure:

1. Policies, regulations, decisions, resolutions, directives and other acts of the Board of Regents of the University System of Maryland, The Office of the Chancellor of the University System of Maryland, and the Office of the President of the University of Maryland;
2. Any statute, regulation, directive, or order of any department or agency of the United States or the State of Maryland;
3. Any matter outside the control of the University System of Maryland;
4. Course offerings;
5. The staffing and structure of any academic department or unit;
6. The fiscal management and allocation of resources by the University System of

Maryland and the University of Maryland;

7. Any issues or acts which do not affect the complaining party directly;
8. Matters of academic judgment relating to an evaluation of a student's academic performance and/or academic qualifications; except that the following matters of a procedural nature may be reviewed under these procedures if filed as a formal grievance within thirty (30) business days of the first meeting of the course to which they pertain:
 - a. Whether reasonable notice has been given as to the relative value of all work considered in determining the final grade and/or assessment of performance in the course. The remedy for a successful grievance based upon this subsection shall be the giving of notice by the instructor.
 - b. Whether a reasonably sufficient number of examinations, papers, laboratories and/or other academic exercises have been scheduled to present the student with a reasonable opportunity to demonstrate academic merit. The remedy for a successful grievance under this subsection shall be the scheduling of such additional academic exercises as the instructor, in consultation with the department chair or dean and upon consideration of the written opinion of the College or School hearing board, shall deem appropriate.
9. "Class-action" grievances are not permitted under these procedures. Grievances must be presented by individual students. If multiple students file individual grievances on the same matter, a screening or hearing board may, in its discretion, consolidate grievances presenting similar facts and issues, and recommend generally applicable relief as it deems warranted;
10. Under these procedures, there may be no challenge to the award of a specific grade.

C. Procedure for Grievance Involving Faculty Member or Academic Program or Department

Procedures for resolutions of grievances should follow the steps outlined below for Informal Resolution and Formal Resolution. It is in the best interest of the student to begin Informal Resolution as soon as possible. In order to be considered timely under the procedures for Formal Resolution, a grievance must be submitted within twenty (20) business days after the first day of instruction of the next regular semester.

1. Informal Resolution

The initial effort in all cases shall be to achieve resolution of the grievance through informal means.

a. Grievance Against an Individual Faculty Member

The student should first contact the faculty member, present the grievance in its entirety, and attempt a complete resolution.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may present the grievance to the immediate administrative supervisor of the faculty member, or the faculty member's department chair or program director.

If the instructor is not reasonably available to discuss the matter, a student may present a grievance directly to the instructor's supervisor, department chair, or program director.

The supervisor, department chair, or program director shall attempt to mediate the dispute, and if a mutually acceptable resolution is reached, the case shall be closed.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

b. Grievance Against an Academic Program or Department

The student should contact the department chair, program director, or equivalent, and present the grievance in its entirety.

The department chair or program director shall attempt a complete resolution of the dispute.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

2. Formal Resolution

A student who has attempted informal resolution of a grievance, and remains dissatisfied may seek formal resolution pursuant to the following procedure:

a. The student shall file a written grievance with the dean of the College or School.

b. The writing shall contain:

- the act, omission, or matter that is the subject of the complaint;
- all facts the student believes are relevant to the grievance;
- the resolution sought; and
- all arguments in support of the desired solution.

c. A grievance must be filed in a timely manner or it will not be considered. In order to be timely, a grievance must be received by the dean within twenty (20) business days after the first day of instruction of the next regular semester after the act, omission, or matter which constitutes the basis of the grievance occurs. It

is the responsibility of the student to ensure timely filing.

- d. The dean shall convene a screening board as set forth in section E.2 of this policy.
- e. The dean shall notify an instructor or academic unit head of a timely grievance. A copy of the grievance and all relevant material shall be provided.
- f. The instructor or program director or department chair shall make a complete written response to the screening board within ten (10) business days of receipt of a grievance. In cases where a grievance is received within ten (10) business days of the final day of classes, a response is due within ten (10) business days of the beginning of the next semester in which the faculty member is working on campus. This extension is not available to persons whose appointments terminate on or before the last day of the semester in which the grievance is filed.
- g. A copy of the faculty member's or program director's or department chair's response shall be sent by the screening board to the student filing the grievance.
- h. The screening board may request further written information from either party.
- i. The screening board shall review the case to determine if a formal hearing is warranted.

All or part of a grievance shall be dismissed if the screening board concludes the grievance is:

- untimely;
- based upon a non-grievable matter;
- being concurrently reviewed in another forum;
- previously decided pursuant to this or any other review procedure; or
- frivolous or filed in bad faith.

All or part of a grievance may be dismissed if the screening board concludes in its discretion that the grievance is:

- insufficiently supported;
- premature; or
- otherwise inappropriate or unnecessary to present to the hearing board.

The screening board shall meet to review grievances in private. A decision to dismiss a grievance requires a majority vote of at least three (3) members of the screening board.

If a grievance is dismissed in whole or in part, the student filing the grievance shall be so informed, and shall be given a concise written statement of the basis for the dismissal.

A decision to dismiss a grievance is final and is not subject to appeal.

- j. If the screening board determines a grievance to be appropriate for a hearing, the dean shall be informed. The dean shall convene a hearing board within fifteen (15) business days thereafter. The time may be extended for good cause at the discretion of the dean.

The following rules apply to the conduct of a hearing by the College or School hearing board:

- a. Reasonable notice of the time and place of the hearing shall be provided to both parties. Notice shall include a brief statement of the allegations and the remedy sought by the student. Hearings shall be held on campus.
- b. A record of the hearing, including all exhibits, shall be kept by the chairperson of the screening board. All documents and materials filed with the screening board shall be forwarded to the hearing board, and shall become a part of the record.
- c. Hearings are closed to the public unless a public hearing is specifically requested by both parties.
- d. Presentation of Evidence

Each party shall have the opportunity to make an opening statement, present written evidence, present witnesses, cross-examine witnesses, offer personal testimony, and such other material as is relevant.

Incompetent, irrelevant, immaterial, and unduly repetitious evidence may be excluded by the chairperson of the hearing board.

It is the responsibility of each party to have their witnesses available and to be completely prepared at the time of the hearing. The student shall present the case first, and the faculty member shall respond.

Upon completion of the presentation of all evidence, both parties shall be given the opportunity to present oral arguments and make closing statements within the time limits set by the chairperson of the hearing board.

Upon the request of either party, all persons to be called as witnesses shall be sequestered during the hearing so that they may not communicate with each other.

Each party may be assisted in the presentation of the case by a student or a faculty member of their choice.

It is the responsibility of the chairperson of the hearing board to manage the hearing, and to decide all questions relating to the presentation of evidence and appropriate procedure, and the chairperson is the final authority in such matters except as established herein. The chairperson may seek the advice of UMD

counsel.

The hearing board shall have the right to examine any person or party testifying before it, and on its own motion, may request the presence of any person for the purpose of testifying and the production of evidence.

- e. The above enumerated procedures and powers of the hearing board are non-exclusive. The chairperson may take any such action as is reasonably necessary to facilitate the orderly and fair conduct of the hearing which is not inconsistent with the procedures set forth herein.
- f. Upon completion of the hearing, the hearing board shall meet privately to consider the validity of the grievance. The burden of proof rests with the student to show by a preponderance of the evidence that a substantial departure from the expectations set forth in section II.A. above has occurred, and that this departure from expectations has operated to the actual prejudice and injury of the student.

A decision upholding a grievance shall require the majority vote of at least three (3) members of the hearing board.

A decision of the hearing board shall address only the validity of the grievance. The decision shall be forwarded to the dean in written opinion. In the event the decision is in whole or in part favorable to the student, the hearing board may submit an informal recommendation concerning relief believed to be warranted based upon the facts presented at the hearing.

- g. The dean shall, upon receipt of the written opinion, forward copies to the student and the faculty member or program director or department chair against whom the grievance was filed. Each party has ten (10) business days from the date of receipt to file a written appeal with the dean.
- h. Appeals

The appeal shall be in writing and set forth in complete detail the grounds for the appeal.

A copy of the appeal shall be sent by the dean to the opposing party, who shall have ten (10) business days following receipt to respond in writing to the dean.

The sole grounds for appeal shall be:

- a substantial prejudicial procedural error committed in the conduct of the hearing in violation of the procedures established herein. Discretionary decisions of the chairperson shall not constitute the basis of an appeal; and/or
- the existence of new and relevant evidence of a significant nature which was not reasonably available at the time of hearing.

- i. In the absence of a timely appeal, or following receipt and consideration of all timely appeals, the dean may:
 - dismiss the grievance;
 - grant such redress as the dean believes appropriate;
 - reconvene the hearing board to rehear the grievance in part or whole and/or to hear new evidence and submit a final written opinion to the dean; or convene a new hearing board to rehear the case in its entirety and submit a final written opinion to the dean.
- j. The dean shall inform all parties of the final decision in writing and the grievance shall thereafter be concluded. The decision of the dean shall be final and binding, and not subject to review or appeal.

D. Procedure for Grievance Involving Dean or College or School

Procedures for resolutions of grievances should follow the steps outlined below for Informal Resolution and Formal Resolution. It is in the best interest of the student to begin Informal Resolution as soon as possible. In order to be considered timely under the procedures for Formal Resolution, a grievance must be submitted within twenty (20) business days after the first day of instruction of the next regular semester.

1. Informal Resolution

The initial effort in all cases shall be to achieve resolution of the grievance through informal means.

- a. The student should first contact the dean, present the grievance in its entirety, and attempt a complete resolution.
- b. If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may present the grievance to the Senior Vice President and Provost. A grievance may be initially presented to the Provost if the dean is not reasonably available to discuss the matter.
- c. The Provost shall attempt to mediate the dispute. Should a mutually acceptable resolution be reached, the case shall be closed.
- d. If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

2. Formal Resolution

A student who has attempted informal resolution and remains dissatisfied may seek a formal resolution of a grievance pursuant to the following procedure:

- a. The student shall file with the Provost a timely written grievance.
- b. The writing shall contain:
 - the act, omission or matter that is the subject of the complaint;
 - all facts the student believes to be relevant to the grievance;
 - the resolution sought; and
 - all arguments upon which the student relies in seeking such resolution.
- c. No grievance will be considered unless it is timely.

In order to be timely, a grievance must be received by the Provost within twenty (20) business days after the first day of instruction of the next regular semester after the act, omission, or matter which is the basis for the grievance occurs.

It is the responsibility of the student to ensure timely filing of the grievance.

- d. Upon receipt of a timely grievance, the Provost shall convene a screening board as set forth in section E.2 of this policy.

The Provost shall notify the dean against whom the grievance has been filed and provide a copy of the grievance and all relevant materials.

- e. The dean against whom the grievance has been filed shall respond in writing to the screening board within ten (10) business days. In the event the grievance is received by the dean after the last day of classes of a semester, the time for written response shall be ten (10) business days after the first day of classes of the semester immediately following.

A copy of the response from the dean shall be sent to the student.

- f. In its discretion, the screening board may request further written submissions from the student and/or the dean.
- g. The screening board shall review and act upon a grievance against a dean in the same manner and according to the same requirements as for the review of grievances against faculty members, academic programs, and departments set forth in this procedure.
- h. If the hearing board determines that a grievance is appropriate for a hearing, the Provost shall be so informed.

The Provost shall convene a campus hearing board within fifteen (15) business days to hear the grievance. This time may be extended for good cause at the discretion of the Provost.

- i. The campus hearing board shall conduct a hearing in accordance with the rules

established in this procedure for the conduct of hearings by College and School hearing boards.

Upon completion of a hearing, the campus hearing board shall meet privately to consider the grievance in the same manner and according to the same rules as set forth for the consideration of grievances by College and School hearing boards, except that the decision shall be forwarded to the Provost.

In the event the campus hearing board decides in whole or in part in favor of the student, it may submit an informal recommendation to the Provost with respect to such relief as it may believe is warranted by the facts as proven in the hearing.

- j. The Provost shall, upon receipt of the written opinion, forward copies to the student and the dean. Each party shall have ten (10) business days from the date of receipt to file an appeal with the Provost.

- k. Appeal

Each party has ten (10) business days from receipt of the written decision to file an appeal with the Provost.

The grounds for an appeal shall be the same as those set forth in this procedure for appealing a decision of a College and School hearing board.

The appeal shall be in writing, and set forth in complete detail the grounds relied upon. A copy of the appeal shall be sent to the opposite party, who shall have ten (10) business days following receipt to file a written response with the Provost.

- l. In the absence of a timely appeal, or following receipt and consideration of all timely appeals and responses, the Provost may:
 - dismiss the grievance;
 - grant such redress as the Provost believes appropriate;
 - reconvene the campus hearing board to rehear the grievance in whole or in part and/or review new evidence and submit a final written opinion to the Provost; or
 - convene a new campus hearing board to rehear the case in its entirety and submit a final written opinion to the Provost.
- m. The Provost shall inform all parties of the final decision in writing, and the grievance shall be thereafter concluded. The decision of the Provost is final and binding, and is not subject to appeal or review.

E. Composition of Screening and Hearing Boards

The following procedures are directives only, and for the benefit and guidance of deans and the Provost in the selection and establishment of College and School

screening and hearing boards and campus screening and hearing boards. Deans and/or the Provost should endeavor to create balanced and diverse boards where possible, representing a variety of demographic backgrounds. The selection and establishment of a board is not subject to challenge by a party, except that at the start of a hearing, a party may challenge for good cause a member or members of the hearing board before whom the party is appearing. The chairperson of the hearing board shall consider the challenge and may replace any member where it is believed necessary to achieve an impartial hearing and decision.

1. Member Selection for Screening and Hearing Boards for Academic Grievances

Faculty and students are eligible to serve on screening and hearing boards for academic grievances.

2. Establishment of College and School Screening Boards

Upon receipt of a grievance, the dean should appoint a five (5) member screening board. The College or School screening board should be composed of three (3) faculty members and two (2) students selected by the dean.

The dean should designate one of the faculty members to serve as the chairperson of the screening board.

Members of the screening board should not serve on a hearing board during the same year.

A member of the screening board should not review a grievance arising out of their own department or program.

3. Establishment of College and School Hearing Boards for Academic Grievances

For each grievance referred by the screening board, the dean shall appoint a five (5) member hearing board.

The hearing board shall be composed of three (3) faculty members and two (2) students selected by the dean.

The dean should designate one faculty member to serve as chairperson of the hearing board.

No faculty member or student should be appointed to hear a grievance arising out of their own department or program.

4. Establishment of Campus Screening Boards for Academic Grievances

Upon receipt of a grievance, the Provost should appoint a five (5) member screening board. The screening board should be composed of three (3) faculty members and two

(2) students selected by the Provost.

The Provost should designate one of the faculty members to serve as the chairperson of the screening board.

Members of the screening board should not serve on a hearing board during the same year.

A member of the screening board should not review a grievance arising out of their own department or program or College or School.

5. Establishment of Campus Hearing Boards for Academic Grievances

For each case referred by a campus screening board to the Provost for a hearing, the Provost should appoint a five (5) member campus hearing board. The campus hearing board should be composed of three (3) faculty members and two (2) students selected by the Provost.

The Provost should designate one faculty member to serve as chairperson.

No faculty member or student should be appointed to hear a grievance arising out of their own program, department, College, or School.

F. Finality

Any student who elects to use this Policy agrees to abide by the final disposition arrived thereunder, and shall not subject this disposition to review under any other procedure within the University System of Maryland. For the purposes of this limitation, a student shall be deemed to have elected to utilize this Policy at the time a written grievance under the formal resolution procedure is filed.



Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure (Senate Document #21-22-11) Academic Procedures & Standards (APAS) Committee | Chair: Amy Karlsson

The Senate Executive Committee (SEC) and Senate Chair Newman request that the Academic Procedures & Standards (APAS) Committee review the proposal entitled, *Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure*.

Specifically, The APAS Committee should:

1. Review the *Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure* ([Senate Document #21-22-11](#)).
2. Review the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure ([V-1.00\(A\)](#)).
3. Review similar final exam policies at Big 10 and other peer institutions to identify best practices and principles.
4. Consult with a representative from the Office of the Registrar.
5. Consult with Associate Deans of Undergraduate Programs.
6. Consult with a representative from the Teaching & Learning Transformation Center (TLTC).
7. Consult with a representative from the Office of Undergraduate Studies.
8. Consult with a representative from the Graduate School.
9. Consult with a representative of the Office of General Counsel on any proposed revisions to the guidelines.
10. Consider whether there are any implications on other University policies.
11. Consider the consequences of required final exams in the last week of class.
12. Consider any potential advantages or disadvantages of the pedagogical merit of final exams.
13. Consider any potential impacts regarding the academic calendar.
14. If appropriate, recommend whether University policy and/or procedures should be amended.

We ask that you submit a report to the Senate Office no later than **April 6, 2023**. If you have questions or need assistance, please contact Willie Brown in the Senate Office, wbrown@umd.edu.

Appendix 2 - Peer Institution Data

Institution	Final Exam Policy	Exams Required?	Key Points	Notes
UMD	https://faculty.umd.edu/main/activity/teaching-policies-guidelines#final-examination-policies-and-guidelines	There must be a final exam or alternative assessment for each UG course.	1) There shall be an exam or alternative assessment in each UG course. 2) students may reschedule an exam if they have 4+ exams in 1 day. 3) all final exams and alternative assignments must be given/due during the designated exam block during exam week.	No USM policy on the topic.
Penn State	https://senate.psu.edu/policies-and-rules-for-undergraduate-students/44-00-examinations/	No, alternative assessments may be given in place of a final exam.	1) Comprehensive final exams and alternative assessments worth more than 10% must be scheduled during exam week. 2) Only assignments/quizzes worth 10% or less can be scheduled during the final week of classes. 3) alternative final assessments worth 10% or less of the final grade may be due before the last day of classes.	appears to only apply to undergrad courses
Indiana University	https://enrollmentbulletin.indiana.edu/pages/finexpol.php?t=spring#:~:text=There%20shall%20be%20a%205-day%20examination%20period%20at.and%20time%20of%20final%20examinations%20for%20their%20classes.	No language requiring exams or alternative assessments, though both types can be given	1) Students may reschedule an exam if they have 4+ in one day if they take action before the 2nd half of the semester. 2) No major assignments or assessments can be given/due during the week before exam week unless the class has an alternative final assignment, as opposed to a final exam. Final projects & papers may be due the week before exam week, whereas final exams must be given during the designated exam block during exam week.	
U of Iowa	https://registrar.uiowa.edu/final-exam-policies	No language requiring exams, only scheduling information	1) students may reschedule exams if they have 3+ in one day. 2) exams may only be held during exam week and no class meetings can be held during this time. 3) the rest is just scheduling considerations	
U of Michigan	https://ro.umich.edu/calendars/final-exams#:~:text=Final%20Examinations%20Policy%20The%20Final%20Examination%20Period%20and%20examinations%20prior%20to%20the%20Final%20Examination%20Schedule	No language requiring exams, but also no mention of whether alternative assessments may be used.	1) Students may seek to reschedule an exam if scheduled for 3+ in one day. 2) final exams may only take place during final exam week and may only be rescheduled to a new exam block with the approval of the registrar.	very sparse, not a lot of information
Michigan State	https://reg.msu.edu/ROInfo/Calendar/FinalExam.aspx	No, alternative assessments may be given in place of a final exam.	1) all classes are scheduled for a 2-hour meeting during exam week. 2) Final exams must be given at this time; if students are assigned a take-home exam or paper in lieu of an in-person final exam, it must be due no earlier than the final exam block. 3) no student must take 3+ exams per day and may reschedule the extra exam(s). Students may also reschedule an exam if there is another exam at the same time.	
U of Minnesota	https://policy.umn.edu/education/exam	No language stating that alternative assessments (e.g., papers) are allowed in lieu of an exam.	1) all classes must follow the standard exam schedule. 2) Instructors may give take-home exams in lieu of an in-person exam. Take-home exams must be due sometime between the official final exam block and the last day of exam week. 3) students can reschedule exams if they have a conflict or if they have 3+ exams in the same day. 4) in-person exams can be administered outside of the official exam block if proposed by the instructor and approved by the dept. chair by the first day of class. Thereafter, any change must also have the unanimous support of the class.	The proposal states that exams are not formally required, but the actual exam policy does not mention alternatives or the option to have no final at all.
U of Nebraska-Lincoln	https://registrar.unl.edu/academic-calendar/final-exam/ https://registrar.unl.edu/academic-standards/policies/fifteenth-week-policy/	No, they may be replaced with other assessments (a paper, presentation, lab, etc)	1) No student is required to take 3+ exams in one day; in such a case, the third exam will be rescheduled by the instructor. 2) All exams must take place during exam week (ending no later than noon on the Friday of exam week) as scheduled, although instructors, with the input of the class, may reschedule the exam for the class' convenience. Mini-courses will hold exams during the last class meeting.	

Northwestern	https://www.registrar.northwestern.edu/calendar/s/final-exam-schedules/final-exam-schedule-policies.html	No language requiring exams, but also no mention of whether alternative assessments may be used.	1) Students should not register for a class schedule that requires them to take 3+ exams in 1 day; if they do, they are still expected to take all exams as scheduled. 2) the rest of the policy concerns scheduling (default times, locations, etc).	not a lot of information in the policy
Ohio State	https://trustees.osu.edu/bylaws-and-rules/3335-8 https://registrar.osu.edu/policies/	While a written exam is not required, each course is required to have some sort of final assessment at the close of each course.	From the registrar's office: "Instructors will administer examinations at the close of each course: See Course examinations (3335-8-19)." From Bylaws 3335-8-19: At the close of each course, the students performance must be assessed by a method determined by the instructor. Comprehensive in-class exams can only be given during exam week; comprehensive exams given during the last week of classes cannot exceed the scope, duration, scale, or percent of the final grade (less than 30%) of any other course exam.	Mismatch in language between the registrar's office and the trustees' bylaws. The registrar seems to require an exam, whereas the trustees delegate the manner of assessment to the instructor. The only condition is that there is some kind of assessment.
U of Illinois	https://studentcode.illinois.edu/article3/part2/3-201/	No, the instructor may deem a final exam impractical or unnecessary for a given course.	1) Unless the instructor deems it unnecessary or impractical, synchronous final exams are automatically scheduled for all courses. 2) synchronous final exams must be given during the course's assigned exam block unless the provost grants permission to hold the exam at another time during exam week. 3) asynchronous exams must be open for a minimum of 24 hours. 4) students are not required to take 3+ exams in 1 day and may reschedule if this occurs or if there is another scheduling conflict.	
Purdue	https://catalog.purdue.edu/content.php?catoid=15&navoid=18634&hl=%22Final+Examinations%22&returnto=search&qa=2.200552806.9737.85891.1669148820-178613704.1662587374#b-final-examinations https://www.purdue.edu/registrar/faculty/scheduling/even-final_exam_schedule.html	No, other assessments may be administered instead.	1) all classes except those classified as individual study, clinic, student teaching, industrial experience, or research (or those with 0 credits) will be scheduled for a 2-hour meeting during exam week. 2) any course that is not automatically included in the exam schedule may be added. 3) classes are not required to meet during the exam block if it would not serve an educational purpose or if the educational objectives of the course have been achieved. 4) no student must take 3+ exams per day and may reschedule the extra exam(s). Students may also reschedule an exam if there is another exam at the same time. 5) Only assignments and assessments worth less than 20% are not allowed during the last two weeks of the semester.	
Rutgers-New Brunswick	https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-schedule/final-exam-policies https://scarlethub.rutgers.edu/registrar/registrator/class-and-examination-policy/	No, other assessments may be administered instead.	1) online classes cannot have in person exams and are encouraged to use alternate assessments to high-stakes final exams. 2) All assignments/quizzes during the last 2 weeks of the semester must be less than 20% of the course grade. 3) Assignments worth more than 20% (but not final exams, papers, or projects) may be due during the last 2 weeks if instructions are provided at least 3 weeks in advance. 4) all final exams, papers, and projects must be given/due during the class' official final exam period. 5) no exam or assignment may be given/due during reading days. 6) In-person classes should use the exam blocks reserved for online classes when scheduling make-up exams.	
U of Wisconsin-Madison	https://policy.wisc.edu/library/UW-862 https://kb.wisc.edu/lspage.php?id=21658#:~:text=The%20campus%20final%20exam%20policy%20covers%20all%20of%20final%20a%20course%27s%20assigned%20final%20exam%20time%20block.	No, although a 2-hour summary block is scheduled for each class worth 2+ credits, during which time final exams or other instructional activities can be held, per unit approval.	1) final exams and other summary activities cannot be scheduled during the 2 weeks preceding the summary period. 2) Students are not required to sit 3+ exams in 1 day. 3) The policy only applies to courses with numbers below 700. UG independent/directed study and seminar courses are exempt.	

<p>Trends</p>		<p>No one required ONLY final exams -- most policies allow alternative assessments to be given in lieu of a final exam.</p>	<p>1) All schools require that final exams, if given, be taken during exam week. 2) Most schools, incl. UMD, explicitly allow alternative assessments in place of final exams. 3) Most schools have designated exam blocks for each class (regardless of whether there is a final exam); permission from an admin (Provost, Dean, Chair, Registrar) is almost always required if an instructor wishes to reschedule the exam. 4) Most schools require students to take no more than 2 exams per day; UMD and Indiana have a max of 3 per day. Other conflicts such as double-booked exams, religious obligations, and unforeseeable emergencies are also grounds for rescheduling exams 5) Most schools, incl. UMD, require alternative assessments be due during exam week. 6) Many schools prohibit major assignments (ranging from 10-30% of the course grade) from being due for 1-2 weeks preceding exam week: Penn, Indiana, Ohio, Purdue, Rutgers, and Wisconsin.</p>	
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**Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure
(Senate Document #21-22-11)
Academic Procedures & Standards (APAS) Committee | Chair: Amy Karlsson**

The Senate Executive Committee (SEC) and Senate Chair Newman request that the Academic Procedures & Standards (APAS) Committee review the proposal entitled, *Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure*.

Specifically, The APAS Committee should:

1. Review the *Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure* ([Senate Document #21-22-11](#)).
2. Review the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure ([V-1.00\(A\)](#)).
3. Review similar final exam policies at Big 10 and other peer institutions to identify best practices and principles.
4. Consult with a representative from the Office of the Registrar.
5. Consult with Associate Deans of Undergraduate Programs.
6. Consult with a representative from the Teaching & Learning Transformation Center (TLTC).
7. Consult with a representative from the Office of Undergraduate Studies.
8. Consult with a representative from the Graduate School.
9. Consider whether there are any implications on other University policies.
10. Consult with a representative of the Office of General Counsel on any proposed revisions to the guidelines.
11. Consider the consequences of required final exams in the last week of class.
12. Consider any potential advantages or disadvantages of the pedagogical merit of final exams.
13. Consider any potential impacts regarding the academic calendar.
14. If appropriate, recommend whether University policy and/or procedures should be amended.

We ask that you submit a report to the Senate Office no later than **May 8, 2023**. If you have questions or need assistance, please contact Veronica Marin in the Senate Office, vmarin1@umd.edu.