



1. Call to Order
2. Approval of the April 3, 2024 Senate Minutes (Action)
3. Report of the Chair (Information)
4. PCC Proposal: Rename the "College of Information Studies" to "College of Information" (Senate Document #23-24-29) (Action)
5. APAS Report: 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)
6. Special Order
Veronica Marin
Executive Secretary and Director, University Senate
Senator Discussion Platform
7. New Business
8. Adjournment



CALL TO ORDER

Chair Jarzynski called the meeting to order at 3:18 P.M.

APPROVAL OF THE MINUTES, MARCH 6, 2024 MEETING

Chair Jarzynski asked if there were any corrections to the minutes of the March 6, 2024, meeting; hearing none, Chair Jarzynski declared the minutes approved as distributed.

REPORT OF THE CHAIR (INFORMATION)

Committee & Council Volunteer Period

Chair Jarzynski announced that the online application system to serve on one of the ten Senate standing committees and councils is open for the upcoming academic year.

Chair Jarzynski added that you do not need to be a Senator to be a member of these committees. Volunteers interested in contributing to the development of the University's policy making, expanding their campus network, and impacting real change in important pieces of policy are encouraged to apply.

Chair Jarzynski also reported that May 3, 2024 is the deadline to volunteer. Volunteers are encouraged to submit a volunteer statement through [the Senate Website](#) for the committees and councils they are interested in joining. The University Senate's Committee on Committees will select volunteers and they will be notified by July 15, 2024. Selected council members will hear back later in the summer.

Remaining Senate Meetings

Chair Jarzynski reminded the Senate that there are two meetings left in the academic year, on April 23rd and May 7th. Chair Jarzynski added that the May 7th meeting is a Transition Meeting where all newly elected Senators begin their terms, the new chair-elect is elected, and the election process starts for all elected committees and councils such as Senate Executive Committee, Committee on Committees, Athletic Council and Campus Transportation Advisory Committee.

In Memoriam - Rance Cleaveland, Current University Senator

Chair Jarzynski shared that esteemed Professor Rance Cleaveland, a distinguished member of the University Senate and the College of Computer, Mathematical, and Natural Sciences (CMNS) passed away on March 27, 2024. Rance's career spanned from his leadership roles at the Fraunhofer Center for Experimental Software Engineering, to his impactful tenure as Director of the Division of Computing and Communication Foundations at the National Science Foundation.

SPECIAL ORDER (INFORMATION)

Jennifer King Rice, Senior Vice President and Provost ***Strategic Plan Update***

Chair Jarzynski invited Dr. Jennifer King Rice, Senior Vice President and Provost, to provide an update on the University of Maryland's Strategic Plan.

Provost Rice began by providing an overview of the progress made since the strategic plan was announced in February 2022. Provost Rice explained that the plan emerged in Fall 2021 and four implementation committees were charged in Fall 2022 with advising the Office of the Provost on appropriate targets and metrics to assess progress. In May 2023, the committees delivered their recommendations to both President Darryll J. Pines, herself, and other campus leaders at the Fearlessly Forward Assembly. They reviewed the recommendations and applied a layered matrix to ensure coverage across goals, objectives, stakeholders, and other elements of the strategic plan.

Provost Rice reviewed some of the data collected that began in Fall 2023 and added that other data is still in review and will be updated on the strategic plan website to demonstrate its impact both on campus and beyond.

Provost Rice explained how the University of Maryland (UMD) has approached the "We Reimagine Learning" commitment of the strategic plan since its launch. Teaching Innovation Grants have been created, learning environments have been modernized, and Diversity, Equity and Inclusion (DEI) learning outcomes have been developed.

Provost Rice added that for Teaching Innovation Grants, in 2022 \$2.7 million has been invested into 115 active and experiential learning projects and over 140 courses. In 2023, \$1.3 million has been invested into 24 projects and over 70 courses that intersect education and technology.

Provost Rice mentioned that between 2022-2023, \$11.3 million has been invested in modernizing learning environments, which includes 98 total projects such as classroom renovations and the development of new spaces, student lounges, informal spaces, lecture halls, and TERP classrooms. Provost Rice added that 99% of general-purpose spaces meet section 503 accessibility requirements.

Provost Rice explained that an underlying rationale as to why the Diversity, Equity and Inclusion (DEI) learning outcomes were developed was because UMD has a responsibility to prepare students for a changing, globally interconnected world. As a first step, all undergraduate degree programs were invited to generate and submit discipline-specific DEI learning outcomes. 98.9% of the academic programs adopted a DEI learning outcome.

Provost Rice reported that College Park Scholars announced the addition of two living-learning experiences in Fall 2024, including the debut of the Data Justice Program and the relaunch of the CIVICUS Living & Learning Program.

Provost Rice explained how UMD has approached the "We Take On Humanity's Grand Challenges" commitment of the strategic plan since its launch. The commitment leverages the university's location near the nation's capital and amplifies impactful research, scholarship, creative activities, teaching, and service work through communication, visibility, and translation.

Provost Rice explained the impact of the Grand Challenges Grants Program. \$11 million in external funding has been received, 50 total grants have been awarded, and over 9,000 individuals have been engaged. There are also over 200 partnerships that have been established or expanded, and 80% of the projects have provided experiential learning experiences.

Provost Rice provided a breakdown of where external funding for the grants come from. Examples include \$956K from the Maryland State Department of Education (MSDE) for a statewide literacy review, \$1.3 million from the Department of Education for their Digital Civic Inquiry (DCI) project, among others.

Provost Rice announced that the University of Maryland is on track to be carbon neutral in 2025 due to the Climate Action Plan and provided examples of other grand challenges currently being addressed. Examples include (1) the 1856 Project, which released its annual research update exploring the university's history and intersections with slavery, (2) the launch of the PROGRESS initiative to study gun violence, offering educational programming across the state on gun safety and issue policy recommendations on reducing shootings, and (3) the grand opening of the National Quantum Laboratory (QLab), a quantum research center developed in partnership with College Park-based IonQ, a leader in the quantum computing industry.

Provost Rice explained how UMD has approached the "We Invest in People and Communities" commitment of the strategic plan since its launch. Provost Rice added that this commitment aims to lead the nation in living a commitment to equity, diversity, and inclusion in all UMD does, become a connected, coordinated, and effective community of care that supports the success and well-being of students, faculty, and staff, and align evaluations, rewards, and incentives with UMD's goals and values.

Provost Rice reported that investments to support students include 5 new cultural centers and supporting graduate students.

Provost Rice explained how UMD has approached the "We Partner to Advance the Public Good" commitment of the strategic plan since its launch. Provost Rice added that this commitment aims to expand UMD's impact through strategic research partnerships with local, state, national, and global stakeholders.

Provost Rice explained how UMD is the first Do Good Campus in the nation's capital. Provost Rice mentioned the institutional partnerships developed to advance public good, such as the signing of a three-year renewal of the PGCPs-UMD Improvement Science Collaborative, an inaugural Associate Provost for Community Engagement to oversee the coordination of campuswide community engagement efforts, and six new MPower professors.

Provost Rice announced plans for the creation of a Public Art Working Group to develop new interdisciplinary initiatives, and plans to invest in mental health research, graduate students, strategic enrollment and support for low-income students, faculty policies, and supervisor training.

Chair Jarzynski thanked Provost Rice and opened the floor to discussion of the special order.

Mohammad Hajiaghayi, TTK, CMNS, asked if there could be a taskforce created to develop and guide shared governance structures between different units.

Provost Rice answered that the Office of the Provost supports shared governance and the questions raised have been reviewed by the Senate's Plan of Organization Committee (PORC) and suggested that they do a policy review for the units to create their own organizational structure to organize themselves around shared governance.

Alka Gandhi, PTK, BSOS, asked for more information about the embedded counselor pilot program.

Provost Rice responded that A. James Clark School of Engineering (ENGR), College of Information Studies (INFO), Philip Merrill College of Journalism (JOUR), and School of Public Policy (PLCY) are involved, and the Mental Health Taskforce report will help guide where to provide that support on campus.

Chinyere Osuji, TTK, BSOS, asked if there are ways to build solidarity with faculty as an aim to combat the loneliness epidemic. Osuji recommended the university consider providing faculty with free gym memberships or opportunities to come together and enjoy a meal.

Provost Rice answered that the Mental Health Task Force is not only to help students, but also to help faculty and staff. Provost Rice added that because the report created by the taskforce is long, the process to implement recommendations will be long, but faculty and staff are being considered.

SPECIAL ORDER

Adriene Lim & David Dahl, Dean of the Libraries & Associate Dean of Digital Services and Technologies

Library System Update

Chair Jarzynski invited Dr. Adriene Lim, Dean of the Libraries and David Dahl, Associate Dean of Digital Services and Technologies, to provide an update on the University of Maryland's Library System.

Lim began by explaining what will change in the system. In January 2023, UMD Libraries announced that, along with all members of the University of Maryland Affiliated Institutions (USMAI) Library Consortium, it will migrate to new management and search/discovery systems called Alma and Primo. Primo is a new search/discovery platform with enhanced user features. Primo will replace WorldCat UMD and Classic Catalog. Alma will bring much needed upgrades to core library operations, including; acquisitions, interlibrary loan, resource sharing, circulation of materials, e-resource licensing and management, knowledge organization and improved integration with campus systems. The new systems will go live on May 23, 2024.

Dahl explained that the UMD Libraries are making this change now to make use of the latest technologies and customized approaches in the library system. Changes will improve users' ability to search and retrieve information across the UMD Libraries, improve management of the Libraries' print, electronic, and digital collections, and enhance integration of data/services across University System of Maryland (USM) institutions and affiliated member libraries to obtain systems that allow for more innovation and local development. Dahl added that the current system, Aleph, is outdated (in place since 2003), and is no longer being developed by the vendor.

Dahl explained the benefits of the new library search/discovery platform, which include enhanced experience for the users, faster functionality, more information to discover, personalized search

experience, and improved mobile user interface to allow researchers to search on their mobile devices.

Lim explained the future key dates, which include April 8-26 where a review of the new system's prototype will take place, and a user-feedback period is open. User-account data freezes will occur temporarily on May 17, 2024, 5:00 P.M. EDT until the new systems are live. The new systems go live on May 23, 2024, during Intersession (between Spring Semester and Summer Term I). Lim added that McKeldin Library and several branch locations will be closed to the public on May 23-24, 2024.

Chair Jarzynski thanked Lim and Dahl and opened the floor to discussion of the special order.

Hearing none, Chair Jarzynski introduced the next business item.

SPECIAL ORDER

Stephanie Chang, Assistant Vice President for Diversity and Inclusion ***Belonging and Community Survey***

Chair Jarzynski invited Dr. Stephanie Chang, Assistant Vice President for Diversity and Inclusion, to present on the Belonging and Community Survey. Chang invited Dr. Dawn Culpepper, Director of the ADVANCE program, to also present.

Chang began by explaining that the survey is administered by Rankin Climate, an external vendor, hired to maintain neutrality and confidentiality, and will measure belonging and the experiences of students, staff and faculty who live, work and learn at UMD. The results will inform the creation of an action plan designed to improve belonging at UMD.

Culpepper explained the topics that are surveyed, which include demographic information, personal experiences, workplace climate, and perceptions of campus climate.

Culpepper emphasized that confidentiality is vital to the success of campus climate research. No information already protected through regulation or policy is requested. Culpepper further added that other than one question about the participants positions at the university, any question can be skipped. Responses will not be reported for groups of fewer than five individuals.

Culpepper explained the different ways the survey can be accessed, including online and in-person, as well as the incentives for participating, including donations to campus charities, and awards to campus units with highest participation rates.

Chang explained the survey timeline, beginning on April 3, 2024 when the survey launches, to Fall 2024, when results will be reported

Chair Jarzynski thanked Chang and Culpepper and opened the floor to discussion of the special order.

Hearing none, Chair Jarzynski introduced the next business item.

SPECIAL ORDER

John Bertot, Associate Provost for Faculty Affairs ***Appointment, Evaluation, and Promotion (AEP) Manual***

Chair Jarzynski invited John Bertot, Associate Provost for Faculty Affairs to present on the Appointment, Evaluation and Promotion (AEP) Manual.

Bertot began by providing context on the creation of the AEP Manual. Bertot informed the Senate that a Professional Track (PTK) Work Group was created during 2020-2023, with support from the professional track faculty structure developed between 2011-2016. A PTK Work Group was formed to be able to recommend potential solutions on policies and procedures. Bertot mentioned that [the public report](#) of the Work Group is available on the Faculty Affairs website.

Bertot added that the PTK Work Group is composed of administrators, PTK faculty, and Tenure Track (TTK) faculty. The working group was asked to review the current PTK faculty titles and designations as well as the campus-level PTK AEP promotion procedures and guidelines.

Bertot explained the AEP Manual establishes the rules and procedures for PTK faculty appointments and promotion reviews. The AEP Manual provides guidance on how units should conduct promotion reviews and creates a set of expected elements for promotion dossiers. Additionally, the creation of modified AEP criteria was developed to help faculty create customized sets of promotion criteria for unique cases.

Bertot added that the AEP Manual is not designed to resolve appointment disputes, contract concerns, employment actions, or personal matters, as there are other policies and procedures created to address those issues. Bertot explained the contents of the manual, including; a definition section information section for the candidate, information for administrators, a section outlining the process for expedited appointments and a series of appendices to provide guidance and information. Bertot added that the manual will be finalized by the end of spring and will go into effect in May 2025.

Chair Jarzynski opened the floor for questions or discussion.

Fatemeh Keshavarz-Karamustafa, TTK, ARHU, thanked Bertot for all the work his team has done, and particularly for allowing units a full year to review the details of the manual before it goes into effect. Keshavarz-Karamustafa asked if an individual unit has criteria defined for promotion which fits more with the expectations of PTK faculty.

Bertot answered yes, the manual is not to establish the review criteria but instead to provide uniformity on how the reviews are conducted. Bertot added that at a unit level it is recognized that one or two individuals may have unique paths, therefore the manual would provide guidance on how to design flexible criteria that would fit the needs of those individuals.

Katherin Wasdin, TTK, ARHU, asked why the AEP Manual is presented as an informational item instead of going through the Senate Executive Committee (SEC) and the Faculty Affairs Committee (FAC) first.

Chair Jarzynski answered that these manuals explain the implementation of the policies the University Senate Office created. Furthermore, these manuals are guidance for those policies, and not changes to the policies itself.

Debbie Simpkins, PTK, AGNR, asked when the final revisions and modifications to the AEP Manual will be available. Bertot answered that they will be available at the end of the academic year. Simpkins further asked if the criteria for the unique positions will also be available. Bertot clarified that the guidelines will be released, but the units need to work with their faculty members to develop an individual's customized plans.

Chair Jarzynski opened the floor for further questions or discussion.

Hearing none, Chair Jarzynski moved on to the next agenda item.

NEW BUSINESS

Chair Jarzynski opened the floor for new business items.

Sarah Oates, TTK, JOUR, asked if there could be a program extended to walkers like there is the Bike Rewards Program by the Department of Transportation (DOTS). Chair Jarzynski mentioned that a program would be in the purview of DOTS to handle, but that the University Senate Leadership will see if there is further consideration that can be offered.

ADJOURNMENT

The meeting was adjourned at 4:58 P.M.



PCC Proposal to Rename the College of Information Studies to the College of Information (Senate Document #23-24-29)

PRESENTED BY Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee

REVIEW DATES SEC – March 15, 2024 | SENATE – April 3, 2024

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT**

**NECESSARY
APPROVALS** Senate and President

ISSUE

The College of Information Studies proposes to change its name from the College of Information Studies to the College of Information. The college wishes to do so because they believe the name “Information Studies” no longer accurately represents the College. Since the College was renamed from the College of Library and Information Services to the College of Information Studies in 2001, there has been huge growth in the mission, research, educational programs and size of the College. For many years, the name Information Studies fit the college's research and education interests, but "studies" now fails to capture the rich set of education and research activities of the College, particularly the college's applied, practice-centered activities. Over the last decade, the College has addressed issues such as technology and policy for digital accessibility, sociotechnical design for providing privacy, co-design of information technology for specific populations including children and older adults, protecting people from mis- and disinformation, and the ethical application of artificial intelligence and machine learning by both the private and public sectors.

Adopting this name would also align the College with the other 53 iSchools in North America, among which “Information” is the most commonly used name. The College has socialized the name change with alumni, faculty, staff, students, College Advisory Board, UMD Senior Administration, Deans at UMD, and the UMD Office of Marketing and Communications; the proposal for the name change was met with strong support.

The proposal was approved by the Senate Programs, Curricula, and Courses committee on March 1, 2024.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on March 1, 2024. Keith Marzullo, Dean of the College of Information Studies, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new college name.

RISKS

If the Senate declines to approve this college name change, the current name will continue to be an inadequate description of the College's programs, research, and activities.

FINANCIAL IMPLICATIONS

There will be costs associated with updating marketing and communication materials, but there are no significant financial implications for college name changes.

**University of Maryland
PCC Proposal**

PCC Log No: 23090


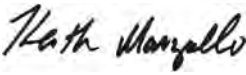
Program: n/a
Department/Unit: n/a
College/School: College of Information Studies
Proposal Contact Person (with email): Keith Marzullo, Dean, marzullo@umd.edu

Type of Action (check one):

Change to Unit, Department, or College
 Other:

Effective Term: Summer 2024

Approval Signatures *Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s). Digital signatures may be used.*

1. Department Committee Chair: n/a
2. Department Chair: n/a
3. College/School PCC Chair: Kate Izsak, 2/1/2024 
4. Dean: Keith Marzullo, 2/1/2024 
5. Dean of the Graduate School (if required): n/a
6. Chair, Senate PCC:
7. University Senate Chair (if required):
8. Senior Vice President and Provost:

Summary of Proposed Action (use additional sheet if necessary):

The College of Information Studies (INFO) at the University of Maryland (UMD) College Park proposes changing its name to the College of Information, effective June 1, 2024, to better communicate its mission and scope, reduce confusion, and bring the college in line with the nomenclature in the information studies/sciences field.

Instructions: When approved by the dean of the college or school, please email the proposal to pcc-submissions@umd.edu.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):

UNIVERSITY OF MARYLAND COLLEGE PARK

Proposal to Rename the **College of Information Studies** to the **College of Information**

January 2024

The College of Information Studies (INFO) at the University of Maryland (UMD) College Park proposes changing its name to the College of Information, effective June 1, 2024, to better communicate its mission and scope, reduce confusion, and bring the college in line with the nomenclature in the information studies/sciences field.

I. INFO’s name change request is aligned with the shifts in the college’s focus and scope

INFO was founded in 1965 as the UMD School of Library and Information Services—in response to demand for library science education in the DC/MD/VA area, which lacked a library school in a public university. From the start, INFO offered the Master’s Degree in Library Science and within 3 years added the PhD. Research in the college included the use of technology in accessing information and in library services. In 1973, it was renamed the College of Library and Information Services.

In the 1990s, library schools, including the INFO College, began to expand their areas of research and education in response to the rapidly advancing information age. More and more information was being produced and being disseminated from ever-increasing sources. INFO was expanding into data science and policy, digital literacy, and how the new world of information and technology could be leveraged to benefit individuals and social challenges.

In 2001, to reflect this evolution in its scope of academics and research, INFO was renamed the College of Information Studies. Dropping “libraries” and replacing “services” with “studies” was deliberate, and reflected both the broader scope of its research while still respecting its impact on practice and policy in libraries.

In 2003, our college launched the Master of Information Management program, and in 2005, we joined the growing iSchool Caucus (now an international organization of over 120 Information Schools). In 2011, the Master of Human-Computer Interaction program was launched. We were emerging as a leader in research and education in data science and human-computer interaction.

2015 (approx.) marks another turning point in the evolution of the information age—a heightened focus on topics such as AI, information gathering and use by the public and private sectors, social media, and privacy—resulting in a college that today in 2024 has greatly expanded its mission and scope since its renaming in 2001.

Over the last decade, the INFO College has increasingly addressed issues such as technology and policy for digital accessibility, sociotechnical design for providing privacy, co-design of information technology for specific populations including children and older adults, protecting people from mis- and disinformation, and the ethical application of artificial intelligence and machine learning by both the private and public sectors. We have grown to having over 60 faculty members who have PhDs in a wide set of fields including anthropology, biomedical and health informatics, cognitive science, communications, computer science, electrical engineering, English literature, information science, mathematics education, public policy, social psychology, and organizational psychology.

Today, INFO is a recognized leader in R&D around accessible technology, data visualization, human-computer interaction, social media, informal education, information justice/ethics, machine learning and AI, sociotechnical cybersecurity, and team science. Additionally, we continue to be a leader in the traditional core of libraries, archives and museums (e.g., our MLIS program has risen from #10 in 2013 to #4 in the latest *US News & World Report* college rankings).

Also over the last decade, this expanding world of information and its applications has driven rapid growth in career opportunities. To keep up with the demand, INFO launched nine new academic degree programs and pathways:

- B.S. in Information Science at College Park (2016)
- B.S. in Information Science at Shady Grove (2018)
- Dual Master Degree in Information Management and Community Planning (2019 in partnership with the UMD School of Architecture, Planning and Preservation)
- Dual B.S. in Information Science and MLIS (2021)
- Master of Professional Studies in Game, Entertainment, and Media Analytics (2021)
- Dual B.S. in Information Science and MIM (2022)
- Master of Professional Studies in Data Journalism (2022 in partnership with the UMD Philip Merrill College of Journalism)
- B.A. in Technology and Information Design (2022)
- B.S. in Social Data Science (2022 in partnership with the UMD College of Behavioral and Social Sciences and UMD School of Public Health)

From 2015 to 2023, INFO's student body grew by over 500%, from 450 students to 2500, with the undergraduate Information Science program becoming the second largest undergraduate program at UMD as of Fall 2023. The skills that INFO's graduates are learning continue to grow in tandem with the growing impact of information being everywhere—smart cities, social media, data journalism, gaming, technology design, AI, etc.—and the pace is not slowing down.

Adopting the name “College of Information Studies” 22 years ago made sense given our research and education at that time, but “studies” now fails to capture the rich set of education and research activities of INFO—particularly the college's applied, practice-centered activities. Rather than

retaining “studies” and adding more qualifiers including “science”, “technology”, and “engineering”, we wish to use a name that reflects our broad focus: the “College of Information.” Recent research (2023) with INFO alumni supports this point, showing a great variety of preferences for naming conventions that include science, sciences, studies, engineering, library studies, services, and more. “College of Information” would encompass the diversity of INFO alumni specializations.

Fellow iSchools have recognized this as well: the most popular nomenclature today being, simply, Information. As of 2023, there are 53 colleges and departments in North America that call themselves iSchools. These units have assumed the following titles, which reflect the growing trend towards just “information” to reflect our broad focus on sciences, technologies, and studies.

Name Convention	Count	%
Information	26	49%
Information Science	10	19%
Information Sciences	8	15%
Information Studies	6	11%
Other	3	6%
	53	100%

II. University Support for “College of Information”: UMD Office of Marketing & Communications; INFO Faculty & Staff

The INFO College engaged the UMD Office of Marketing and Communications (OMC) in the summer of 2023 for guidance and recommendations on branding. After conducting independent industry research, coupled with holding a workshop on August 18, 2023 with INFO faculty, staff, alumni, students, and board members, the OMC recommended the new name, College of Information. The OMC cites the pro that this is inclusive of all information studies, sciences, and degrees, and aligns with industry/academy trends for information colleges in higher education.

Additionally, the INFO College surveyed INFO faculty and staff in Oct 2023 and found that they are supportive of the name change to College of Information. (54% approval rate of this new name, higher than any other naming convention proposed.)

III. INFO College Request: Rename to the “College of Information”

Based on the assessment of the INFO College’s growing scope of research and academics, changing nomenclature in the information studies/sciences field, and stakeholder research, as well as advice from alumni, board members, deans, and the UMD Office of Marketing & Communications—the INFO College is proposing the name change to “College of Information,” effective June 1, 2024.



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 – April 8, 2024 | SENATE – April 23, 2024

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, the Senate Executive Committee (SEC) charged (Appendix 1) the Academic Procedures & Standards (APAS) committee with a review of a proposal submitted by Doug Roberts, Associate Dean for General Education and Associate Professor regarding the Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure [V-1.00(A)]. The proposal states that the University requires a final examination in every undergraduate course unless written permission is granted. Additionally, Roberts cited a need for courses to use the full academic calendar when assigning student work and deadlines and to ensure students are not given excessive amounts of work during the final week of classes as they prepare for finals.

Amy Karlsson, APAS Committee Chair presented the report to the Senate at the September 6, 2023, meeting (Appendix 3). During discussion of the committee’s report at the Senate meeting, Senators asked for clarification about proposed policy language, including the exceptions of what constitutes a culminating project that allow a graded assessment greater than 10% in the last week of classes and the definition of the last week of classes, and they expressed concern about the 10% restriction during the last week of classes. Ultimately the Senate voted to return the proposal to the committee. The SEC provided an amended charge to the committee on December 8, 2023 with additional charge elements to consider (Appendix 4).

RECOMMENDATION

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.

COMMITTEE WORK

The APAS Committee started its work by reviewing the proposed policy language. After reviewing the proposed policy language for any perceived points of ambiguity, changes were made to the language. The committee began with clarifying the definition of the “last week of classes” by referencing the “the last day of classes” published in the academic semester calendar by the

Registrar's Office. The language added by the Senate floor motion regarding departments being allowed to mandate final exams was edited to better reflect different units, since not all units are "departments." For clarity, the word "policy" was also changed to "guidelines." The committee agreed that the revised language "Unit-level guidelines may require that specific courses administer final exams" still met the purpose of the amended language provided on the Senate floor.

The committee widened the intent of the language to clarify that quizzes and assignments worth less than 10% could be due in the last week and not limited to due in person class periods. Specific types of alternative assessments were discussed to confirm the feasibility of the exceptions. Additional examples were added noting that, although the examples provided are not exhaustive, these additional examples would help clarify all the types of end-of-semester assessments considered as alternative assessments.

It was noted that the committee had very little feedback about the overall intent of the proposed policy changes as the Senate's discussion became very focused on the specific policy language. The committee still grappled with the lack of feedback on the overall proposed policy changes. Members deliberated if major or minor changes were needed. To address this, a request was made for a special presentation to be given at a Senate meeting. It was approved by the SEC in October 2023. On November 1, 2023, APAS Chair Karlsson gave a special presentation that included straw poll questions to the Senate to gain additional feedback about the proposed policy changes. The straw poll results indicated overall support for the proposed policy changes. Based on the Senate's feedback and discussion, the SEC provided an updated charge (Appendix 4) to the committee on December 8, 2023, with instructions to review the additional charge elements but not to completely rework the entire proposal.

Considering the Senate's concern about the percent limit allowable during the last week of classes, the committee discussed, to a considerable length, the merits of the proposed 10% limit on assessment during the final week of classes. The committee reviewed additional peer institutions' policy data (Appendix 5) to examine how different institutions address limitations during the last week of classes. The committee sought feedback from a representative with the Teaching and Learning Transformation Center (TLTC) and a group of undergraduate students. Key points from these discussions were confirmation that 10% of the course grade is a reasonable limit for the last week of classes and projects due in the last week greater than 10% are acceptable so long as the project is assigned early in the semester and no final exam is given.

After consideration of multiple viable options, members voted for their preferred choice by ranking the options. Members expressed their appreciation for the proposed policy option because it addresses concerns that the Senate, students, and faculty raised about the completion of work in last week. It meets the goal of preventing overburdening of students in the last week of classes, while avoiding the complexity of the other policy proposal options considered.

The APAS committee members voted electronically to approve the final proposed policy language, and the language was approved by the committee on February 19, 2024. The Office of General Counsel was consulted for a legal review of the proposed policy revisions on February 19, 2024, and no recommended changes were advised.

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

2023-2024 Committee Members

Amy Karlsson (Chair)
John Buchner (Faculty)
Shannon Buenafior (Staff)
William Cohen (Ex-Officio-Provost's Rep)
Linda Coleman (Faculty)
Adrian Cornelius (Ex- Officio-University Registrar Rep)
Crystal Davis (Faculty)
Joseph Eggen (Faculty)
Jason Farman (Faculty)
Alka Gandhi (Faculty)
Shannon Gundy (Ex-Officio-Director of Undergraduate Admissions Rep)
Rachel Haber (Faculty)

Natalia Hlasko (Undergraduate Student)
Katherine Izsak (Faculty)
Lisa Kiely (Ex-Officio- Undergraduate Studies Rep)
Michael Kio (Faculty)
Marilee Lindmann (Faculty)
Li Ma (Faculty)
Crystal Niu (Undergraduate Student)
Veronica Vaisman (Graduate Student)

Date of Submission

March 2024

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 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). Roberts proposed removing the explicit requirement for a final exam and asked that, if courses administer final examination, they would be required to adhere to the final examination schedule as the policy currently states in Paragraph II.A.1.i.2. Additionally, Roberts cited a need for courses to use the full academic calendar when assigning student work and deadlines and to ensure students are not given excessive amounts of work during the final week of classes as they prepare for finals in other courses. Roberts proposed limiting work due in the last week of classes to no more than 10% of the course grade. The proposer envisioned these changes would relieve pressure placed on students and allow faculty the latitude to conduct their courses and assessments as appropriate.

In September 2021, the SEC provided a charge document (Appendix 1) to the Academic Procedures & Standards (APAS) committee for a review of the proposal. During the committee's review an updated charge was provided (Appendix 2). The APAS committee's report (Appendix 3) was provided to the Senate Office by the stated deadline of May 8, 2023.

Amy Karlsson, APAS Committee Chair, presented the report to the SEC at the August 21, 2023, meeting, and the SEC voted to add the report to the September 6, 2023, Senate meeting agenda. During discussion of the committee's report at the Senate meeting, Senators asked for multiple examples to clarify what constitutes a culminating project that would allow a graded assessment greater than 10% in the last week of classes. Concern was also expressed about the 10% limit.

A concern was made by a Senator that the policy should state that a department should have the right to determine if a final is necessary. APAS Chair Karlsson explained that the faculty still have the ability to give a final. The new proposed policy language does not prohibit faculty from giving a final but rather removes the mandatory requirement. Despite the explanation, a Senator made a motion to amend the proposed policy language to include that “Individual departments have the right to set their own policies that certain courses have mandatory final exams.” The motion was approved.

Senators also questioned the language to define the “last week of classes.” Additional discussion about the proposed policy language of “last week of classes” voiced Senator concerns about the definition of a week, calendar days vs. class days, and the need for a definition of when the last day of classes occurs. After multiple motions were made to clarify the language, the amended language drew comments from Senators that the proposed language was still ambiguous. Ultimately, the Senate voted in favor of returning the proposal to the committee.

COMMITTEE WORK

At the APAS committee’s meeting on September 22, 2023, Chair Karlsson provided a summary of the Senate’s actions and the feedback provided as a result of the presentation at the September 6, 2023, Senate meeting. The committee began work to clarify the proposed policy language based on the received feedback. It was noted that the committee had very little feedback about the overall intent of the proposed policy changes as the Senate’s discussion became very focused on the specific policy language.

After reviewing the proposed policy language for any perceived points of ambiguity, changes were made to the language. The committee started by clarifying the definition of the “last week of classes.” It was determined that referencing the academic semester calendar published by the Registrar’s Office would provide a fixed date (last day of classes) by which to count back seven calendar days. Members agreed that “the last week of classes, defined as the final seven calendar days of the semester ending on the “Last day of classes” published in the academic calendar” was clear.

Additionally, a representative of the Registrar’s Office confirmed that a final exam week is only scheduled for fall and spring academic semesters. Winter and summer semesters do not have a final exam week scheduled by the Registrar’s Office. The committee determined that the language “Final examinations are scheduled for the fall and spring semesters” was redundant and not necessary.

The language added by the Senate floor motion regarding departments being allowed to mandate final exams was edited to better reflect different units since not all units are “departments” and, for clarity, the word “policy” was changed to “guidelines.” The committee agreed that the revised language “Unit-level guidelines may require that specific courses administer final exams” still met the purpose of the amended language provided on the Senate floor.

Committee members continued to address ambiguous language based on the feedback received from the Senate. They reviewed a concern regarding whether assessments due in the last week were limited to only those provided in person. Committee members agreed that widening the intent of the language to clarify that quizzes and assignments worth less than 10% could be due in that last week and were not limited to being due during class periods.

Committee members continued to discuss how various courses conduct student assessments of learning to ensure that the committee's intent of including the alternative assessments in the exceptions could encompass reasonable assessment modes in different fields. Members provided the grading rationale for the various formats of non-traditional finals. The specific types of alternative assessments were discussed to confirm the feasibility of the exception and the limitation. Additional examples were added noting that, although the examples provided are not exhaustive, these additional examples would help clarify all the types of end-of-semester assessments considered as alternative assessments.

After the committee made policy language changes to address specific concerns, the committee still grappled with the lack of feedback on the overall proposed policy changes. Members deliberated whether major or minor changes were needed. To address this, a request was made to the SEC for a special presentation to be given at a Senate meeting. The request was approved by the SEC in October 2023, allowing APAS Chair Karlsson to give a special presentation. On November 1, 2023, APAS Chair Karlsson gave a special presentation to the Senate to gain additional feedback about the proposed policy changes. Straw poll questions were asked with results indicating an overall support for the committee's proposed policy changes and confirmed the "last week of classes" as defined in the updated proposed policy language was clearly stated. While the Senate indicated strong support for a limit on assessments due during the last week of classes, support for a limitation of 10% of the course grade was narrower. Based on the Senate's feedback, the SEC provided an updated charge (Appendix 4) to the committee on December 8, 2023, with instructions to consider the additional charge elements but not to rework the entire proposal review.

Considering the Senate's concern about the percent limit allowable during the last week of classes, the committee discussed, to a considerable length, the merits of the proposed 10% limit on assessment during the final week of classes. Additional data and feedback were obtained. The committee reviewed additional peer institutions' policy data (Appendix 5) to examine how different institutions address limitations during the last week of classes. A consistent finding in the policies was they require that, if a final exam is given, it must be given during the scheduled finals week. Otherwise, the data ranged from no limitations, different percent limitations, limitations on only test/quizzes, or limitations on projects/papers. There were also different numbers of days that work is limited before finals week, ranging from a couple of days to two weeks.

The peer institution data review indicated that some institutions allow alternative assessments to be due in the last week of classes with a requirement that the assignment was given with the logistical details provided a specified number of weeks in advance. The committee appreciated the advantages of this requirement as it would ensure a student's ability to plan for their workload. This type of language was included in the proposed policy language. The committee chose the specified number of weeks that an alternative assessment can be assigned by factoring in the registrar's calendar "Drop Period" end date. Members determined that the addition of this requirement could help a student make an educated decision about the entirety of the expected workload at the end of the semester.

The committee consulted with a representative from the Teaching and Learning Transformation Center (TLTC). The representative said literature supports small, frequent assessments are better than one or two large assessments in terms of learning. The TLTC representative supported a limitation on work that can be due during the last week of classes and confirmed that a 10% limit of the final grade is a very reasonable amount. The TLTC representative suggested that faculty could meet the proposed 10% limitation in courses by breaking up projects into smaller segments, leaving only a portion worth 10% of the final grade to be due in the last week of classes. They stated this

technique gives an added bonus for faculty to help with meeting the 48-hour final grades deadline since a large portion of the project has already been graded.

During committee deliberations, members asked if the committee was attempting to solve a problem for students that may not exist. It was suggested that seeking students' input could be useful to help guide the proposed policy language. The committee considered feedback from a group of undergraduate students. Key points from the discussion were that students support a change to the policy to reduce stress levels and agreed that a 10% limit is a reasonable amount. Multiple students stated that exams are much more stressful than projects or papers. The students supported maintaining the flexibility of having long-term projects greater than 10% of the grade due in the last week of classes, provided they are assigned relatively early in the semester and no final exam is given. All the students agreed that removing the final exam requirement would be a benefit as it would allow alternative methods for faculty to assess learning of the material and eliminate final exams with no clear pedagogical purpose being given solely to meet the final exam requirement.

In the consideration of all the new data, the APAS committee members strongly agreed that maintaining a limit on the work due in the last week of classes was important and reasonable. The committee members acknowledged the challenge in deciding on the best approach for a proposed policy due to the many reasonable options discussed by the committee. Multiple policy options were drafted; committee members provided comments on and selected their preferred option by ranking the options.

During a review of the option ranked highest by committee members, it was noted that the proposed policy language relaxes the last-week constraint substantially compared to the version previously brought to the Senate. Members expressed their appreciation for the selected proposed policy option because it addresses concerns that the Senate, students, and faculty raised about the completion of work in last week. It meets the goal of preventing overburdening of students in the last week of classes, while avoiding the complexity of the other policy proposal options considered.

The APAS committee members voted electronically on the final proposed policy language, and the language was approved by the committee on February 19, 2024. The Office of General Counsel was consulted for a legal review of the proposed policy revisions on February 19, 2024, with no recommended changes advised.

RECOMMENDATION

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.

APPENDICES

- Appendix 1 — Original Charge from the SEC
- Appendix 2 — Updated Charge from the SEC
- Appendix 3 — Original APAS Committee Report
- Appendix 4 — Updated Charge from the SEC with additional charge elements
- Appendix 5 — Peer Institution Data



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 2024**)

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 when one is established and published by the Office of the University Registrar. Unit-level guidelines may require that specific courses administer final exams. When a final examination period is scheduled, no final examinations shall be administered on Reading Day or during the last week of classes, defined as the final seven calendar days of the semester ending on the "Last day of classes" published in the academic calendar.**

When a final examination is administered during finals week, no exams or alternative assessments worth more than 10% of the course grade may be due or administered during the last week of classes.

If a course has no final examination administered during the final examination period, alternative end-of-semester assessments (e.g., term papers, final projects, presentations, performances, lab practicals) worth more than 10% of the course grade may be due during the last week of classes, if detailed expectations for the assessments are provided by the end of the 9th week of classes. Alternatively, these end-of-semester assessments may be due during the time scheduled for the final exam of the course during the final examination period, but they may not be due on Reading Day.

~~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. **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~~ e. There shall be academic accommodations for students in accordance with University policies, including policies on disability and accessibility, excused absences, and sexual misconduct.
- ~~e~~ f. 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~~ g. There shall be reasonable access to the instructor during announced regular office hours or by appointment.
- ~~g~~ h. There shall be regular attendance by assigned faculty unless such attendance is prevented by circumstances beyond the control of the faculty member.
- ~~h~~ i. There shall be reasonable adherence to the course syllabus.
- ~~i~~ j. 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 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~~ k. 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~~ l. 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~~ m. 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~~ n. 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

- i. the existence of new and relevant evidence of a significant nature which was not reasonably available at the time of hearing. 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: The student shall file with the Provost a timely written grievance.

- a. 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.
- b. 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.

- c. 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.

- d. 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.

- e. In its discretion, the screening board may request further written submissions from the student and/or the dean.
- f. 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.
- g. 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.

- h. 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.

- i. 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.
- j. 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.

- k. 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.
- l. 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.

Appendix 1 - Original Charge



UNIVERSITY SENATE

CHARGE

Charged: September 20, 2021 | Deadline: April 6, 2023

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.



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*.

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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](#)).
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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 the University Senate Office, senate-admin@umd.edu.



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/ROI/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%20final,during%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

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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.



**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

Based on the Senate's vote and subsequent feedback provided at the November 1, 2023 Senate meeting, the Senate Executive Committee (SEC) and Senate Chair Jarzynski request that the Academic Procedures & Standards (APAS) Committee review the following additions to the original charge of the *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. Consider Senate feedback to refine proposed policy language changes for clarity.
2. Based on Senate feedback and data obtained from the original charge element #3, consider adjusting the 10% limitation stated in the proposed policy language on assignments / assessments that can be due during the last week of classes.

We ask that you submit a report to the Senate Office no later than **March 25, 2024**. If you have questions or need assistance, please contact the University Senate Office, senate-admin@umd.edu.

Appendix 5 - Peer Institution Data-Limitations in Last Week of Classes

Institution	Link to relevant policy	Assessment Limitation in last week of classes - Key Points	Notes
UMD	https://faculty.umd.edu/main/activity/teaching-policies-guidelines#final-examination-policies-and-guidelines	Final examinations or assessments may not be rescheduled to the final week of classes or to Reading Day.	No USM policy.
Penn State	https://senate.psu.edu/policies-and-rules-for-undergraduate-students/44-00-examinations/#44-20	Course instructors shall: *Offer a full schedule of instruction (e.g., fifteen weeks in a fifteen-week semester). *Schedule no examinations during the last week of classes. (Quizzes and narrowly limited tests in support of classroom instruction worth no more than ten percent of the semester grade may be given during the last week of classes.) *Schedule any end-of-semester examinations worth more than ten percent of the course grade during the final examination period. *Where end-of-semester examinations are not administered, require the submission of any alternative integrative and evaluational means worth more than ten percent of the course grade (e.g., term paper, final project report, take-home examinations, or studio projects) no earlier than the first day of the final examination period.	*Limit of 10% in last week of classes for exams *If no "end-of-semester" exam given, alternative assessments >10% must be due no earlier than first day of exam period. *Unclear if courses are allowed to have alternative assessment due in last week if course is not having final exam.
Indiana University	https://bulletin.indiana.edu/registration/examinations-policies/index.html#resources	*The week prior to the examination period shall be free of major or final examinations, except for practical tests serving to conclude laboratory periods. *Final projects, papers, or similar non-examination cumulative evaluation mechanisms, including those assigned in teams, may be due during free week of finals week provided they are specifically assigned with a clear due date in the class syllabus or other information distributed to students no later than the first week of classes. *Final examinations for course sections that are not scheduled to meet through the last weeks of classes (e.g., first eight-week classes) should be held during the last class meeting. [This portion of policy refers specifically to fall and spring terms; other terms addressed elsewhere.]	*No "major " or final exams in last week *No description of what constitutes "major" exam *Non-exam assessments can be due in last week if stated in syllabus
U of Iowa	https://registrar.uiowa.edu/final-exam-policies	No relevant policy on last week of classes	
U of Michigan	https://ro.umich.edu/calendars/final-exams	No relevant policy on last week of classes [Policy on grades: Grades are due 72 hours after the final exam is given or 72 hours from the due date of the work submitted by the student(s) if there is no final exam. https://ro.umich.edu/faculty-staff/grading]	
Michigan State	https://reg.msu.edu/AcademicPrograms/T_ext.aspx?Section=112#s499	If an instructor requires a written report or take-home examination in place of a final examination, it shall not be due before the final examination period scheduled for that course.	
U of Minnesota	https://policy.umn.edu/education/exam	*Comprehensive examinations[...] must be given during the final examination period. *The only examinations allowed during the last week of classes are those equivalent in scale, scope, length, and percent of grade to other examinations given in that class during the term. Although late-semester examinations may rely on cumulative knowledge of the work of the course during the semester, such examinations must not be comprehensive in nature if they are given prior to the final examination period. *Laboratory practicums may be given during the final week of classes during the normal lab period *Take-home or other out-of-class finals may be distributed prior to the final exam period but may not be due before the scheduled final exam for that course.	*Allows exams similar to other exams--as long as they aren't comprehensive--to be given during the last week
U of Nebraska-Lincoln	https://registrar.unl.edu/academic-standards/policies/fifteenth-week-policy/	*The only examinations that may be given during the last week (15th week) of classes are: laboratory practical examinations, make-up or repeat examinations, and self-paced examinations. However, the following must be applied: *Projects, papers, and speeches scheduled for completion during the last week (15th week) of classes must have been assigned in writing by the end of the eighth week and must be completed no later than Wednesday of the 15th week...Furthermore, ALL requirements, except for the final exam, must also be completed no later than Wednesday of the fifteenth week. However, if the instructor is replacing the final exam with either a project, paper, or speech, the due date for the assignment can be any time during the 15th week or during finals week (providing that the assignment has been given by the eighth week).	*Limits exam in last week to specific types of exams *If alternative assessments that do not replace a final exam are scheduled/due during the last week, they must be assigned by the end of the 8th week of classes and must be completed by Wed of the last week of classes. No assessments except the final exam can remain for students after Wed. *If alternative assessment is replacing an exam, it can be due any time during last week or finals week, as long as it was assigned by the 8th week.
Northwestern	https://www.registrar.northwestern.edu/calendars/final-exam-schedules/final-exam-schedule-policies.html	No relevant policy on last week of classes	
Ohio State	https://trustees.osu.edu/bylaws-and-rules/3335-8	No relevant policy on last week of classes	
U of Illinois	https://studentcode.illinois.edu/article3/part2/3-201/	No relevant policy on last week of classes	
Purdue	https://catalog.purdue.edu/content.php?catoid=15&navoid=18634&hl=%22Final+Examinations%22&returnto=search&_ga=2.200552806.973785891.1669148820-178613704.1662587374#b-final-examinations https://www.purdue.edu/registrar/faculty/scheduling/even-final_exam_schedule.html	**"Quiet Period" shall occur during the last Monday through Saturday (during the fall and spring terms), or the last three days (for 8 week terms), or the 1 day (in 3-4 week terms) of the instruction period preceding the final examination period. **"Quiet Period" is defined as a time during which courses that conduct or collect an assessment during the final exam period shall refrain from assigning or collecting assessments. Here, "assessments" are defined as activities relating to the course's learning objectives that students turn in for class credit that the course instructor intends to use to judge whether students have met the associated learning objectives. Assessments do not include class participation during normally-scheduled class time. Courses that do not offer an assessment (such as a final exam, quiz) during the final examination period are exempt from following the restrictions on Quiet Period.	*Quiet period limits only courses that have assessments administered/due during finals week

Institution	Link to relevant policy	Assessment Limitation in last week of classes - Key Points	Notes
Rutgers-New Brunswick	https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-policies	<p>*Quizzes and lower-stakes tests worth less than 20% of the final grade are allowed during the last two weeks of the semester.</p> <p>*Faculty may also assign papers and projects that are due during the last two weeks of the semester. Faculty should be sensitive to students' workloads. Faculty must provide instructions and materials needed for the assignments, papers, and projects worth 20% or more of the final grade at least three weeks before their due dates.</p> <p>*However, final exams, papers, and projects cannot be disguised as hourly exams or weekly assignments. Cumulative final exams, papers, and projects must be given or due during the official final exam period.</p> <p>*Due dates for substantial final papers or take home exams assigned during the 13 and 14th week of the semester should be set no earlier than the scheduled exam time for the course.</p>	<p>*Last two weeks has limitation for quizzes and tests of 20% of grade, but this doesn't include papers/projects.</p> <p>*Projects/papers due in last two weeks and 20% or more of grade must be assigned at least 3 weeks before due date.</p> <p>*Cumulative exams, papers, and projects must be due during final exam period.</p>
U of Wisconsin-Madison	https://policy.wisc.edu/library/UW-862	<p>*Final examinations or other summary period activities cannot be scheduled during the two weeks preceding the summary period. [Policy on grades: All course grades must be completed by each instructor and submitted to the Office of the Registrar three days (72 hours) after the last final exam day, regardless of whether or not a two-hour summary block exam was held. Upon request, instructors will be granted an extension of an additional three days (72 hours) to accommodate grading needs for exams scheduled during the last three exam days.]</p>	<p>*Policy is not very clear on what "summary period activities" are, so it isn't clear what is allowed. Are projects allowed?</p>
Iowa State University	https://www.provost.iastate.edu/academic-programs/policies/prep-week-and-finals-week	<p>*For each fall and spring semester, the last full week of classes before final examinations is designated as Prep Week. [...] The restrictions established by this Prep Week policy are:</p> <ul style="list-style-type: none"> -Due dates for mandatory graded submissions of any kind that fall within Prep Week must be listed on the syllabus provided at the start of the course. -Mandatory final examinations may not be given during the Prep Week period except for laboratory courses or courses that meet weekly and for which there is no contact during the normal final examination week. -No in-class quizzes or exams may be given on the Thursday and Friday of Prep Week. Quizzes/exams that are administered outside of class such as take-home exams, online exams, or exams given in the testing centers must: 1) open no later than Wednesday at noon of Prep Week, and 2) only cover material presented on or before the Tuesday of Prep Week. -Exceptions to this policy include the following: [...] Lab components of courses, [...]. Regularly used formative assessments intended to enhance student engagement and guide course delivery 	<p>*No mandatory in class exams/quizzes on last two days of final week</p> <p>*Anything due in last week has to be listed in syllabus</p> <p>*Includes exception for regularly used formative assessments</p>
UC Berkeley	https://academic.senate.berkeley.edu/coc-handbook/2.1.12	<p>*Reading, Review, and Recitation (RRR) Week is the week following the end of formal class instruction and preceding the start of final exams and is intended for students to have free time to prepare for exams, to work on final papers and projects, and to participate in review sessions and meetings with instructors</p> <p>*Types of activities that should not be scheduled during RRR week</p> <ul style="list-style-type: none"> -Mandatory exams and quizzes including final exams -Required submission of papers or projects that are assigned in lieu of a written final exam. Instructors are encouraged to give students the full benefit of the RRR week for consultation with their instructors and revision. Due dates should ideally be set for the day on which the written final exam would have been given and may not be set any earlier than the first day of the final exam period. *Types of activities that may take place during RRR week in certain circumstances -Mandatory recitation activities such as poster sessions, oral presentations of research, and debates, when time and venue constraints make the RRR period the only feasible time to do so. In such cases, instructors should maximize flexibility and scheduling options because students are likely to have other academic commitments during the RRR week. -Capstone presentations for "special format" courses, such as performance- or studio-based courses Instructors are encouraged to schedule these activities outside of RRR week whenever possible. However, such courses may need to use the flexible scheduling opportunities presented by the RRR week for mandatory culminating performances, studio critiques, or other types of capstone presentations that count toward students' final grades, particularly those activities that may require special venues. 	<p>*Has week analogous to UMD's Reading Day.</p> <p>*Some assessment activities allowed during this week, which could be relevant for what is allowable during last week of classes</p>
UNC Chapel Hill	https://registrar.unc.edu/academic-services/policies-procedures/university-policy-memorandums/upm-8-examination-system/	<p>*No special preparation quizzes may be given during the last five days of classes (last 2 days of classes for Summer School) before the beginning of the final examination period.</p> <p>*Courses with one hour of academic credit may administer their final exams during the last class period; all others must follow the published Final Examination Schedule.</p> <p>*Faculty employing an alternative form of final assessment must adhere to the general final examination schedule, must allow adequate time for completion, and should bear in mind that the students have other scheduled examinations.</p>	<p>*Not clear what a "special preparation" quiz is</p>
UCLA	https://catalog.registrar.ucla.edu/Policies-and-Regulations/Academic-Policies/Examinations	No relevant policy on last week of classes	
University of Oregon	https://registrar.uoregon.edu/calendars/examinations/final-examination-policy	<p>*Faculty legislation controls the assignments that may be made during the last week of regular classes, commonly known as "Dead Week".</p> <p>*In the week preceding final examinations during Fall, Winter, and Spring terms:</p> <ul style="list-style-type: none"> -No examination worth more than 20% of the final grade will be given, with the exception of make-up examinations. -No final examinations will be given under any guise. -No projects will be due unless they have been clearly specified on the class syllabus within the first two weeks of the term. -Take-home examinations will be due no earlier than the day of the formally assigned final examination for the class in question. 	<p>*Disallows exams worth more than 20% of grade</p> <p>*Any projects that are due must be clearly specified on syllabus</p> <p>*No take home exams may be due</p>

Institution	Link to relevant policy	Assessment Limitation in last week of classes - Key Points	Notes
University of Washington	https://www.washington.edu/students/reg/examguide.html	No relevant policy on last week of classes	
USC	https://classes.usc.edu/term-20241/finals/	No relevant policy on last week of classes	