February 2, 2011

MEMORANDUM

TO: University Senate Members

FROM: Linda Mabbs
                    Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, February 9, 2011

The next meeting of the University Senate will be held on Wednesday, February 9, 2011. The meeting will convene at **3:15 p.m**., in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office[1] by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

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

Meeting Agenda

1. Call to Order

2. Approval of the December 8, 2010, Senate Minutes (Action)

3. Report of the Chair

4. Review of the Final Exam Policy (Senate Doc. No. 09-10-07) (Information)

5. Re-evaluation of the Student Teacher Evaluations at UMD (Senate Doc. No. 10-11-06) (Information)

6. PCC Proposal to Revise the Title of the Bachelor of Arts in Italian Language and Literature to the Bachelor of Arts in Italian Studies (Senate Doc. No. 10-11-35) (Action)

7. Review of Quorum Calculation in Senate Standing Committees (Senate Doc. No. 09-10-41) (Action)

8. Proposal to Increase Access to Public Records (Senate Doc. No. 09-10-47) (Action)

9. Proposal to Review Retirement Program Selection Process (Senate Doc. No. 10-11-10) (Action)

10. Report of the General Education Implementation Committee: The General Education Implementation Plan (Senate Doc. No. 10-11-31)
    A. Procedural motion
    B. Discussion & Vote of the General Education Implementation Plan

11. New Business

12. Adjournment

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

University Senate

December 8, 2010

Members Present

Members present at the meeting: 92

Call to Order

Senate Chair Mabbs called the meeting to order at 3:25 p.m.

Approval of the Minutes

Chair Mabbs asked for additions or corrections to the minutes of the November 11, 2010 meeting. Hearing none, she declared the minutes approved as distributed.

Report of the Chair

Mabbs thanked the committee chairs for their "behind-the-scenes" work this semester. She explained that the Senate would receive the result of their work in the spring semester.

Committee Reports

Reapportionment of the Faculty & Undergraduate Senators of the College of Computer, Mathematical, and Natural Sciences (CMNS) (Senate Doc. No. 10-11-25) (Information)

Mabbs explained that because of slight variations in total populations after the integration of the College of Computer, Mathematical, and Natural Sciences (CMNS), the Elections, Representation, & Governance (ERG) Committee has recommended an increase of faculty representation from 21 to 22 and undergraduate representation from 3 to 4. These changes will take effect during the election process for 2011-2012 senators. This report was included as an informational item to the Senate.

PCC Proposal to Suspend the Bachelor of Science Program in Physical Education (Senate Doc. No. 10-11-29) (Action)

Mabbs explained that the PCC Proposal to Suspend the Bachelor of Science Program in Physical Education was not an item for vote but an informational item. Any further action on this program will be considered in two years, and whether a discontinuation is recommended at that time, it will then be brought to the Senate for an up-down vote.

Nominations Committee Slate 2010-2011 (Senate Doc. No. 10-11-27) (Action)

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

Eric Kasischke, Chair of the Committee on Committees, presented the Nominations Committee Slate to the Senate and provided background information on the committee's work.

Mabbs opened the floor to any further nominations. There were none.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was 76 in favor, 0 opposed and 2 abstentions. **The motion to approve the slate passed.**

Proposal for Changes to the Optional Retirement Plan (Senate Doc. No. 10-11-30) (Action)

Robert Schwab, Chair of the Faculty Affairs Committee and Cynthia Shaw, Chair of the Staff Affairs Committee, presented the proposal to the Senate and provided background information.

Mabbs opened the floor to discussion.

Senator Tilley, Faculty, College of Agriculture& Natural Resources, asked why there is a mandate for employees to contribute 2% to the optional retirement plan. He stated that this was an unfair mandate that should be removed.

Schwab responded that this was included to increase the likelihood of the proposal being accepted by the State Legislature. The committee did not think it would be accepted without the employees as well as the State contributing.

Senator Tilley, Faculty, College of Agriculture& Natural Resources, asked about the advantage to the State if employees are mandated to contribute 2%.

Schwab responded that we recognize this to be so critical an issue that we too are willing to contribute during this difficult financial time. We are prepared to take on part of that responsibility without asking the State to shoulder the entire burden.

Senator Loeb, Faculty, Robert H. Smith School of Business, stated that he was aware of a state commission looking at health benefits for retirees. He asked whether they were consulted and what are the economic consequences to those who chose the pension system or the retirement system?

Schwab responded that the goal of this proposal is to increase parity between the two systems. He also stated that the state commission was not consulted.

Senator Lauer, Exempt Staff, College of Computer, Mathematical, and Natural Sciences, stated that there was a past proposal that was declined but explained that this proposal is important to make us more competitive and is more humane to our employees. He also stated that other states that contribute at a higher rate require employee contributions and the state system also requires employee contributions

between 5-7%. He is strongly in favor of the proposal but is skeptical that it will get through the General Assembly because of the current economic situation.

Schwab stated that Human Resources surveyed peer institutions and found that the median state contribution is 10% so we are quite a bit behind them.

Senator Tilley, Faculty, College of Agriculture & Natural Resources, stated that faculty and staff are already contributing to their 403b supplemental account which shows their willingness to contribute. He feels that this proposal would force employees to throw their money away.

Schwab responded that there would be no impact for those already contributing. He also stated that there are various investment vehicles for employees in the optional system.

Mabbs called for a vote on the proposal. The result was 62 in favor, 9 opposed and 10 abstentions. **The motion to approve the proposal passed.**

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Special Order of the Day
The Draft General Education Implementation Plan
(Senate Doc. No. 10-11-31)

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Mabbs explained that the Senate approved the General Education Plan in the Spring 2010 semester. During this approval process, one amendment was approved which stated that the Implementation Plan be brought back to the Senate for review and approval. She clarified that the Senate approved the new General Education program last spring and Undergraduate Studies has been working hard to develop a plan for its implementation. We will now look at the result of that work and how best to implement the new General Education program.

Mabbs explained that the Senate's purpose today was to provide feedback to the Implementation Committee on the Draft plan. This is the Senate's opportunity to voice any concerns or suggestions that it may have so that the committee may consider them before finalizing the plan. Mabbs explained that the final implementation plan will be discussed and voted on at the February 9, 2011 Senate Meeting.

Procedural Motion
Mabbs explained that the Senate Executive Committee (SEC) has submitted a procedural motion to help facilitate the discussion of the draft plan. The motion is outlined as follows:
1. In order to focus discussion on each topic, the draft implementation plan will be reviewed in 5 major areas:
    a. General Education Learning Outcomes
    b. Faculty Boards
    c. Guidelines and Requirements for the Course Categories
    d. CORE and the New General Education Program

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     e. Other

  2. Speakers will be limited to 2 minutes on each topic.

  3. Speakers may not speak a second time on a topic until all others who wish to speak have had the opportunity to do so.

Please note that there are no time restrictions on the total amount of discussion for each of the 5 major areas.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was 73 in favor, 8 opposed, and 4 abstentions. **The procedural motion passed.**

Mabbs invited Eric Kasischke, Chair-Elect, to the platform to time each speaker.

Discussion of the Draft General Education Implementation Plan
Mabbs explained that members of the General Education Implementation Committee and Donna Hamilton, Associate Provost and Dean for Undergraduate Studies were invited to attend the meeting. Should the Senate have questions that need responses, she will direct Dean Hamilton or a committee member to respond. Mabbs then introduced Dean Hamilton to give a brief overview of the work of the Implementation Committee.

Key Elements
Hamilton stated that it is important to hear from the campus community and especially the students. The new program raises the requirements in fundamental studies, eliminates the SAT exemptions, requires professional writing of all students, and has a course in analytic reasoning and oral communication. These higher requirements speak to the quality of our university and to our desire to prepare our students for success at Maryland and when they leave. The program has four distributive studies categories (humanities, history, and social sciences, natural sciences and scholarship in practice) and three additional categories including understanding plural societies and cultural competence and the I-series. This will result in 40 credits in general education.

Implementation Committee's Work
Hamilton gave a brief overview of the Implementation Committee's work. In late May, 11 committees with 67 people total were appointed to write the learning outcomes of the various categories. They define the categories and come into play when the faculty design and submit courses for the program. They are posted on the Undergraduate Studies website for comment. The Implementation Committee developed the membership and responsibilities of the boards. The faculty boards, comprising 62 faculty members, will implement the general education program on an ongoing basis. The majority of the boards have been appointed, and their first task will be to review course submissions. They will begin their work in late January. The Implementation Committee also created guidelines for course categories. They speak to both fundamental studies and distributive studies. They specify the number

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

of courses to be taken in each category, which courses can be double-counted, and criteria unique to individual categories.

Hamilton explained the relationship between CORE and the new General Education Program. CORE will continue for several years after the new program is implemented to serve current students and many incoming transfer students. Courses approved for the new program will be assigned CORE categories as needed. She promised to serve those students still under CORE. The new program will begin in fall 2012. The online course submission opened on November 10, 2010 and will remain open until April 15, 2011.

Hamilton stated that faculty recognize opportunities for themselves, their students, and their programs in these new categories. This program opens the door for faculty to put in place the curriculum that best represents them and the university they want Maryland to be. This curriculum development can have a transformative effect. We look forward to continuing this work together.

Mabbs thanked Hamilton and opened the floor to discussion of the categories.

General Education Learning Outcomes
Senator Crisalli, Undergraduate, College Behavioral & Social Sciences, stated that she is currently the Vice President for Educational Affairs of the Student Government Association (SGA). She thanked the committee for their work. She also stated that she saw the value in removing the SAT exemption. She thought scholarship in practice was invaluable but asked that there be emphasis on experiential learning.

Senator Cohen, Faculty, College of Computer, Mathematical, & Natural Sciences, suggested that on page 13 for scholarship in practice, the 5th point be changed from impacts and impacted to affects and is affected. He also stated that he was still unclear as to what counts as scholarship in practice. He asked that this area be clarified.

Senator Miletich, Undergraduate, College of Arts & Humanities, stated that in the distributive studies category, he would like it to be listed as arts & humanities instead of just humanities.

Senator Yuravlivker, Graduate Student, College Behavioral & Social Sciences, stated that he felt it was a good plan and an excellent step for the university. He is happy to see oral communication included in fundamental studies because this is really important. He suggested that "listen carefully" be included as a third required element.

Senator Orlando, Faculty, College or Arts & Humanities & Senator Petkas, Exempt Staff, Resident Life, stated that they applaud the work of the committee. They registered an objection to the term and concept of "cultural competency". They stated that this construct implies a level of basic qualification or threshold that once attained allows a student to check that item off a list of desired learning goals. It also implies that we would all agree on what we would define as cultural competency and

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that all cultures would fit into one learning model. They have serious doubts that individuals are ever truly culturally competent. No one can afford to check attainment of such a competency off his or her learning list. Therefore, they proposed the term "cultural capacity" as an alternative. They suggest that teaching capacities encourages students to learn empathy for others, self-reflection and cognitive complexity. It also encourages students to continue to discover ways to listen and to articulate how listening allows them to understand and to be understood. Capacities have no threshold. They also imply that learning is not a finite task but a lifetime commitment. Capacities become habits and establish the basis for ongoing engagement and learning that enables students to be constructive citizens in a diverse community, society, and world. They encouraged the committee to substitute "capacity" for "competency" in the plan.

Hamilton thanked Orlando and Petkas and agreed to review their suggestion with the committee.

Senator Leone, Faculty, College of Behavioral & Social Sciences, stated that "cultural competency" has a technical meaning especially in the domain of public health. He stated that their comments are consonant with the ideals in the document. He will try to facilitate discussion on this issue.

Hamilton asked Orlando and Petkas to send her an electronic copy of their statement.

Senator Nolet, Undergraduate, College of Computer, Mathematical, & Natural Sciences, stated that in the learning objectives under I-series 1st paragraph second page, "a signature course could take students inside a new field of study where they may glimpse the utility, elegance and beauty of disciplines that were previously unknown, unwanted, disparaged, or despised. He stated that all of the I-series courses he has seen thus far are very interesting and relevant.

Hamilton stated that what is embedded in that statement is the awareness that some topics in the I-series may be controversial but we welcome that.

Faculty Boards
Mabbs opened the floor to discussion of the *Faculty Boards*. There was no discussion on the topic.

Guidelines and Requirements for the Course Categories
Mabbs opened the floor to discussion of the *Guidelines and Requirements for the Course Categories*. There was no discussion on the topic.

CORE and the New General Education Program
Mabbs opened the floor to discussion of the *CORE and the New General Education Program*. There was no discussion on the topic.

Other

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

Senator Cohen, Faculty, College of Computer, Mathematical, & Natural Sciences, stated that he has concerns of how the new plan meshes with the honors program. He asked whether there was an attempt to build in sensitivity to the needs of the honors program to strengthen it. The biggest danger is that the new plan may make the honors program less attractive. It appears that I-courses are honors courses for the masses. He asked whether honors courses could count as I-courses? He also asked whether the committee would build in some protection for the honors program or a way to mesh in the honors program into the implementation plan?

Hamilton stated that the committee has recommended that honors courses count towards the I-series requirement.

Doug Roberts, Member of the Implementation Committee, stated that they have also discussed how programs in Gemstone could count now towards General Education. We want applicable course work to count. Gemstone could satisfy Scholarship in Practice. They are also proposing one of their required courses as an I-series course. We are having similar discussion with College Park Scholars so that things students are doing in their programs can be applicable to the General Education requirements. This is something that they could not do in the past.

Hamilton stated that the committee is working with College Park Scholars to maximize courses getting General Education credit.

Senator Kronrod, Graduate Student, College of Arts & Humanities, stated that it was a great plan and commended the committee for its work. He suggested that it would be good for students to have guidelines on when to take general education courses and how they fit into their major course work. Suggested timelines or proposed plans, specific to each college, would be useful.

Hamilton stated that this would be work that the advisors will do by way of the 4-year plan process.

Senator Buchanan, Faculty, College of Agricultural & Natural Resources, asked how this new plan would impact our ability to attract transfer students?

Hamilton stated that this aspect is not complete. They have talked to the System. There is a lot of revision going on right now in the State with regard to general education. We still have a lot of work to do in this regard. We are a transfer friendly campus with a great commitment to community colleges and 4-year institutions. We get some of our best students by transfer. We have to work hard to make this work.

Elizabeth Beise, Member of the Implementation Committee, stated that we have had many conversations going on in many circles about transfer students. We are discussing how to transfer courses back to community colleges so that students can complete their associate's degree. This is an issue that we are paying a lot of attention to at this time.

Senator Tamari, Undergraduate, Robert H. Smith School of Business, asked whether I-series courses could be expanded to lab courses?

Doug Roberts, Member of the Implementation Committee, stated that there is already one I-series course in Biology. We have approached other science units with lab courses and encouraged them to submit course proposal. There is no restriction on lab courses for I-series. We hope that people rise to the challenge because it would meet the needs of our students.

Nariman Farvardin, Senior Vice President for Academic Affairs & Provost, expressed his views about where we stand relative to the general education effort. He is impressed by the efforts by everyone involved over the last several months. He expressed gratitude for everyone behind the scenes as well the committee. He added that the university administration would do everything humanly possible to make this program one that we can all be proud of and that will make the educational experience of our students, second to none.

Mabbs thanked Hamilton and her committee for all of their work.

New Business

There was no new business.

Adjournment

Senate Chair Mabbs adjourned the meeting at 4:15 p.m.

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

University Senate

TRANSMITTAL FORM

Senate Document #:	09-10-07
PCC ID #:	NA
Title:	Review of the Final Exam Policy
Presenter:	Richard Ellis, Chair of Senate Education Affairs Committee
Date of SEC Review:	January 28, 2011
Date of Senate Review:	NA
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	To evaluate whether or not an official final exam policy should be created. If the Educational Affairs Committee decides that a new policy is needed, it should then decide whether there should be a limit of no more than two or three final exams in one day.
Relevant Policy # & URL:	NA
Recommendation:	The Educational Affairs Committee suggests that the revised recommendations be put forward to the Provost for administrative action. Based on its review and analyses of the data, the Senate Educational Affairs Committee does not recommend a change in the guidelines, nor the establishment of a formal policy. It is hoped that through the revised recommendations in the attached report, primarily aimed at better communication, the number of students who do not wish to take three exams in one day can be reduced significantly.

Committee Work:	On September 3, 2009, the Senate Executive Committee (SEC) charged the Senate Educational Affairs Committee to review the University's Final Exam guidelines. Under current guidelines, "students whose class schedule requires them to take more than three final examinations on the same day have the right to reschedule examinations so they have no more than three on a given day."
	Following review, the Educational Affairs Committee submitted a report to the SEC in December 2009. The SEC sent the report back to the Educational Affairs Committee in light of new background documents, with a revised charge that included meeting with University administrators who would be responsible for implementing the change to the guidelines.
	In the Spring 2010, the Educational Affairs Committee reviewed data provided by the Registrar, and discussed the implications with members of the Office of the Registrar and with Academic Affairs.
	At its April 2010 meeting, the Educational Affairs Committee voted in favor of putting forth the attached (original) recommendations (Appendix 5) with the understanding that the recommendations might change pending the results of an electronic survey administered to students with three or more final exams in the Spring 2010 final exam week.
	The SEC forwarded the original recommendations to the Provost's office on September 13, 2010. They requested that the Provost consider the Educational Affairs Committee's recommendations and report back to the SEC describing any action regarding the request by May 1, 2011.
	In Fall 2010 the Educational Affairs Committee reviewed the original report and recommendations made in the previous year. The committee again discussed the pros and cons of recommending that this remain as a practice versus establishing a policy. After reviewing the results of the survey, the Educational Affairs Committee agreed to support its original recommendations with minimal amendments made by the committee. The committee also agreed that the rescheduling of final exams remain as a practice not a formal policy.
Alternatives:	The SEC could decide a formal policy is needed and have the charge reexamined.

Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required:	None

Senate Educational Affairs Committee
Recommendations on the Review of Final Exam Scheduling
November 2010
Richard F. Ellis, Chair

Background
On September 3, 2009, the Senate Executive Committee (SEC) charged the Senate Educational
Affairs Committee with reviewing the University's Final Exam guidelines and with considering
whether students should have the right to reschedule final examinations if they have more than
two in the same day. (Appendix 1) Under current guidelines, "students whose class schedule
requires them to take more than three final examinations on the same day have the right to
reschedule so they have no more than three on a given day." Information provided by the
Registrar to the 2009-2010 Educational Affairs Committee (Appendix 2), shows that only about
30 students fall into this category, and about 1000-1200 students have more than two final exams
in one day.

Following its review, the Educational Affairs Committee submitted a report to the SEC in
December 2009. (Appendix 3) The SEC sent the report back to the Educational Affairs
Committee in light of new background documents, with a revised charge (Appendix 4) to
reconsider the issue. The Educational Affairs Committee was charged with evaluating whether or
not an official final exam policy should be created. If the committee decided that a new policy
was needed, it had to then decide whether there should be a limit of no more than two or three
final exams in one day. In addition, the committee was asked to meet with University
administrators who would be responsible for implementing the change to the guidelines

Committee Work
In the Spring 2010, the Educational Affairs Committee reviewed data provided by the Registrar,
and discussed its implications with members of the Office of the Registrar and Academic
Affairs. In the course of their review, the committee discovered that a vast majority of classes
have fixed final exam schedules, which enables students to avoid too many exams on the same
day if they choose. However, there are also situations where students are not informed of the
final exam schedule at the time of registration.

The Educational Affairs Committee also considered the legality of a policy and noted that
suggesting a modification to the current practice would not officially be added to the
University's Policies & Procedures Manual. The committee suggested recommending that the
rescheduling of final exams remain as a practice, but that an administrative action be undertaken
to limit faculty members' ability to change their final exam times after the start of the semester
(e.g., after the last day to add/drop classes) and notify students when they have too many exams
on one day during the registration process.

The Educational Affairs Committee continued discussing the pros and cons of recommending
that this remain as a practice versus establishing a policy. At its April 2010 meeting, the
Educational Affairs Committee voted against creating a formal final exam policy. However, the
committee voted in favor of putting forth recommendations for administrative action (Appendix

5) and surveying students with three or more final exams during the Spring 2010 semester. Committee members agreed that their recommendations might change pending the results of the survey.

In Fall 2010 the Educational Affairs Committee reviewed the original report and recommendations made in the previous year. The committee again discussed the pros and cons of recommending that this remain as a practice versus establishing a policy. After reviewing the results of the survey, (Appendix 7) the Educational Affairs Committee agreed to support its original recommendations with minimal amendments made by the committee. The committee also agreed that the rescheduling of final exams remain as a practice not a formal policy.

Recommendation
The original recommendations put forward by the Educational Affairs Committee in the spring 2010 were reviewed and forwarded in a letter by the SEC to the Provost's office on September 13, 2010 (Appendix 6). The SEC requested that the Provost consider the Educational Affairs Committee's recommendations and report back to the SEC describing any action regarding the request by May 1, 2011.

Based on their review and analyses of the data, the Senate Educational Affairs Committee does not recommend a change in the guidelines, nor the establishment of a formal policy. It is hoped that through the recommendations below, primarily aimed at better communication, the number of students who do not wish to take three exams in one day can be reduced significantly.

1. The Provost's office will remind Deans to insist that their faculty inform both the Registrar's office and their Chairs and Deans if they do not intend to hold a final exam. There is already a policy in the Undergraduate Catalog that the requirement to give a final exam can be waived by prior written approval of the Chair, Director, or Dean.

2. Instructors with "non-standard" final exam times should be prepared to reschedule exams for students with more than two exams in one day. Department chairs and scheduling officers should take responsibility for informing instructors of this.

3. Students should be advised check their final exam schedule at the time of registration. If they do not wish to have more than two exams in one day they should adjust their schedule accordingly. They will be informed that if they register with a schedule that would require three "standard time" exams in one day, their instructors will not be obligated to accommodate them.

4. The Registrar's office will add a statement to the checklist in the MyUM Portal to remind students to check their final exam schedule at the time of registration. The Registrar's office will include a statement in the registration invitation letter encouraging students to review the final exam schedule at time of registration. (These steps have already been implemented as of October 2010.)

5. It would be possible to modify the registration tools so that a student's proposed schedule would be flagged with an "instant alert" if more than two exams are scheduled on the same day. But because the drop/add course selection system and the final exam

scheduling system are not presently linked, this would require some non-trivial programming and an investment that the Educational Affairs Committee agreed was not warranted at this time, given that a new suite of student services applications (KUALI) are scheduled to roll out in the near future. The Educational Affairs Committee recommends that such an alert be incorporated into the new registration system that will be released with KUALI.

Appendix 1- Original Charge
Appendix 2- Additional Background
Appendix 3- 2009 Educational Affairs Committee Original Report
Appendix 4- Recharge
Appendix 5- 09-10 Original Recommendations
Appendix 6- SEC Letter to the Provost
Appendix 7- Survey Results

University Senate
CHARGE

Date:	September 3, 2009
To:	Neil Blough Chair, Educational Affairs Committee
From:	Elise Miller-Hooks Chair, University Senate
Subject:	Review of the Final Exam Policy
Senate Document #:	09-10-07
Deadline:	December 11, 2009

The Senate Executive Committee (SEC) requests that the Educational Affairs Committee review the University's Final Exam Policy. The 2008-2009 Educational Affairs Committee has considered the impact of the current final exam policy on undergraduate students. Under the University's Examination and Course Assessment Guidelines, (found at http://www.faculty.umd.edu/teach/examination.html) "students whose class schedule requires them to take more than three final examinations on the same day have the right to reschedule examinations so they have no more than three on a given day." According to the Office of the Registrar, approximately 1,000 out of the 25,000 undergraduates at the University are confronted with this situation each semester. While this number does not represent the overwhelming majority of undergraduate students, it is significant and merits further attention.

The SEC requests that the committee investigates this issue to determine if the current exam policy should be revised to allow rescheduling of final examinations if a student has more than two on the same day.

We ask that you submit your report and recommendations to the Senate Office no later than **December 11, 2009**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Additional Background

The Registrar's office provided data on exam scheduling for the Fall 2009 semester that were used to develop an understanding of how students might better be able to know their exam schedule at the time of registration. The vast majority of classes have fixed final exam schedules (see, for example, http://www.testudo.umd.edu/soc/exam201008.html). Students can thus often avoid taking too many exams on the same day, if they so choose. However, the following situations foil the possibility for students to know their exam schedule at the time of registration.

1) The final exam time is theoretically known, but the instructor selects to move the final to another time without informing the Registrar's office. Likewise, some instructors cancel the exam, give a take-home exam, or assign some other culminating project; however, these actions should not affect the likelihood of a student taking multiple exams on the same day.

2) The course is designated "non-standard", meaning that it meets at a time that does not allow for fitting it into the standardized exam schedule. Some of these courses have schedules that are known at the start of the registration period for a given semester, but the exam schedule and room is not set until the final enrollment is known in order to optimize the match between enrollment and room size.

3) The course is not designated as "non-standard" at the time of registration, but the department and college have approved the schedule change upon the instructor's request and ask and Registrar's office to change the meeting time. If the class time is changed from a "standard" time to a "non-standard" time, the information about what would have been the "standard" exam time is lost, so there is no way to impose that the final exam be held during the original slot.

In Fall 2009, 417 sections (361 instructors and 9148 seats) had so-called "non-standard" times (out of about 6000 sections). Analyses conducted by the Registrar's Office suggest that many of these courses/sections were not likely to have had final exams. Furthermore, many were graduate courses, where the issue of moving the final exam has a much smaller impact, since graduate students are much more likely to have all of their courses in a single department or program. The analysis here focuses only on undergraduate courses, and removes all courses that appear to be the following type: research, independent study, seminars, colloquia, and all courses with fewer than 3 credits. The number of "non-standard" sections in this group was 136 (125 instructors and 4228 seats). The two tables below indicate the distribution by course level and by college.

level	#courses	# sections	# seats
100	6	7	918
200	18	22	730
300	37	44	1112
400	57	63	1468
total	118	136	4228

college	# courses	# sections	# seats
AGNR	4	4	132
ARCH	3	3	194
ARHU	28	29	800
BMGT	1	1	12
BSOS	13	15	990
CLFS	1	1	15
CMPS	3	3	60
EDUC	38	48	1,230
ENGR	6	8	268
JOUR	10	13	178
SPHL	7	7	277
UGST	4	4	72
total	118	136	4,228

There are a couple of points to note in the tables:

- The majority of "non-standard" courses are at the 300-400 level. Of 918 seats offered at the 100 level, three courses accounted for the majority of the enrollment: CCJS 100 (417 seats), HIST 156 (140 seats) and HIST 157 (237 seats). These are very popular courses so it may be of interest to further explore why these are in this "non-standard" category. For example, CCJS100 uses online tools for one of its three class hours and that may be why. Of the 200-level courses, almost half the enrollment was in two courses: CCJS230, which has one section that meets only once per week, and ARCH225, which meets TuTh 9-10:15, whereas the "standard" time is 9:30-10:45.

- Very few "non-standard" courses are in the science colleges, which is where students had indicated a high level of stress related to more than two exams in one day. Therefore, students with heavy course loads in the sciences can for the most part know their exam schedule at the time of registration. On the other hand, because the science and engineering courses tend to be highly sequential, students may not have complete freedom in formulating their class schedule each semester. This may warrant further analysis within the departments offering these majors. The 4 "non-standard" courses in CLFS and CMPS are upper-level majors-only courses with relatively low enrollments: GEOL393 (Technical Writing in the Geosciences, 6 seats), BSCI426 (Membrane Biophysics, 15 seats), MATH340 (Multivariable Calculus, etc., Honors, 17 seats), and PHYS410 (Mechanics, 37 seats).

- Three colleges account for the majority of the seats with non-standard meeting times. Further analysis would be of interest to know how many of these courses have a final

exam vs. how many have a final paper or other culminating project. All of the EDUC
courses are at the 300+ level, for example.

It thus seems to be the case that these "non-standard" classes are not, for the most part,
precluding students from knowing their exam schedule at the time of registration, particularly for
those students in the sciences, who expressed the highest levels of stress associated with too
many exams in one day.

At the end of the Spring 2010 semester, a survey was sent to all students who were scheduled for
three or more exams. The results of the survey, including the survey questions, are attached as an
appendix. Of the 1364 students who were sent the survey, 326 responded. Of these, only 10
students indicated that they had looked at the exam schedule when they registered for classes.
Less than half of the students indicated that they had looked at the exam schedule during the
semester; the majority of the remainder were informed of their schedule either by their
instructors or by the Registrar's office.

Some students do not have enough flexibility in their schedule to avoid three exams in one day.
About 40% of the survey respondents indicated that they had to select a schedule that results in
three exams in one day because of their major requirements. On the other hand, about 70% of the
respondents did not ask to reschedule an exam due to reduce the number on a single day.

To: UMD Senate Executive Committee

From: Educational Affairs Committee
         Neil V. Blough, Chair

RE: Review of the University's Final Exam Policy

Date: 12/7/09

On September 3, 2009, the Senate Executive Committee charged the Senate Educational Affairs Committee to review the University's Final Exam Policy. Under current policy guidelines, "students whose class schedule requires them to take more than three final examinations on the same day have the right to reschedule examinations so they have no more than three on a given day." Based on information provided to the committee by the Registrar, the current policy affects approximately 31 students each semester, only ~ 0.1% of the total student population. Changing this policy to read "no more than two final examinations on the given day" would increase the number of affected students by approximately 30- to 40-fold (~1000 to 1200 students), but this population still represents a very small percentage of the total student body (~3.2%). It was the consensus of the committee that taking more than two exams on a given day is particularly taxing to the students and that their performance on exams in this situation may not adequately reflect their knowledge of the subject material. Further, it was the view of the committee that current university policies on rescheduling final exams are, for the most part (see below), well delineated (Sections 3-5 within the University Policy with Regard to Final Examinations) and should provide the framework necessary for accommodating this small population of additional students without the need for the Registrar to extend the final exam period. In summary, the committee felt that the best interests of the students superseded the possible additional burden that might be placed on the faculty due to implementation of this policy change.

Recommendation 1:

The committee recommends that the current University Policy with Regard to Final Examinations be changed to read: "Students whose class schedule requires them to take more than <u>two</u> final examinations on the same day have the right to reschedule examinations so they have no more than <u>two</u> on a given day."

Although students are strongly encouraged to check the final exam schedule before registering for courses (both in the University Registration Guide and University Policy with Regard to Final Examinations), the committee noted that it may not be evident to students at the time of registration that their schedule will require them to take more than two final exams on the same day. In some instances, it appears that final exam dates are

not finalized until after the drop period. Thus, the committee also recommends that the following policies be instituted:

Recommendation 2:

The committee recommends that the final exam schedule, as much as possible, be set by the Registrar at the time of registration, and further, that conflicts (more than two final exams on a given day) be flagged during the registration process so that students (and their advisors) are made fully aware of these conflicts at the beginning of the semester. Students should be required to acknowledge conflicts at the time of registration and provide evidence that the conflict has been resolved prior to the add/drop period. Any course whose final exam is set after the add/drop period would be required to provide the make-up exam in the event of a conflict.

The committee also noted that the guidelines for determining the priority of the course providing the make-up exam under section 4 of the University Policy with Regard to Final Examinations could conflict. The committee thus recommends the following changes to this section:

Recommendation 3:

Under "The following guidelines may be used:" in section 4 of the University Policy with Regard to Final Examinations, the guideline "The smaller course should have the make-up exam" should be accorded first priority, whereas the guideline "The lower level course should have the make-up exam" should be accorded secondary priority.

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Date: January 21, 2010

To: Neil Blough
              Chair, Educational Affairs

From: Elise Miller-Hooks
              Chair, Senate Executive Committee

Subject: Review of the Final Exam Policy 09-10-07

The Senate Executive Committee (SEC) reviewed your report, "Review of the Final Exam Policy 09-10-07," at its January 19, 2010 meeting. The SEC would like to thank the Educational Affairs Committee for its time and effort expended in responding to the charge.

In the course of reviewing the Committee's report, it was discovered that there is no existing final exam policy at the University. Thus, the recommendation for a change to an existing policy would, in effect, be a recommendation for a change merely to a practice. The SEC recommends that the Committee reconsider this issue. In its deliberations, it would be useful for the Committee to first evaluate whether or not an official final exam policy should be created. If the committee decides that a new policy is needed, it should then decide whether there should be a limit of no more than two or three final exams in one day.

The SEC requests that the Committee review past legislation and supporting documentation before reaching a decision on whether or not a new policy is needed and if any changes in practice would be warranted. Documents to consider include, but are not limited to: Review the Scheduling of Final Examinations (Senate Doc# 01-02-04), the Registrar's review from 2005, Exam Schedule Effectiveness from the Registrar's Office and any statistics available from the Registrar. Additionally, the SEC feels that the committee should meet with some of the university's administrators who are responsible for implementing the policy, including administrators from the Offices of the Registrar, Academic Affairs and Undergraduate Studies, in the course of your deliberations.

If creation of a new policy is recommended, the policy should be drafted and vetted with the University's Legal Office and those who would be responsible for its implementation mentioned above. Note that necessary changes to the Faculty Handbook, Undergraduate Catalog and Schedule of Classes follow new policy implementation and fall outside the purview of this committee.

We look forward to your revised report on this issue. If you have any questions, please contact Reka Montfort in the Senate Office (reka@umd.edu or x55804).

Attachments

Cc: Chelsea Benincasa

University Senate
TRANSMITTAL FORM

Senate Document #:	09-10-07
PCC ID #:	N/A
Title:	Review of the Final Exam Policy
Presenter:	Neil Blough, Chair of Senate Educational Affairs Committee
Date of SEC Review:	May 14, 2010
Date of Senate Review:	N/A
Voting (highlight one):	On resolutions or recommendations one by one, or In a single vote To endorse entire report
Statement of Issue:	There are a number of situations which may hinder students' ability to know their final exam schedule at the time of class registration, which may result in the scheduling of multiple final exams on the same day.
Relevant Policy # & URL:	N/A
Recommendation:	Due to the potential situations that may preclude students from knowing their final exam schedule at the time of registration, particularly for those students in the sciences, who expressed the highest levels of stress associated with too many exams on one day, the committee makes six recommendations for administrative action, all of which are listed in the attached report.
Committee Work:	In 2002, the Senate Academic Procedures and Standards (APAS) Committee recommended that a change be made to the Undergraduate Catalog which would allow students whose class schedule requires them to take more than three final exams on the same day have the right to reschedule exams so they have no more than three on a given day. In subsequent years, the Office of the Registrar has conducted reviews regarding whether this practice is useful, or whether the total number of applicable final exams scheduled on the same day should be reduced from three to two. At the beginning of the Fall 2009 Semester, the Senate Educational Affairs Committee was charged with reviewing whether students should have the right to reschedule their final

| | exams if they have more than two on the same day. Following review, the Committee submitted a report to the Senate Executive Committee (SEC) in December 2009. The SEC sent the report back to the Committee, in light of new background documents, with a revised charge. The 2009-2010 Educational Affairs Committee continued to research and review the issue of students having multiple final exams scheduled on the same day.

The Educational Affairs Committee reviewed data and statistics provided by the Office of the Registrar, as well as met with representatives of the Office of the Registrar and the Office of the Senior Vice President for Academic Affairs and Provost during the course of its review.

At its meeting on April 20, 2010, the Educational Affairs Committee voted in favor of putting forth the attached recommendations. The Committee also voted in favor of creating and disseminating an electronic survey to students with three or more final exams scheduled on the same day during the 2009-2010 Final Exam Week. The data collected from this survey will help the committee to further assess the scope of any potential issues that may exist. The Committee plans to highlight this work in its Annual Report, and continue to examine this topic during the 2010-2011 academic year. After the survey is evaluated, the committee will consider whether additional action is needed to minimize the number of students who have three or more exams in one day. |
|---|---|
| **Alternatives:** | Alternate administrators/administrative units could be identified as appropriate in order to carry out these recommendations. |
| **Risks:** | There are no associated risks. |
| **Financial Implications:** | There are no financial implications. |
| **Further Approvals Required:** *(*Important for PCC Items)* | N/A |

Senate Educational Affairs

Recommendations Regarding Final Exams

E. Beise, April 20, 2010

While the majority of classes have fixed final exam schedules, thus allowing students to avoid taking multiple exams on the same day, if they so choose, the following situations foil the possibility for students to know their exam schedule at the time of registration.

1) The final exam time is theoretically known, but the instructor selects to move the final to another time without informing the Registrar's office. Likewise, some instructors cancel the exam, give a take-home exam, or assign some other culminating project; however, these actions should not affect the likelihood of a student taking multiple exams on the same day.

2) The course is designated "non-standard", meaning that it meets at a time that does not allow for fitting it into the standardized exam schedule.   Some of these courses have schedules that are known at the start of the registration period for a given semester, but the exam schedule and room is not set until the final enrollment is known in order to optimize the match between enrollment and room size.

3) The course is not designated as "non-standard" at the time of registration, but the department and college have approved the schedule change upon the instructor's request and ask and Registrar's office to change the meeting time. If the class time is changed from a "standard" time to a "non-standard" time, the information about what would have been the "standard" exam time is lost, so there is no way to impose that the final exam be held during the original slot.

In Fall 2009, 417 sections (361 instructors and 9148 seats) had "non-standard" times (out of about 6000 sections). Analyses conducted by the Registrar's Office suggest that many of these courses/sections were not likely to have had final exams.   Furthermore, many were graduate courses, where the issue of moving the final exam has a much smaller impact, since graduate students are much more likely to have all of their courses in a single department or program. The analysis here focuses only on undergraduate courses, and removes all courses that appear to be the following type: research, independent study, seminars, colloquia, and all courses with fewer than 3 credits. The number of "non-standard" sections in this group was 135 (125 instructors and 4228 seats). The two tables below indicate the distribution by course level and by college.

level	#courses	# sections	# seats
100	6	7	918
200	18	22	730
300	37	44	1112
400	57	63	1468
total	118	136	4228

college	# courses	# sections	# seats
AGNR	4	4	132
ARCH	3	3	194
ARHU	28	29	800
BMGT	1	1	12
BSOS	13	15	990
CLFS	1	1	15
CMPS	3	3	60
EDUC	38	48	1,230
ENGR	6	8	268
JOUR	10	13	178
SPHL	7	7	277
UGST	4	4	72
total	118	136	4,228

There are a couple of points to note:

- The majority of "non-standard" courses (but not seats) are at the 300-400 level. Of 918 seats offered at the 100 level, three courses accounted for the majority of the enrollment: CCJS 100 (417 seats), HIST 156 (140 seats) and HIST 157 (237 seats). These are very popular courses so it may be of interest to further explore why these are in this "non-standard" category. For example, CCJS100 uses online tools for one of its three class hours and that may be why. Of the 200-level courses, almost half the enrollment was in two courses: CCJS230, which has one section that meets only once per week, and ARCH225, which meets TuTh 9-10:15, whereas the "standard" time is 9:30-10:45.

- Very few "non-standard" courses are in the science colleges, which is where students had indicated a high level of stress related to more than two exams in one day. Therefore, students with heavy course loads in the sciences can for the most part know their exam schedule at the time of registration. On the other hand, because the science and engineering courses tend to be highly sequential, students may not have complete freedom in formulating their class schedule each semester. This may warrant further analysis. The 4 "non-standard" courses in CLFS and CMPS are upper-level majors-only courses with relatively low enrollments: GEOL393 (Technical Writing in the Geosciences, 6 seats), BSCI426 (Membrane Biophysics, 15 seats), MATH340 (Multivariable Calculus, etc., Honors, 17 seats), and PHYS410 (Mechanics, 37 seats).

- Three colleges account for the majority of the seats with non-standard meeting times. Further analysis would be of interest to know how many of these courses have a final exam vs. how many have a final paper or other culminating project. All of the EDUC courses are at the 300+ level, for example.

It thus seems to be the case that these "non-standard" classes are not, for the most part, precluding students from knowing their exam schedule at the time of registration, particularly for

those students in the sciences, who expressed the highest levels of stress associated with too many exams in one day.

Based on these analyses and assumptions, the Senate Educational Affairs Committee makes the following recommendations:

- The Provost's office will remind Deans to insist that their faculty inform both the Registrar's office and their Chairs and Deans if they do not intend to hold a final exam. There is already a policy in the Undergraduate Catalog that the requirement to give a final exam can be waived by prior written approval of the Chair, Director, or Dean.

- Instructors with "non-standard" final exam times should be prepared to reschedule exams for students with more than two exams in one day. Department chairs and scheduling officers should take responsibility for informing instructors of this.

- Other than the "non-standard" classes, students should be advised check their final exam schedule at the time of registration. If they do not wish to have 3 exams in one day they should adjust their schedule accordingly. They will be informed that if they register with a schedule that would require three "standard time" exams in one day, their instructors will not be obligated to accommodate them.

- The committee recognizes that some students may not have enough choice in their schedules to avoid 3 exams in one day, and is working on a survey to collect information as to how many students actually consider the final exam schedule when selecting classes, how many could avoid the situation through alternate selection of courses, or how many choose to ignore the exam schedule when selection courses. After the survey is evaluated the committee will consider whether additional action is needed to minimize the number of students who have three or more exams in one day.

- The Registrar's office will add a statement to the checklist in the MyUM Portal to remind students to check their final exam schedule at the time of registration. The Registrar's office will include a statement in the registration invitation letter encouraging students to review the final exam schedule at time of registration.

- Although the Registrar's office could modify the registration tools so that a student's proposed schedule would be flagged with an "instant alert" if more than two exams are scheduled on the same day, because the drop/add course selection system and the final exam scheduling system are not presently linked, this would require some non-trivial programming to pull information from more than one system. In light of the fact that the new KUALI system is expected to solve this problem, we don't recommend that this additional programming be done for the current system but recommend that it be incorporated into the new registration system that will be released with KUALI.

Report Appendices – Survey Questions, Response from Executive Committee, Initial Report of Educational Affairs Committee, Original Charge from Senate Chair Elise Miller-Hooks

Survey for students having 3 or more final exams scheduled for the same day during Finals Week Spring 2010:

1. What is the college of your major? (drop down menu)
   - College of Agriculture and Natural Resources
   - School of Architecture, Planning, and Preservation
   - College of Arts and Humanities
   - College of Behavioral and Social Sciences
   - Robert H. Smith School of Business
   - College of Chemical and Life Sciences
   - College of Computer, Mathematical and Physical Sciences
   - College of Education
   - A. James Clark School of Engineering
   - The Graduate School
   - Philip Merrill College of Journalism
   - College of Information Studies
   - School of Public Health
   - School of Public Policy
   - Office of Undergraduate Studies

2. What is your academic status?
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate Student

3. What is the greatest number of exams you have scheduled on one day during this Spring 2010 finals period?
   - <2
   - 2
   - 3
   - 4
   - >4

4. How many credits do you have in your course schedule this semester?
   - <12
   - 12-15
   - 16-20
   - >20

5. When did you become aware that your exam schedule included 3 or more exams scheduled for one day? (select as many as apply)
   - I looked at the schedule when I signed up for classes
   - I received an email from the Registrar's Office telling me that I have three or more exams scheduled on one day
   - I looked at the schedule of classes during the semester
   - My professors told me the exam times and dates before the drop/add deadline
   - My professors told me the exam times and dates after the drop/add deadline
   - I intentionally scheduled my exams this way

6. Which of the following best describes the reason that you have 3 or more exams on any one day?
   - I had to select a course schedule that resulted in 3 exams on one day because of my major/minor requirements
   - I chose one or more electives that resulted in my having 3 exams on one day
   - One of my courses is scheduled at a non-standard time and I did not know when the exam would be when I registered
   - The date was changed because it conflicted with a religious observance
   - I got permission to change the date/time of my exam because of a personal conflict

7. Do you anticipate that having to take 3 or more exams in one day will affect you or, if you have already taken your exams, did it affect you? (select as many as apply)
   - Yes, my ability to adequately prepare will be/was affected
   - Yes, my ability to remain focused and perform to the best of my ability will be/was affected
   - Yes, I will be/was affected, but taking 3 or more exams on one day is my choice
   - No, it will have/had no effect

8. Did you ask to reschedule an exam in order to reduce the number of your exams on that day?
   - Yes, I spoke to my professors about rearranging my exams
   - Yes, I spoke to other administrators about rearranging my exams
   - No, I plan to take the exams/I took the exams on the same day

   8. b. If you responded 'yes' to Question 8, what was the result? (text field for comment)

9. The current practice at the University is that students who have 4 or more final exams on the same day may reschedule their exams so that they have no more than 3 on a given day. Would you take advantage of a change that allowed students to reschedule their exams if they have 3 or more on the same day?
   - Yes
   - No
   - Unsure

10. If you responded 'yes' to Question 9, would your answer stay the same if it meant that you might have to reschedule your exams during the conflict resolution period on the last day of exams?
   - Yes
   - No

11. If you responded 'yes' to Question 9, would your answer stay the if it meant that Study Day would be eliminated in order to be used as an extra day of examination?
   - Yes
   - No

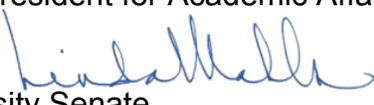Please feel free to share any additional comments (text field)

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September 13, 2010

To: Nariman Farvardin
           Senior Vice President for Academic Affairs & Provost

From: Linda Mabbs
           Chair, University Senate

Subject: Recommendations Regarding Final Exam Scheduling Procedures (Senate
           Document #: 09-10-07)

The Senate Executive Committee (SEC) charged the Educational Affairs Committee with
the following, "Evaluate whether or not an official final exam policy should be created. If the
committee decides that a new policy is needed, it should then decide whether there should
be a limit of no more than two or three final exams in one day."

The Educational Affairs Committee reported back to the SEC at its meeting on May 14,
2010. They determined that they needed to conduct a survey of the affected students and
evaluate those results prior to making their final decision. However, they did make the
following recommendations regarding the current procedures for scheduling final exams:

- The Provost's office will remind Deans to insist that their faculty inform both the
  Registrar's office and their Chairs and Deans if they do not intend to hold a final
  exam. There is already a policy in the Undergraduate Catalog that the requirement
  to give a final exam can be waived by prior written approval of the Chair, Director, or
  Dean.

- Instructors with "non-standard" final exam times should be prepared to reschedule
  exams for students with more than two exams in one day. Department chairs and
  scheduling officers should take responsibility for informing instructors of this.

- Other than the "non-standard" classes, students should be advised check their final
  exam schedule at the time of registration. If they do not wish to have 3 exams in one
  day they should adjust their schedule accordingly. They will be informed that if they
  register with a schedule that would require three "standard time" exams in one day,
  their instructors will not be obligated to accommodate them.

- The committee recognizes that some students may not have enough choice in their
  schedules to avoid 3 exams in one day, and is working on a survey to collect
  information as to how many students actually consider the final exam schedule when
  selecting classes, how many could avoid the situation through alternate selection of
  courses, or how many choose to ignore the exam schedule when selection courses.
  After the survey is evaluated the committee will consider whether additional action is
  needed to minimize the number of students who have three or more exams in one
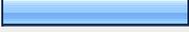
day.

- The Registrar's office will add a statement to the checklist in the MyUM Portal to remind students to check their final exam schedule at the time of registration. The Registrar's office will include a statement in the registration invitation letter encouraging students to review the final exam schedule at time of registration.

- Although the Registrar's office could modify the registration tools so that a student's proposed schedule would be flagged with an "instant alert" if more than two exams are scheduled on the same day, because the drop/add course selection system and the final exam scheduling system are not presently linked, this would require some non-trivial programming to pull information from more than one system. In light of the fact that the new KUALI system is expected to solve this problem, we don't recommend that this additional programming be done for the current system but recommend that it be incorporated into the new registration system that will be released with KUALI.

The SEC would like to request that you consider the Educational Affairs Committee's recommendations. We would appreciate it if you could send us a report describing your actions regarding this request by May 1, 2011. Thank you for your attention to this request.

Final Exams

1. What is the college of your major?

		Response Percent	Response Count
AGNR-College of Agriculture and Natural Resources		4.6%	15
ARCH-School of Architecture, Planning, and Preservation		0.9%	3
ARHU-College of Arts and Humanities		7.1%	23
BSOS-College of Behavioral and Social Sciences		**20.6%**	**67**
BMGT-Robert H. Smith School of Business		12.6%	41
CFLS-College of Chemical and Life Sciences		14.1%	46
CMPS-College of Computer, Mathematical and Physical Sciences		5.5%	18
EDUC-College of Education		5.2%	17
ENGR-A. James Clark School of Engineering		14.7%	48
JOUR-Philip Merrill College of Journalism		2.8%	9
CLIS-College of Information Studies		0.3%	1
SPHL-School of Public Health		8.0%	26
PUAF-School of Public Policy		0.0%	0
UGST-Undergraduate Studies/Letters & Sciences		3.7%	12
	answered question		326
	skipped question		0

2. What is your academic status?

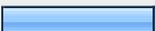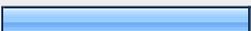|	Response Percent	Response Count
Freshman	24.8%	81
Sophomore	**28.2%**	**92**
Junior	27.9%	91
Senior	18.4%	60
Graduate Student	0.6%	2
answered question		326
skipped question		0

3. What is the greatest number of exams you have scheduled on one day during this Spring 2010 finals period?

	Response Percent	Response Count
<2	7.4%	24
2	21.8%	71
3	**68.7%**	**224**
4	2.1%	7
>4	0.0%	0
answered question		326
skipped question		0

4. How many credits do you have in your course schedule this semester?

		Response Percent	Response Count
<12	▉	2.1%	7
12-15	▉▉▉▉▉▉▉	46.0%	150
16-20	▉▉▉▉▉▉▉	**50.0%**	**163**
>20	▉	1.8%	6
		answered question	**326**
		skipped question	**0**

5. When did you become aware that your exam schedule included 3 or more exams scheduled for one day? (select as many as apply)

		Response Percent	Response Count
I looked at the schedule when I signed up for classes	▉	3.4%	10
I received an email from the Registrar's Office telling me that I have three or more exams scheduled on one day	▉▉▉	22.7%	67
I looked at the schedule of classes during the semester	▉▉▉▉▉	**37.3%**	**110**
My professors told me the exam times and dates before the drop/add deadline	▉▉	16.3%	48
My professors told me the exam times and dates after the drop/add deadline	▉▉▉▉	27.5%	81
I intentionally scheduled my exams this way		0.0%	0
None of the Above	▉▉	15.9%	47
		answered question	**295**
		skipped question	**31**

6. Which of the following best describes the reason that you have 3 or more exams on any one day?

		Response Percent	Response Count
I had to select a course schedule that resulted in 3 exams on one day because of my major/minor requirements		**40.7%**	**120**
I chose one or more electives that resulted in my having 3 exams on one day		15.6%	46
One of my courses is scheduled at a non-standard time and I did not know when the exam would be when I registered		18.3%	54
The date was changed because it conflicted with a religious observance		0.3%	1
I got permission to change the date/time of my exam because of a personal conflict		0.0%	0
None of the Above		25.1%	74
		answered question	295
		skipped question	31
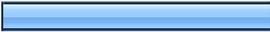
7. Do you anticipate that having to take 3 or more exams in one day will affect you or, if you have already taken your exams, did it affect you? (select as many as apply)

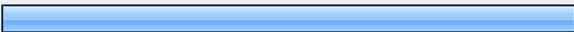|		Response Percent	Response Count
Yes, my ability to adequately prepare will be/was affected		**70.8%**	**209**
Yes, my ability to remain focused and perform to the best of my ability will be/was affected		62.7%	185
Yes, I will be/was affected, but taking 3 or more exams on one day is my choice		4.7%	14
No, it will have/had no effect		15.3%	45
		answered question	295
		skipped question	31

8. Did you ask to reschedule an exam in order to reduce the number of your exams on that day?

		Response Percent	Response Count
Yes, I spoke to my professors about rearranging my exams		29.1%	85
Yes, I spoke to other administrators about rearranging my exams		1.4%	4
No, I plan to take the exams/I took the exams on the same day		**69.5%**	**203**
		answered question	292
		skipped question	34

9. If you responded 'yes' to the question #8, what was the result?

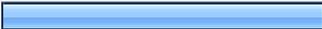|	Response Count
	87
answered question	**87**
skipped question	**239**

10. The current practice at the University is that students who have 4 or more final exams on the same day may reschedule their exams so that they have no more than 3 on a given day. Would you take advantage of a change that allowed students to reschedule their exams if they have 3 or more on the same day?

	Response Percent	Response Count
Yes	87.5%	253
No	2.1%	6
Unsure	10.4%	30
answered question		**289**
skipped question		**37**

11. Would your answer stay the same if it meant that you might have to reschedule your exams during the conflict resolution period on the last day of exams?
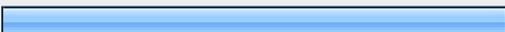
	Response Percent	Response Count
Yes	76.7%	191
No	23.3%	58
answered question		**249**
skipped question		**77**
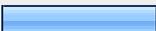
12. Would your answer stay the if it meant that Study Day would be eliminated in order to be used as an extra day of examination?

	Response Percent	Response Count
Yes	51.4%	128
No	48.6%	121
answered question		249
skipped question		77

13. Please feel free to share any additional comments

	Response Count
	63
answered question	63
skipped question	263

University Senate
TRANSMITTAL FORM

Senate Document #:	10-11-06
PCC ID #:	N/A
Title:	Re-evaluation of the Student Teacher Evaluations at UMD
Presenter:	Charles Delwiche, Chair, Senate APAS Committee
Date of SEC Review:	January 28, 2011
Date of Senate Review:	February 9, 2011
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	In September 2010, the Senate Executive Committee (SEC) charged the Academic Procedures and Standards (APAS) Committee with reviewing the implementation of the University's online course evaluation system following receipt of a proposal regarding the current process of teacher evaluations.
Relevant Policy # & URL:	N/A
Recommendation:	The APAS Committee recommends that the CourseEvalUM system continue to undergo development with the guidance of a governing body that is formulated in a manner consistent with the principles of shared governance. The attached report outlines an approach to satisfying this objective. The attached report also outlines a number of specific subjects that warrant further attention, including the recommendation that more detailed consideration should be given to how CourseEvalUM could be modified to better satisfy student needs. Additionally, the committee strongly endorses the urgency for the addition of

	unit-specific questions, including course-specific and instructor-specified questions to the CourseEvalUM system.
Committee Work:	The APAS Committee began reviewing this issue at the beginning of the Fall 2010 Semester. The APAS Committee reviewed the history of the topic in the University Senate, as well as peer institution procedures for course evaluations. Additionally, the committee researched off-campus course evaluation services and evaluated legal considerations for this issue. The committee also reviewed articles on the subject of teacher evaluations and consulted with members of the Office of Institutional Research Planning & Assessment (IRPA). Following research and deliberation, the committee developed its report and voted in favor of forwarding it and its recommendations on December 17, 2010.
Alternatives:	The Senate could choose not to approve the proposed recommendations of the APAS Committee and the current processes for implementing the University's course evaluation system would remain unchanged.
Risks:	There are no associated risks.
Financial Implications:	There are no related financial implications.
Further Approvals Required: *(*Important for PCC Items)*	Senate Executive Committee Approval, Provost Approval

Academic Procedures and Standards (APAS) Committee

Report on the "Re-evaluation of the Student Teacher Evaluations at UMD"
Senate Document # 10-11-06

December 2010

BACKGROUND

In December, 2005, after several years of research, deliberation, and debate, the University Senate voted to approve a set of recommendations leading to a campus-wide, online course evaluation system (See Appendix One). Following receipt of a proposal regarding the current process of teacher evaluations, the Senate Executive Committee (SEC) charged the Academic Procedures and Standards (APAS) Committee in September, 2010 with evaluating the implementation of the online course evaluation system and making an assessment of whether or not it is consistent with the Senate's intent. Among the specific issues raised were whether under some circumstances students could learn their course grade before issuing a course evaluation, and concern that some evaluations included inappropriate or antagonistic comments. Because it has been five years since the initial approval of a web-based student course evaluation program, the SEC felt that a review of the current process was warranted. The SEC specifically asked the committee to comment on whether the current process is effective and consistent with the Senate's deliberations on the topic, compare our process with those at our peers, to comment on whether there are any areas of concern that should be reevaluated, and to review recent research studies related to the effectiveness of this type of evaluation system.

The committee began considering this issue at its first meeting of the year, on September 3, 2010. At that meeting, APAS Committee members reviewed the background of the topic in the Senate. In October, 2010, the committee reviewed a document prepared by the Senate Office outlining peer institution procedures for course evaluations, including information from the University of Illinois at Urbana-Champaign, the University of North Carolina at Chapel Hill, the University of California, Berkeley, the University of Los Angeles, the University of Michigan, the University of Wisconsin-Madison, Rutgers University, and Virginia Polytechnic Institute and State University (Virginia Tech). The committee also reviewed articles on the subject of teacher evaluations, including "Does Professor Quality Matter? Evidence from Random Assignment of Students to Professors," by Scott E. Carrell of the University of California and James E. West of the US Air Force Academy, (2010); "Online Course Evaluations Task Force Report" from the University of Michigan (2007); and an article on Student Evaluation of Teaching from the University of North Carolina at Chapel Hill (1994). Additionally, at the October 19, 2010 meeting, the committee discussed findings from a meeting that the Chair of APAS held with members of the Office of Institutional Research Planning & Assessment (IRPA).

There are at least three distinct constituencies with an interest in teaching evaluations: faculty, who can use such evaluations to improve their teaching; students, who can use them to select courses; and the administration *sensu lato*, who make use of the data for a variety of diagnostic purposes, including the Appointments, Promotion, and Tenure (APT) process. In an attempt to satisfy these distinct constituencies within the bounds established for legal reasons, the course evaluation system was divided into two distinct sets of questions, with the results being available to the public (i.e., students) or to the APT process, but not both. Answers to free-response questions are within the confidential portion of the course evaluation system used for the APT process. It is critical to understand that by law information used for employee evaluations (i.e., APT) must be kept confidential; this sharply limits the ability of course evaluations to serve these multiple constituencies.

An online course evaluation system ("CourseEvalUM") has been developed[1], and went into campus-wide use starting Fall 2007, with ongoing development since then. An advisory panel was established to help guide the development of CourseEvalUM; that panel meets twice per year and provides feedback on the implementation and development of CourseEvalUM. There are also Course Evaluation Liaisons identified in each college who provide a conduit for communication between the CourseEvalUM project and the campus community.

It is also noteworthy that since the Senate last deliberated on this matter there has been a growing popularity of off-campus course evaluation services (e.g., ourumd.com, ratemyprofessor.com). These services provide different information than CourseEvalUM, including free-response statements, but suffer from several flaws, including in many cases a lack of a requirement that a student have actually taken the course being evaluated, the self-selection of the participants which can lead to skewed results, and a lower overall participation rate than CourseEvalUM.

EVALUATION

The APAS Committee found that the CourseEvalUM system seems to satisfy the fundamental intent of the 2005 Senate resolution. It has successfully implemented a campus-wide course evaluation system, and this system appears to be accepted and used by the multiple constituencies, although (as described in more detail below) it still lacks important features, and is not equally useful to all constituencies. The fact that an advisory committee was established to guide ongoing development of the system is extremely important. An important benefit of the CourseEvalUM system is that it has helped establish a uniform evaluation system that appears to have encouraged a number of mentoring and conferencing experiences that reinforce the importance of teaching as a central campus mission, and presumably improve teaching quality.

A combination of incentives and advertising has managed to yield an overall response rate of 63%. This is lower than the target of 70%, but a 2009 study by

IRPA found that overall evaluations were not strongly skewed by response rate[2]. Thus, while the response rate is lower than desired, this does not in and of itself appear to invalidate the CourseEvalUM system.

The APAS Committee acknowledged that the free-response evaluations are sometimes inappropriate, harsh, or insulting, and found anecdotal support for the assertion that some faculty decline to read them. Legal considerations prohibit selective editing of the comments, so the only practical response to this concern appears to be education and counseling of both students and faculty. The 2005 Senate report recognized the importance of outreach and education regarding the course evaluation process itself, although this does not appear to have been a major component of the implementation. This concern is probably best regarded as a part of the larger dialog on civility that is now developing on campus. It should be noted that there is a mechanism in place to permit actively threatening messages to be referred to the appropriate law enforcement bodies.

Several weaknesses in the CourseEvalUM system were noted, particularly an overall lack of flexibility, including the inability to offer instructor- or course-specific questions, and the rigid requirement for a single opening and closing date for evaluations for all classes. The restriction to a single opening and closing date is particularly problematic in Summer- and Winter- terms, as well as in certain units that use non-standard exam schedules. To some extent these limitations are a necessary byproduct of the fundamental design of CourseEvalUM, and are driven at least in part by the scale of data collection involved and the desirability of using community-standard software. Many of these concerns were already well documented, and an existing IRPA report prioritizes development of CourseEvalUM Capabilities (for example, CourseEvalUM is now offering richer statistical analysis of data than it did in its first release)[1].

An important concern is whether or not CourseEvalUM is serving all of its varied constituencies well. Some faculty prefer the older system, and the committee found that some departments/units use dual systems including a combination of CourseEvalUM and paper evaluations. For that reason, evaluation of faculty perceptions regarding the CourseEvalUM process may also provide valuable insights to the CourseEvalUM Advisory Group. At the same time, some students appear to prefer the off-campus services.

One of the most important recommendations of the 2005 report was that online course evaluations be only one of several measures of teaching used for APT and related purposes. Student evaluations of teachers should be (and at Maryland typically are) only one part of a comprehensive teaching dossier for APT purposes. However, the fact that the current APT manual has an explicit statement that all dossiers must contain data from CourseEvalUM may have had the unintended effect of placing greater emphasis on online course evaluations by students than on other measures of teaching effectiveness. The CourseEvalUM system has provided a valuable university-wide measure of student perception of teaching, but because of

the complexities involved in interpreting such data, teaching dossiers should never consist solely of CourseEvalUM data. This is particularly important given the fact that it can be difficult to interpret data from student evaluations. Indeed, under some circumstances student evaluations can be inversely correlated with learning outcomes (E.g., Carrell and West, *op. cit.*).

RECOMMENDATIONS

The APAS Committee recommends that the CourseEvalUM system continue to undergo development with the guidance of a governing body that is formulated in a manner consistent with the principles of shared governance.   One obvious approach would be to modify the existing CourseEvalUM Advisory Group to satisfy this objective. Because the CourseEvalUM system has the potential to have a powerful influence on many central aspects of campus life, careful attention should be given to how the governing body is appointed, and provisions should be made to ensure that its mandate (and the implementation of CourseEvalUM in general) supports shared governance.

Several specific subjects warrant further attention: first, more detailed consideration should be given to how CourseEvalUM could be modified to better satisfy student needs. Second, the University should give priority to the imperative to educate students on the importance of civility in course evaluations and to counsel instructors on how to interpret and make effective use of the information in student evaluations. One logical approach would be to ask the Center for Teaching Excellence (CTE) to develop and promulgate appropriate materials and activities. And third, care should be taken to ensure that APT dossiers always include diverse documentation of teaching effectiveness, and never rely solely on CourseEvalUM data.

Finally, the committee strongly endorsed the urgency of unit-specific questions, including course-specific and instructor-specified questions. These are acknowledged as development goals on the IRPA CourseEvalUM web page, and Department-specific questions are close to implementation, but finer-grained specificity is given much lower priority in the most recent prioritization developed by the Advisory Group. The APAS Committee felt that course- and instructor- level questions would greatly increase the utility of CourseEvalUM to instructors.

[1]https://www.irpa.umd.edu/Assessment/crs_eval.shtml
[2]https://www.irpa.umd.edu/Assessment/CourseEvalUM/ReferencedFiles/response_score_fall09_report.pdf

Attachments

Appendix One: Background on Teaching Evaluation topic in University Senate
Appendix Two: Charge and Proposal from Senate Executive Committee
Appendix Three: Advisory Group priorities for development

Summary of History on the Topic of Course Evaluations in the University Senate:

In July 2002, The Educational Affairs Committee was charged with reviewing a proposal from Lilly-CTE Fellows to establish a University policy on the evaluation of teaching (Senate Doc #01-02-63). Senate Chair Kent Cartwright sent a memo to John Pease, Chair of the Educational Affairs Committee, asking the committee whether it would like to examine the proposal in depth or forward it to a joint task force of the Senate & Academic Affairs for further study. The memo detailed specific issues and questions that should be considered, and the proposal from Lilly-CTE was attached.

In November 2002, the Educational Affairs Committee responded to the SEC, stating that it had decided not to make a formal recommendation regarding the Lilly-CTE proposal for the Establishment of a University Policy on the Evaluation of Teaching. It suggested that a Task Force be created to look into this issue further.

On January 14, 2003, the SEC reviewed the memo from the Educational Affairs Committee and voted to develop a proposal for a Task Force.

The Joint Task Force on Course Evaluations and Teaching was appointed by the Office of the Provost and the University Senate. The Task Force was charged during in the spring of 2003.

The Task Force met during the summer and fall of 2003. It presented an interim report in February 2004. One of the recommendations from this report became a resolution for a university-wide requirement for student evaluations in all undergraduate and graduate courses.

The University Senate passed the resolution on May 3, 2004, mandating a university-wide requirement for student evaluations in all undergraduate and graduate courses. Senate Doc 02-03-39 stated "we recommend that there be a university-wide requirement for student evaluations in all undergraduate and graduate courses."

Following the passage of the resolution, the SEC updated the original charge to the Task Force in September 2004. The Task Force sent a draft response to the updated charge and a draft of their final report to the SEC for its meeting on January 19, 2005 (draft report dated January 12, 2005). The draft report detailed a set of six recommendations calling for, in part, a university-wide course evaluation system (web-based), a set of universal evaluation questions, and that a portion of the evaluation results be made public to the students. On January 19, 2005, the SEC met to review the response from the Task Force to the updated charge and draft report.

The Task Force compiled its Final Report in April 2005. This report contained seven recommendations on how the academic community could enhance its capabilities to assess and improve curriculum and instruction. The Task Force members unanimously agreed that a university-wide course evaluation requirement and system should be adopted.

The SEC met on September 13, 2005, and approved a consultation between Senate Chair Berlin and the Task Force to draw certain recommendations from the final report to be presented as actionable items to the Senate, along with a report from Provost Destler on implementation.

The SEC met on November 1st and voted to invite the Chair of the Task Force to the next meeting, along with the lawyer who had been advising them.

The Task Force presented its report and recommendations to the SEC on November 15, 2005. The SEC decided that Chair Berlin would work with the Task Force to revise the language of its recommendations.

The Task Force presented a revised document to the SEC on November 29, 2005. The SEC voted to approve the Task Force's document for the December Senate agenda.

On December 12, 2005, the Chair of the Task Force, Dennis Kivlinghan, presented the actionable recommendations (Recommendations for the Implementation of Web-based Student Course Evaluations, Senate Doc #02-03-39). He explained that the nine recommendations were principles for implementing web-based course evaluations. The recommendations would be implemented through the Provost's Office.

Chair Berlin sent a memo to President Mote on December 15, 2005, stating that the Senate had approved the Recommendations for the Implementation of Web-based Student Course Evaluations.

President Mote accepted the recommendations on December 21, 2005. He stated that there remain significant issues for full implementation, both in timing and in framing the questions, and gave suggestions for how to move forward.

Chair Berlin reported to the SEC about Dr. Mote's letter at the SEC meeting on January 24, 2006. Berlin noted that the Provost had formed an implementation committee. VP Jeff Huskamp presented an informational summary of technology issues relating to the implementation of web-based student evaluations to the SEC on February 28, 2006.

Sharon La Voy Chaired the Provost's Student Course Evaluation Implementation Committee and she presented the committee's university-wide questions for online student evaluations at an SEC meeting on March 14, 2006. The questions had been reviewed by the Council of Deans. The SEC made changes, and La Voy presented a final set of questions on April 11, 2006. The SEC voted to place the questions on the April 24th Senate agenda as an informational item.

The Provost and the Implementation Committee presented the questions for the web-based evaluation instrument. The Provost explained that the Senate would not be asked to approve the questions but to provide feedback. He confirmed that responses to the set of questions for APT would not be made public. The Provost emphasized that he would require a 75% participation rate before results for a course would be published. He explained that the new system would be fully implemented in the fall of 2007.

Prepared by the Senate Office – August 25, 2010

University Senate
CHARGE

Date:	September 1, 2010
To:	Charles Delwiche Chair, Academic Procedures & Standards Committee
From:	Linda Mabbs Chair, University Senate
Subject:	Evaluation of the Student Teacher Evaluations at UMD
Senate Document #:	10-11-06
Deadline:	December 1, 2010

The Senate Executive Committee (SEC) requests that the Academic Procedures & Standards (APAS) Committee review the attached proposal regarding the Student Teacher Evaluations at the University.

On December 12, 2005, the Senate approved the proposal entitled, Recommendations for the Implementation of Web-based Student Course Evaluations (Senate Doc #02-03-39). President Mote accepted these recommendations on December 21, 2005. The Provost's Student Course Evaluation Implementation Committee later implemented these recommendations. A complete overview of the timeline related to this proposal and supporting documentation are attached.

Because it has been five years since the initial approval of the proposal, the SEC feels that a review of the current process is warranted. Therefore, we ask that the APAS Committee review the implementation and current practice of student teacher evaluations.

Specifically, we ask that you:

1. Comment on whether the current process is effective and consistent with the Senate's deliberations.

2. Compare our existing practice to those at our peer institutions.

3. Comment on whether there are any areas of concern that should be reevaluated.

4. Review recent research studies related to the effectiveness of this type of evaluation system.

We ask that you submit your report and recommendations to the Senate Office no later than December 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

University Senate
PROPOSAL FORM

Name:	Denny Gulick
Date:	July 28, 2010
Title of Proposal:	Re-evaluation of the Student Teacher Evaluations at UMD
Phone Number:	301 405 5157
Email Address:	dng@math.umd.edu
Campus Address:	Dept of Math, Univ of MD
Unit/Department/College:	Mathematics, CMPS
Constituency (faculty, staff, undergraduate, graduate):	faculty
Description of issue/concern/policy in question:	There are a number of features of student teacher evaluations that are antagonistic and demeaning to faculty: 1. Students write anonymously, frequently with purposefully hurtful comments, sometimes with sexual comments. 2. Students are allowed to see class grade distributions, enhancing grade inflation. 3. In SS of 2010, students in some courses were allowed to fill out evaluations after grades were posted; in other courses students could not fill out evaluations until 3 weeks after completion of the courses. 4. Faculty increasingly refuse to look at the evaluations because of improper comments.
Description of action/changes you would like to see implemented and why:	The current evaluation process and timeline should be reviewed and revised to ensure that it is a constructive exercise for both the students and the faculty.
Suggestions for how your proposal could be put into practice:	Have a Senate committee review the entire set of procedures for the student teacher evaluations, and report back to the Senate by a given deadline.
Additional Information:	

CourseEvalUM Priority Development Items
Office of Institutional Research Planning & Assessment (IRPA)
Developed Fall 2010 with Advisory Group Feedback and in Consultation with OIT

The following items were ranked in order of priority need based on technical requirements as well as feedback from the colleges through the Course Evaluation Advisory Group.

Priority	Item
1	Upgrade Sakai and course evaluation software
2	Automate collection to reporting programming
3	Automate and develop user interface for process that loads SIS-based Oracle table data into Sakai
4	Develop user interface for Sakai/course evaluation tool for access to hierarchy functionality
5	TA items/reporting
6	APT compilation report
7	Move data from the transactional system to current warehouse with specified views
8	Governing feature to cap maximum number of items in an evaluation
9	Department level items and reporting
10	Affiliate small sections of large lectures to the system
11	Affiliate cross-listed courses to the system
12	Evaluate winter courses
13	Evaluate non-standard end fall and spring courses closer to their end dates
14	Address reporting access needs more fully
15	Add features to college and dept-level reporting
16	Instructor level items/reporting
17	Evaluate 3- & 8- summer courses near end dates
18	Lab and studio section items/reporting
19	Prefix, group, program items/reporting

Senate Document #:	10-11-35
PCC ID #:	10017
Title:	Proposal to Rename the Bachelor of Arts Program in *Italian Language and Literature* as *Italian Studies*
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	January 28, 2011
Date of Senate Review:	February 9, 2011
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The School of Languages, Literatures and Cultures within the College of Arts and Humanities proposes to change the name of its B.A. program in *Italian Language and Literature* to *Italian Studies*. The program includes the study of language, literature, and a range of cultural topics such that the term *Italian Studies* most succinctly captures its name.
Relevant Policy # & URL:	N/A
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate accept the name change.
Committee Work:	The Committee considered the proposal at its December 3, 2010, meeting. Gabriele Strauch, Associate Director for Academic Affairs of the School of Languages, Literatures and Cultures, and Beth Loizeaux, Associate Dean of Arts and Humanities, were present to discuss the proposal and answer questions. The Senate PCC committee unanimously approved the proposal at its December 3, 2010 meeting. The Academic Planning Advisory Committee approved the proposal on November 1, 2010.
Alternatives:	The Senate could decline to approve the new name for this program.
Risks:	If the Senate does not approve the new name, then the program will retain its existing name, which does not accurately reflect the nature of the program.

Financial Implications:	There are no financial implications with this proposal.
Further Approvals Required: *(*Important for PCC Items)*	If the Senate approves this proposal, it would still require further approval by the President and the Chancellor, and the Maryland Higher Education Commission will need to be notified.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED October 17, 2008

PCC LOG NO. **10017**

COLLEGE/SCHOOL: ARHU / SLLC

DEPARTMENT/PROGRAM: ITAL

PROPOSED ACTION (*A separate form for each*) ADD_____ DELETE_____ CHANGE_X_

DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes*).

Revise title of BA in Italian Language and Literature to BA in Italian Studies.

JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment*).

The undergraduate major in Italian includes the study of language, literature, and a range of cultural topics such that the term Italian Studies most succinctly captures its nature.

APPROVAL SIGNATURES   DATE

1. Department Committee Chair *Lauretta Clough*   1/28/09
2. Department Chair *Michael H. Long*   1/29/2009
3. College/School PCC Chair *T. MWG*   6/1/09
4. Dean *Elizabeth B Loizeaux EBJ*   5/3/10
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC *David Salness*   12/3/10
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

University Senate
TRANSMITTAL FORM

Senate Document #:	09-10-41
PCC ID #:	NA
Title:	Review of Quorum Calculation in Senate Standing Committees
Presenter:	Marc Pound, Chair of Elections, Representation & Governance Committee (ERG)
Date of SEC Review:	January 28, 2011
Date of Senate Review:	February 9, 2011
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	Several of the Standing Senate Committees are large and find it difficult to conduct business at Committee meetings due to a lack of quorum and might benefit from an alternate quorum calculation procedure.
Relevant Policy # & URL:	NA
Recommendation:	The ERG Committee recommends tailored quorums for committees that have 16 or more voting members, subtracting 1, 2, or 3 from the current quorum depending on the committee size, to create what would be an "optimally successful" number. No committee can reach quorum solely with Ex-Officio members. The ERG recommends revised quorums for the following committees: Committee Quorum ---------- -------- Academic Procedures and Standards 9 Campus Affairs 9 CORE 8 Educational Affairs 11 Equity, Diversity & Inclusion 11 ERG 8 Faculty Affairs 8 Programs, Curricula and Courses 9

	Staff Affairs	12
	Student Affairs	12
Committee Work:	In the Fall of 2010 the ERG Committee discovered that every committee failed to meet quorum requirements at least once during the 2009-2010 academic year. Current quorum procedure for Standing Committees follows Robert's Rules; a quorum is 50% of the total number of members plus one. The committee decided that the fundamental issue is that many committees are failing to meet quorum for meetings, especially those committees with larger numbers. At the October 6, 2010 meeting the Committee recounted past attempts to revise the quorum requirements for committees that had failed to be adopted. The ERG Committee concluded that there are two possible solutions to the lack of quorum for the Standing Committees: either lower the quorum for the Standing Committees or allow for business to be conducted without a quorum present. Lowering the quorum in the Standing Committees was deemed the more favorable solution. Several methods of lowering the quorums for Standing Committees were discussed and later analyzed. The analysis presented at the November 3, 2010 meeting revealed that, if the quorum were dropped to 1/3 of the members, some Senate Committees could conduct business with very few members present. Furthermore, a few committees could constitute a quorum composed entirely of Ex-Officio members. It was agreed that while it may not be preferable to have a majority of Ex-Officio members deciding a committee vote, the final decision is made in the full Senate where all campus constituencies have representation. The ERG Committee also discussed whether it was appropriate for excused absences to be allowed on Standing Committees much like is done for the Senate. They also considered the method of quorum calculation for Senate meetings (Senate Bylaws 3.4.b), applied only on the Standing Committees of a certain size; the smaller committees would continue with the current practice. Neither of these solutions was deemed satisfactory. The conclusion was that there is no "one-size-fits-all" solution. After the November meeting the ERG Committee voted via email to approve recommending tailoring the quorums for Standing

	Committees with 16 or more voting members.
Alternatives:	Senate Standing Committees could continue having difficulty meeting quorum, impairing their ability to move Senate business forward.
Risks:	There are no associated risks.
Financial Implications:	There are no financial implications.
Further Approvals Required: *(*Important for PCC Items)*	Senate approval, Presidential approval

Senate Elections, Representation, and Governance (ERG) Committee
Report on Review of Quorum Calculation in Senate Standing Committees
November 2010

Statement of the Problem
Several Senate Standing Committees have had difficulty meeting quorum on multiple occasions, impairing their ability to move Senate business forward.

Background
On April 22, 2010 the Senate Executive Committee (SEC) charged the ERG committee to review the current procedures for quorum calculation in the Senate Standing Committees. The ERG Committee began discussing the charge and the background information presented in the charge at the May 10, 2010 meeting (which notably did not have quorum!). It was decided that additional research was needed for full consideration of this issue, for instance, which Committees struggled to reach a quorum during the 2009-2010 academic year. (Appendix 2)

Committee Work
In the Fall of 2010, the ERG Committee continued research and discussion of the charge and possible recommendations. It was discovered that every committee failed to meet quorum requirements at least once during the 2009-2010 academic year. The fundamental issue is that many committees are failing to meet quorum for meetings, especially those committees with larger membership populations. Research also recounted past attempts to revise the quorum requirements for committees that had failed to be adopted. (Appendix 3)

Current quorum procedure for Standing Committees follows Robert's Rules; a quorum is 50% of the total number of members plus one. (Appendix 4) There are two possible solutions to the lack of quorum for the Standing Committees: either lower the quorum for the Standing Committees or allow for business to be conducted without a quorum present. The latter was recognized as an unfavorable option. Though there are practical ways to work around the quorum requirement, such as conducting business by email or creatively scheduling meetings, these may ameliorate, but do not directly address, the problem. Lowering the quorum in the Standing Committees is the only way to combat the problem procedurally.

Several methods of lowering the quorums for Standing Committees were discussed and analyzed. If 1/3 of the members constituted a quorum, the number of committee members deciding on business in certain Standing Committees could be very small. (Appendix 5) Reducing the size of all Standing Committees would also be difficult to accomplish because all constituencies need to be fairly represented. Another difficulty in reducing the size of the Standing Committees is the number of appointed Ex-Officio members, especially on the larger committees.

The analysis revealed that, if the quorum were dropped to 1/3 of the members, some Senate Committees could constitute a quorum composed entirely of Ex-Officio members. ERG Committee members were concerned that this may not be truly representative because Ex-Officio committee members serve based on their departmental position, not through a

representative selection process. (Appendix 6) On the other hand, while it may not be preferable to have a majority of Ex-Officio members deciding a committee vote, the final decision is made in the full Senate (assuming it is put on the agenda by the SEC) where all campus constituencies have representation.

The ERG Committee also discussed whether it was appropriate for excused absences to be allowed on Standing Committees much like is done for the Senate. They also considered the method of quorum calculation for Senate meetings (Senate Bylaws 3.4.b which states a quorum for meetings would be defined as a majority of elected Senators that have not received prior approval for absence from the Senate Office, or fifty (50) Senators, whichever number is higher.) This would be applied only on the Standing Committees of a certain size; the smaller committees would continue with the current practice. Neither of these solutions was deemed satisfactory.

The conclusion is that there is no "one-size-fits-all" solution.

Recommendation
The ERG Committee agreed that there should be a benchmark number below which committee business could not be conducted, no matter the size of the committee. It was decided that trying to compose one universal method to determine quorum that works for every committee might not be reasonable. It instead may better serve the Standing Committees to specify a numerical quorum for each committee in the Bylaws rather than the current practice of Robert's Rules. (Appendix 7) Therefore, the ERG Committee tailored proposed quorums for committees that had 16 or more voting members, subtracting 1, 2, or 3 from the current quorum depending on the committee size, to create what would be an "optimally successful" number. No committee can reach quorum solely with Ex-Officio members.

 The ERG recommends revised quorums for the following committees:

Committee	Quorum
---------- --------	
Academic Procedures and Standards	9
Campus Affairs	9
CORE	8
Educational Affairs	11
Equity, Diversity & Inclusion	11
ERG	8
Faculty Affairs	8
Programs, Curricula and Courses	9
Staff Affairs	12
Student Affairs	12

The Senate Bylaws should be amended to define the specified for quorums for these committees.

Appendix 1 –Charge
Appendix 2 -Failed Quorum

University Senate

CHARGE

Date:	April 22, 2010
To:	Kendra Wells Chair, Elections, Representation & Governance Committee
From:	Elise Miller-Hooks Chair, University Senate
Subject:	Review of Quorum Calculation in Senate Standing Committees
Senate Document #:	09-10-41
Deadline:	December 1, 2010

The Senate Executive Committee (SEC) requests that the Elections, Representation, and Governance (ERG) Committee review the attached proposal from the Staff Affairs Committee entitled, "Review of Quorum Calculation in Senate Standing Committees."

The SEC would like the ERG committee to review the current quorum calculation process and identify whether changes should be made to accommodate standing committees with a large membership. We also ask that you review past attempts at revising the process and the current process used for calculating a quorum at Senate meetings. The ERG Committee should advise on whether a specific guideline for quorum calculation of standing committees should be included in the Senate Bylaws. If the committee finds that a change is warranted, we ask that you propose an amendment to the Bylaws.

We ask that you submit your report and recommendations to the Senate Office no later than December 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Senate Committees that failed to reach quorum more than once in 2009-2010:

Committee	# of members	quorum #	# of meetings without quorum According to Minutes
Campus Affairs	20	11	4
Faculty Affairs	18	10	2
Educational Affairs	26(2 non-voting)	13	2
ERG	16	9	2
Student Affairs	30	16	2
EDI	23	13	4
Staff Affairs	28	15	4

UNIVERSITY OF MARYLAND

COLLEGE PARK SENATE

ELECTIONS, REPRESENTATION AND GOVERNANCE COMMITTEE
1997-1998
ANNUAL REPORT
WILLIAM B. WALTERS, CHAIR

During the 1997-1998 academic year, the Elections, Representation and Governance (ERG) Committee examined and approved two college plans of organization—the College of Arts and Humanities and the Clark School of Engineering. Also, the committee examined and discussed the plans of organization from the Robert H. Smith School of Business and Management and the School of Public Affairs. These two plans were forwarded to the Senate Executive Committee with the points of non-compliance noted to the University of Maryland Plan of Organization and the College Park Senate Bylaws were not observed.

The following Senate Bylaw changes were considered, approved and sent to the floor of the Senate for action.

a) *Article 3.1* (Senate Document #97-98-25z): The second sentence shall read "The notice, agenda, and supporting documents shall be mailed from the Senate Office to the membership no later than one calendar week prior to each regular meeting unless otherwise approved by the Executive Committee." This change reduced the lead time for sending out materials from 10 to about 5 working days. Passed by the Senate at its March 5, 1998 meeting.

b) *Article 4.1.c* (Senate Document #97-98-26z): The first sentence shall read, "... special order at the transitional meeting of the Senate ...". This change substituted the words "transitional meeting of the Senate" for the words "first meeting of the Senate in the Spring Semester". Passed by the Senate at its March 5, 1998 meeting.

c) *Article 4.7.b* (Senate Document #97-98-26z): The first sentence shall read, "The Executive Committee may also refer any item ... ". This change inserted the word "may" in the phrase. Passed by the Senate at its March 5, 1998 meeting.

d) *Article 5.6.e* (Senate Document #97-98-27z): The last line shall read "... the transitional meeting....". These changes replaced the word "organizing" with the word "transitional". Passed by the Senate at its March 5, 1998 meeting.

Article 5.6.g (Senate Document #97-98-27z): The last line shall read "... the transitional meeting....". These changes replaced the word "organizing" with the word "transitional". Passed by the Senate at its March 5, 1998 meeting.

Article 5.6.h (Senate Document #97-98-27z): The first sentence shall read "... at the transitional meeting ...". This change replaced the word "organizing" with the word "transitional". Passed by the Senate at its March 5, 1998 meeting.

e) *Article 6.4.a* (Senate Document #97-98-28z): The first, third, and fifth lines shall read "one faculty representative" instead of "one representative". This change clarified that these committee members are to be members of the faculty. Passed by the Senate at its March 5, 1998 meeting.

   Article 6.4.a (Senate Document #97-98-28z): The designation for the former "College of Agriculture" shall be replaced by its new name, "College of Agriculture and Natural Resources". Passed by the Senate at its March 5, 1998 meeting.

f) *Article 10.1.a(2)* (Senate Document #97-98-29z): This statement would read "... including at least one nominee for each position to be filled, and ..." This change eliminated the requirement that the Nominating Committee present a slate to the Senate that includes two nominees for each position to be filled. Passed by the Senate at its March 5, 1998 meeting.

g) *Article 6.5.a* (Senate Document #97-98-28z): The section shall read "Membership: The committee shall consist of an appointed presiding officer; ten faculty members; two undergraduate students and one graduate student; and the following persons or a representative of each: The Vice president for Academic Affairs/Provost, the Director of Honors, and the Administrative Deans of Undergraduate and Graduate Studies. The presiding officers of the Program, Curricula and Courses (PCC) and the CORE Liberal Arts and Sciences (CORE) Committees shall be non-voting ex-officio members." This change eliminated the phrase "presiding members of the associated adjunct committees" as there are no associated adjunct committees, and shifted the status of the presiding officers of the Program, Curricula and Courses and the CORE Liberal Arts and Sciences Committees to non-voting and ex-officio members. These presiding officers remain members of the committee and in a position to receive all mailings and minutes of the committee and may attend as required or desired, but do not play a role in the quorum count. Passed by the Senate at its March 5, 1998 meeting.

h) *Article 6.7.a* (Senate Document #97-98-28z): The section shall read, "Membership: The committee shall consist of an appointed presiding officer; 10 faculty members of whom 4 shall be senators and 2 must be untenured; one ... This change reduced the number of faculty members from 15 to 10, the number that must be senators from 8 to 4, and the number that must be non-tenured from 5 to 2. Passed by the Senate at its March 5, 1998 meeting.

i) *Article 5.3.c Rules for Procedure of Standing Committees:* (Senate Document #97-98-31z)

   5.3.c (1) The version of Robert's Rules of Order that shall govern the conduct of Standing Committees shall be Robert's Rules of Order, Newly Revised. Passed by the Senate at its April 2, 1998 meeting.

5.3.c (2) A quorum for meetings of Standing committees shall be one third of the voting members of the committee. Business transacted by a Standing Committee in the absence of a quorum must be specified as such in any report on committee activities. Presented on the Senate floor at its April 2, 1998 meeting, but failed.

An alternate motion for Article 5.3.c (2) was later proposed by the committee but not acted upon.

5.3.c Rules for Procedure of Standing Committees:

5.3.c (2) A quorum for meetings of Standing Committees shall be 1/3 of the voting members for committees with 18 or more members; for committees with fewer than 18 voting members, the smaller of 6 of the voting members or 50% of the voting members must be present. Business transacted by a Standing Committee in the absence of a quorum must be specified as such in any report on committee activities.

The issue of quorum number is still alive and still needs to be addressed.

The committee also discussed the issue of the size of the Student Affairs Committee. Again, it is a large committee and the issue remains of concern.

ELECTIONS, REPRESENTATION AND GOVERNANCE
1997-98 COMMITTEE MEMBERSHIP

William Walters, Chair	Patricia Greenspan
Matthew Bodoff	Robert Merikangas
John Van Brunt	Sabastian Niles
Robert Gaines	Marvin Pyles
Paul Green	Scott Rankin
	Janet Schmidt

Ex Officio
Dawn Leavell
Marty Vitale

University Senate

Senate Doc #	02-03-59
Date Received	05/07/03
Date of Item	05/07/03
Document Name	Proposal to Change the Procedural Rule Governing Quorum at Meetings of the Senate Executive Committee
Requestor	Dr. Joel Cohen

Status 05-06-2003 Senate Chair-Elect Cohen proposed a change in the rule governing quorum at meetings of the SEC. On a number of occasions in the past year the SEC could not vote on business items because it lacked the presence of seven voting members, as required in the Senate Bylaws. Senate Chair Cartwright agreed to charge the ERG Committee with deciding whether a change in the current procedural rule is appropriate and to consider the proposed amendment to the Bylaws or develop language of its own. The charge was sent it to David Sumner on 5/7/03. The ERG Committee questioned the need to change the quorum rule because the committee had a different understanding of how to count members. Cohen subsequently decided that the quorum rule does not need to be changed. The ERG report of December 12 came to the SEC for information purposes. The ERG Committee's interpretation of quorum count is different from the SEC's practice in recent years. It included the Senate Chair as a voting member for the purposes of a quorum. The SEC agreed with this outcome at its 12/12/03 meeting.

The charge was formally withdrawn, but the ERG Committee's information report was accepted at the 12/12/03 SEC meeting.

Pending EC? ○ Yes ◉ No	**Pending Senate?** ○ Yes ◉ No		**PCC Number** [ ]		
1st Standing Assign CID0008 ERG Committee	**2nd Standing Assign**				
Senate Agenda [ ]	**Response of President** [ ]		**Board of Regents** [ ]		
MHEC [ ]	**Filing** Permanent Files		**Closed** ◉ Yes ○ No		

UNIVERSITY OF MARYLAND

UNIVERSITY SENATE

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http://www.inform.umd.edu/CampusInfo/Senate

December 12, 2003

MEMORANDUM

TO: Joel Cohen, Chair, University Senate

FROM: Alan Mattlage, Chair, Elections, Representation & Governance Committee

SUBJECT: Proposal to Change the Rule Governing the Quorum for Meetings of the
            Senate Executive Committee, Senate Document Number 02-03-59

At two of our meetings, the Elections, Representation and Governance Committee discussed the proposal to change the rule governing the quorum for meetings of the Senate Executive Committee. The Committee reviewed Article 4.1.a of the Senate Bylaws and Article 8.2 of the Plan of Organization. These articles establish that the Executive Committee is to be composed of fourteen (14) voting members, including the Chair and Chair-Elect of the Senate. Article 4.5 of the Bylaws establishes that the quorum for the Executive Committee is to be seven (7) voting members. Consequently, the Chair and the
Chair-Elect of the Senate may be counted for the purposes of a quorum.

The Election, Representation and Governance Committee believes that seven is an appropriate number for the Executive Committee quorum. Consequently, we recommend that no changes be made in the articles governing the Executive Committee quorum.

AM/MG/am

cc: Mary Giles, Executive Secretary and Director

May 7, 2003

MEMORANDUM

TO:	David Sumner Chair of the Senate Elections, Representation, and Governance Committee
FROM:	Kent Cartwright KC Professor of English and Chair of the University Senate
SUBJECT:	Proposal to Change the Procedural Rule Governing Quorum at Meetings of the Senate Executive Committee (Senate Document Number 02-03-59)

Yesterday, Senate Chair-Elect Joel Cohen proposed a change in the rule governing quorum at meetings of the Senate Executive Committee. According to Article 4.5 of the Senate Bylaws, a quorum of the Executive Committee shall be seven voting members. This past year, the Executive Committee has from time to time been without the required seven at its biweekly meetings. The lack of a quorum has delayed action on important items of Senate business and the setting of the monthly Senate agendas. The Executive Committee seeks a remedy that conforms to the spirit and the letter of Senate rules.

Professor Cohen recommends adapting the procedural rule for quorum at Senate meetings to the needs of the Executive Committee. With Article 3.4 of the Bylaws as a model, Article 4.5 could be amended to read:

> A quorum of the Executive Committee shall be defined as a majority of elected members who have not received prior approval for absence from the Office of the University Senate, or five (5) members, whichever number is higher. For the purposes of determining a quorum, the Senate Chair, the Executive Secretary, the Parliamentarian, and the representatives of the President and the Senior Vice President for Academic Affairs will not be considered.

The Executive Committee agrees to the general principle that Professor Cohen has enunciated. We ask that the Elections, Representation, and Governance Committee consider the implications of Professor Cohen's proposal. If you decide a change in the current procedural rule appropriate, please consider the proposed amendment or craft new language for this change to the Bylaws.

Professor Cohen hopes to have this change approved by the Senate and in place early in the fall semester. Would you then review this matter before the present ERG Committee disbands? I look forward to your comments and your advice. If you have any questions, please contact Mary Giles on extension 5-5804.

KC:mdg

Cc: A. Montgomery

Information on Quorum From Robert's Rules

64. A Quorum of an assembly is such a number as must be present in order that business can be legally transacted. The quorum refers to the number present, not to the number voting. The quorum of a mass meeting is the number present at the time, as they constitute the membership at that time. The quorum of a body of delegates, unless the by-laws provide for a smaller quorum, is a majority of the number enrolled as attending the convention, not those appointed. The quorum of any other deliberative assembly with an enrolled membership (unless the by-laws provide for a smaller quorum) is a majority of all the members. In the case, however, of a society, like many religious ones, where there are no annual dues, and where membership is for life (unless it is transferred or the names are struck from the roll by a vote of the society) the register of members is not reliable as a list of the bona fide members of the society, and in many such societies it would be impossible to have present at a business meeting a majority of those enrolled as members. Where such societies have no by-law establishing a quorum, the quorum consists of those who attend the meeting, provided it is either a stated meeting or one that has been properly called.

In all ordinary societies the by-laws should provide for a quorum as large as can be depended upon for being present at all meetings when the weather is not exceptionally bad. In such an assembly the chairman should not take the chair until a quorum is present, or there is no prospect of there being a quorum. The only business that can be transacted in the absence of a quorum is to take measures to obtain a quorum, to fix the time to which to-adjourn, and to adjourn, or to take a recess. Unanimous consent cannot be given when a quorum is not present, and a notice given then is not valid. In the case of an annual meeting, where certain business for the year, as the election of officers, must be attended to during the session, the meeting should fix a time for an adjourned meeting and then adjourn.

In an assembly that has the power to compel the attendance of its members, if a quorum is not present at the appointed hour, the chairman should wait a few minutes before taking the chair. In the absence of a quorum such an assembly may order a call of the house [**41**] and thus compel attendance of absentees, or it may adjourn, providing for an adjourned meeting if it pleases.

In committee of the whole the quorum is the same as in the assembly; if it finds itself without a quorum it can do nothing but rise and report to the assembly, which then adjourns. In any other committee the majority is a quorum, unless the assembly order otherwise, and it must wait for a quorum before proceeding to business. Boards of trustees, managers, directors, etc., are on the same footing as committees as regards a quorum. Their power is delegated to them as a body, and their quorum, or what number shall be present, in order that they may act as a board or committee, cannot be determined by them, unless so provided in the by-laws.

While no question can be decided in the absence of a quorum excepting those mentioned above, a member cannot be interrupted while speaking in order to make the point of no quorum. The debate may continue in the absence of a quorum until some one raises the point while no one is speaking.

While a quorum is competent to transact any business, it is usually not expedient to transact important business unless there is a fair attendance at the meeting, or else previous notice of such action has been given.

Care should be taken in amending the rule providing for a quorum. If the rule is struck out first, then the quorum instantly becomes a majority of all the members, so that in many societies it would be nearly impracticable to secure a quorum to adopt a new rule. The proper way is to amend by striking out certain words (or the whole rule) and inserting certain other words (or the new rule), which is made and voted on as one question.

NOTE ON QUORUM. -- After all the members of an organization have had reasonable notice of a meeting, and ample opportunity for discussion, if a majority of the total membership of the organization come to a certain decision, that must be accepted as the action or opinion of that body. But, with the exception of a body of delegates, it is seldom that a vote as great as a majority of the total membership of a large voluntary organization call be obtained for anything, and consequently there has been established a common parliamentary law principle, that if a bare majority of the membership is present at a meeting properly called or provided for, a majority vote (which means a majority of those who vote) shall be sufficient to make the act the act of the body, unless it suspends a rule or a right of a member (as the right to introduce questions and the right of free discussion before being required to vote on finally disposing of a question) and that a two-thirds vote shall have the power to suspend these rules and rights. This gives the right to act for the society to about one-fourth of its members in ordinary cases, and to about one-third of its members in case of suspending the rules and certain rights. But it has been found impracticable to accomplish the work of most voluntary societies if no business can be transacted unless a majority of the members is present. In large organizations, meeting weekly or monthly for one or two hours, it is the exception when a majority of the members is present at a meeting, and therefore it has been found necessary to require the presence of only a small percentage of the members to enable the assembly to act for the organization, or, in other words, to establish a small quorum. ln legislative bodies in this country, which are composed of members paid for their services, it is determined by the constitutions to be a majority of their members. Congress in 1861 decided this to be a majority of the members chosen. In the English House of Commons it is 40 out of nearly 700, being about 6% of the members, while in the House of Lords the quorum is 3, or about one-half of 1% of the members. Where the quorum is so small it has been found necessary to require notice of all bills, amendments, etc., to be given in advance; and even in Congress, With its large quorum, one day's notice has to be given of any motion to rescind or change any rule or standing order. This principle is a sound one, particularly with societies meeting monthly or weekly for one or two hours, and with small quorums, where frequently the assembly is no adequate representation of the society. The difficulty in such cases may be met in societies adopting this Manual by the proper use of the motion to reconsider and have entered on the minutes as explained in **36:13**.

Committee Composition for Quorum Calculation (not including SEC)

Committee	Total Membership Mandated in Bylaws	Voting Members	Regular (Includes Chair)	Ex Officio	Ex Officio - N.V.	Current Quorum	1/3 of Voting Members
Academic Procedures and Standards	20	20	16	4	0	11	7
Campus Affairs	20	20	13	7	0	11	7
Committee on Committees	11	11	10	1	0	7	4
CORE	16	16	13	3	0	9	6
Educational Affairs	26	24	18	6	2	13	8
Equity, Diversity & Inclusion	23	23	19	4	0	13	8
ERG	16	16	14	2	0	9	6
Faculty Affairs	17	17	14	3	0	10	6
Governmental Affairs	11	11	6	5	0	7	4
Programs, Curricula and Courses	18	18	14	4	0	10	6
Staff Affairs	29	29	18	11	0	16	10
Student Affairs	29	29	20	9	0	16	10
Student Conduct	11	10	10	0	1	6	4

notes:

In accordance with standard practice, all 1/3 calculations were rounded down to the nearest whole number

The chair of Committee on Committees is ex officio

Staff Affairs ex officio numbers may vary based on CUSS membership

Where the last number on the right is in red, ex officio members alone could consitute a quorum using the 1/3 rule

Quorum Calculation for Committees

Per the request of the Chair, I have compiled the following thoughts on using the Senate standard for calculating quorum in committees.

Relevant Citation from the Senate Bylaws:

> **3.4.b** *A quorum for meetings shall be defined as a majority of elected Senators who have not received prior approval for absence from the Office of the University Senate, or fifty (50) Senators, whichever number is higher. For the purpose of determining a quorum, ex officio members with or without vote shall not be considered.*

Issues

Who's Counted for a Quorum?

- The Senate uses "elected Senators" ***not*** "voting members" for its calculation, which differs from the RONR standard.

- Using the "elected" standard in committees would be somewhat complicated since the ratio of elected to unelected members would vary from year to year (even throughout the year).

- Currently committees use the RONR standard, which is "voting members." As defined in RONR (10th ed.) pp. 466-67 and 480, 1. 18-27, this includes any ex officio members who are not specifically designated as "non-voting" with two exceptions: 1) a presiding officer (in this case the Chair of the Senate) who is automatically a member of all committees; 2) an ex officio who is not a regular member of the body (in this case someone appointed ex-officio who is not an employee of the University). Neither currently applies.

Does the Number of Ex Officio's Matter for Counting Quorum?

- In general an elected body should never be able to obtain a quorum with only unelected members – this probably constitutes the rationale for the choice of "elected members' in the Senate Bylaws.

- The Senate itself has a huge number of ***non voting*** ex officio members (All VP's chairs, directors, etc.) but only the 16 Deans are voting ex officio members. The balance is somewhat different in committees.

- As the attached spreadsheet shows, many committees have a large number of ex officio members. While what I am calling "regular members" may not necessarily be elected (myself for example), the same principle should probably be applied to them that is applied to elected Senators – in the sense that they have been deliberately selected through some process other than by virtue of holding a particular job title.

- This presents three issues for us to contemplate:

    1. Clearly we don't want to make it *harder* to obtain a quorum, which would certainly be the case if we stopped counting "voting members" and switched to counting only "regular members."

    2. However, if we switch to a 1/3 floor for quorum, there are four committees where it would be theoretically possible to obtain a quorum *with only ex officio members*. This is especially noteworthy since Staff Affairs and Student Affairs are two of the committees in question.

    3. *On the other hand* – if there are any committees with large numbers of ex officio members who rarely have time to attend (Staff Affairs and Student Affairs again suggest themselves, although I don't know about ex officio attendance records at either), eliminating them from the count might make quorum easier to reach.

How Many Is "Too Few" People for a Quorum?

- Officially there are is no standard answer to this question, since quorum is based on a certain percentage of a body, and of course on a five member board it would be perfectly logical to have a quorum of three. However, in our meetings the idea has been casually discussed that there is a sort of absurdity threshold with a committee of 20 people having a vote of two to one on an issue, for example.

- To that end, you can see from the attached spreadsheet that there are three committees which would have a 3 person quorum under a 1/3 floor system: Student Conduct, the Committee on Committees, and Governmental Affairs.

Committee Composition for Quorum Calculation (not including SEC)

Committee	Total Membership Mandated in Bylaws	Voting Members	Regular (Includes Chair	Ex Officio	Ex Officio - N.V.	Current Quorum	Proposed Quorum
Academic Procedures and Stand	20	20	16	4	0	11	9
Campus Affairs	20	20	13	7	0	11	9
Committee on Committees	11	11	10	1	0	6	6
CORE	16	16	13	3	0	9	8
Educational Affairs	26	24	18	6	2	13	11
Equity, Diversity & Inclusion	23	23	19	4	0	12	11
ERG	16	16	14	2	0	9	8
Faculty Affairs	17	17	14	3	0	9	8
Governmental Affairs	11	11	6	5	0	6	6
Programs, Curricula and Course	18	18	14	4	0	10	9
Staff Affairs	29	29	18	11	0	15	12
Student Affairs	29	29	20	9	0	15	12
Student Conduct	11	10	10	0	1	6	6

notes:

In accordance with standard practice, all 1/3 calculations were rounded down to the nearest whole number

The chair of Committee on Committees is ex officio

Staff Affairs ex officio numbers may vary based on CUSS membership

University Senate
TRANSMITTAL FORM

Senate Document #:	09-10-47
PCC ID #:	NA
Title:	Proposal to Increase Access to Public Records
Presenter:	Gene Ferrick, Chair, Campus Affairs Committee (CAC)
Date of SEC Review:	January 28, 2011
Date of Senate Review:	February 9, 2011
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	University policy prescribes that individuals must submit a Freedom of Information Act (FOIA) request via US mail for publicly available information. The standards for submission for many entities is changing to allow for requests to be sent via email or online form, which is more convenient and efficient for the person filing the request. University policy should be amended to accommodate FOIA requests via email or online form.
Relevant Policy # & URL:	VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS http://www.president.umd.edu/policies/vi500a.html
Recommendation:	The Campus Affairs Committee (CAC) recommends that the current policy (VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS) be amended as follows: IV. Necessity for Written Request A. All requests for inspection of public records shall be in writing, **via surface mail or email** unless the custodian of the record being requested specifically waives the requirement. B. Requests shall contain the applicant's name, ~~and~~ address, and **daytime telephone number or email** ~~shall be signed by the applicant~~ in order that the

	custodian may be able to contact the applicant.
	C. The applicant shall reasonably identify by brief description the record sought.
	D. The custodian is entitled to seek clarification in writing whenever records are not identified with reasonable specificity, and is not obligated to respond until the request is sufficiently specific to permit identification of the requested record.
	E. The custodian may inquire as to the purpose of the request, among other reasons, in order to determine if a request is made for commercial purposes pursuant to §10-618(m); when considering whether fees should be waived pursuant to §10-621(e) of the Act; or to assist in identification of the requested record.
	V. Filing the Request
	A written request for inspection of a public record shall be sent by **surface mail or email** ~~United States mail~~ and addressed to the custodian having physical custody and control of the record.
	The CAC also recommends that a dedicated email address be established to avoid the loss of information requests.
Committee Work:	The CAC was charged by the Senate Executive Committee (SEC) on April 21, 2010 to review the proposal entitled, "Proposal to Increase Access to Public Records" and make recommendations on whether the current policy (VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS) should be changed. On May 4, 2010, the CAC began discussion of the charge and current University policy and practices regarding FOIAs. The CAC continued the discussion in the fall at the September 13, 2010 meeting where it was decided to invite a representative from the University's Legal Office to come speak to the committee. On October 12, 2010, the CAC met with a representative of the Legal Office to discuss the current policy, process for handling these types of requests, and the volume of requests that they receive each week. The committee also discussed the rationale

	for the current process of only allowing that written requests for information be mailed. In subsequent meetings on November 2, 2010 and December 7, 2010 the CAC considered the Legal Office position and the processes of other public institutions such as the University Of Michigan and the University of Virginia, as well as public agencies like the Federal Communications Commission (FCC) and the National Transportation Safety Board (NTSB). At the December 7, 2010 meeting, the CAC considered all the information presented during the fall meetings and agreed it is appropriate for the University to accept information requests in writing via surface mail *and* email as this is an 'electronic age'. The recommended amendments to the existing policy VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS were approved. The CAC also approved a recommendation that a dedicated email address be established to ease the transition to electronic request and to avoid the loss of requests.
Alternatives:	The policy will remain unchanged.
Risks:	There are no risks.
Financial Implications:	Implementation of a dedicated email address/account will require staff time to develop.
Further Approvals Required: *(*Important for PCC Items)*	Senate and Presidential approvals are required.

Senate Campus Affairs Committee
Report on Proposal to Increase Access to Public Records
December 2010

Background:

University policy prescribes that individuals must submit a Freedom of Information Act (FOIA) request via US mail for publicly available information. The standards for submission for many entities is changing to allow for requests to be sent via email or online form, which is more convenient and efficient for the person filing the request.

On April 21, 2010 the Senate Executive Committee (SEC) requested that the Campus Affairs Committee (CAC) review the attached charge [Appendix 4] and proposal entitled, "Proposal to Increase Access to Public Records" [Appendix 5] and make recommendations on whether the current policy (VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS) [Appendix 1] should be changed.

Committee Work:

The CAC began discussion of the charge and current University policy and practices regarding FOIAs at the May 4, 2010 meeting. The CAC continued the discussion in the fall at the September 13, 2010 meeting where it was decided to invite a representative from the University's Legal Office to come speak to the committee.

At the October 12, 2010 meeting, the CAC invited Jack T. Roach, Executive Assistant to the President for Legal Affairs and Chief Counsel of the University, to discuss the current policy, which derives from the Maryland Public Information Act (PIA) [Appendix 3]. The policy as it is written allows data custodians to permit requests in forms other than written if they wish. The Legal Office only allows written information requests because it is felt that the act of submitting a written request via ground mail will make the requestor develop and submit a more focused request. All requests are sent to the campus legal office to combat confusion and the requests getting lost on campus. Requests go to the Legal Office to verify if the information is privileged or can be made public. The University Legal Office receives around 6-7 requests a week. These requests are not often for one item, but rather multi-part requests and are generally for very specific documents or information. Maryland law provides that the requests be answered within 30 days, federal can allow for up to a year.

The Legal Office requires that written requests for information be mailed for several reasons:
•   These requests are not a memo from one person to another,
•   The Legal Office is administrating a statute or law
•   There are civil penalties against the University if the requests are not handled correctly.
•   It also makes the request "crisper" and does not allow for a request to become revolving as it is felt it can with an email due to the immediacy of responses.

Also, requests submitted by mail are an easier method of record keeping, noting when the request was made and when it was completed. Requests can be expensive and the requestor can be given the opportunity to look at documents in person instead of having them sent to avoid expense.

In subsequent meetings on November 2, 2010 and December 7, 2010 the CAC considered the Legal Office position and the processes of other public institutions such as the University of Michigan and the University of Virginia, as well as public agencies like the Federal Communications Commission (FCC) and the National Transportation Safety Board (NTSB). For these organizations, requests can be submitted by email or online form. In some cases very specific guidelines are available online including the costs to be paid by the requestor. (In all cases requestors can be required to pay the cost of obtaining information, which may include copying costs and hourly wages.)

At the December 7, 2010 meeting, the CAC considered all the information presented during its fall meetings and agreed it is appropriate for the University to accept information requests in writing via surface mail *and* email; as this is an 'electronic age' and to continue to be in line with other top Institutions the University needs to keep up with the ever advancing technologies made available. The recommended amendments to the existing policy VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS were approved [Appendix 2]. Allowing email submission of requests may allow more requests to be submitted. Therefore the CAC also recommends that a dedicated email address be established to ease the transition to electronic request and to avoid the loss of requests. It should be noted that the requestor could be charged the cost of gathering and reporting information at the hourly wage rate of the employee(s) researching the information, as well as the cost of copies.

The CAC does not feel that recommending the development of an online form is appropriate at this time compared to email submissions. Developing such an online form would be an implementation issue and should be at the discretion of the Legal Office.

Recommendation:

The CAC recommends that the current policy (VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS) be amended in the following way.

Original text:
IV.   Necessity for Written Request

        A.   All requests for inspection of public records shall be in writing, unless the
                custodian of the record being requested specifically waives the requirement.

B.   Requests shall contain the applicant's name and address and shall be signed by the applicant in order that the custodian may be able to contact the applicant.

C.   The applicant shall reasonably identify by brief description the record sought.

D.   The custodian is entitled to seek clarification in writing whenever records are not identified with reasonable specificity, and is not obligated to respond until the request is sufficiently specific to permit identification of the requested record.

E.   The custodian may inquire as to the purpose of the request, among other reasons, in order to determine if a request is made for commercial purposes pursuant to §10-618(m); when considering whether fees should be waived pursuant to §10-621(e) of the Act; or to assist in identification of the requested record.

V.   Filing the Request

A written request for inspection of a public record shall be sent by United States mail and addressed to the custodian having physical custody and control of the record.

Amended Text:

IV.   Necessity for Written Request

A.   All requests for inspection of public records shall be in writing, **via surface mail or email** unless the custodian of the record being requested specifically waives the requirement.

B.   Requests shall contain the applicant's name**,** ~~and~~ address**,** and **daytime telephone number or email** ~~shall be signed by the applicant~~ in order that the custodian may be able to contact the applicant.

C.   The applicant shall reasonably identify by brief description the record sought.

D.   The custodian is entitled to seek clarification in writing whenever records are not identified with reasonable specificity, and is not obligated to respond until the request is sufficiently specific to permit identification of the requested record.

3

E.   The custodian may inquire as to the purpose of the request, among other reasons, in order to determine if a request is made for commercial purposes pursuant to §10-618(m); when considering whether fees should be waived pursuant to §10-621(e) of the Act; or to assist in identification of the requested record.

V.   Filing the Request

A written request for inspection of a public record shall be sent by **surface mail or email** ~~United States mail~~ and addressed to the custodian having physical custody and control of the record.

The CAC additionally recommends that the Legal Office, in regards to the amended text of the policy VI-5.00(A), establish a dedicated email address/account for the purpose of receiving all Public Information requests to avoid the loss of any request made via email. The CAC understands that this will require administrative changes for the Legal Office.

Appendices:

Appendix 1-Current Policy
Appendix 2- Proposed Amendments to Policy
Appendix 3- Maryland Public Information Act
Appendix 4- Charge
Appendix 5- Proposal

VI-5.00(A)   UNIVERSITY OF MARYLAND GUIDELINES AND PROCEDURES
                  GOVERNING THE INSPECTION OF PUBLIC RECORDS

           APPROVED BY THE PRESIDENT 1 AUGUST 1990; TECHNICAL
           AMENDMENTS DECEMBER 11, 2008

I.   Policy

It is the policy of the University of Maryland, College Park ("University")to permit the inspection of public records at reasonable times and at a reasonable cost by any person in interest consistent with the Maryland Access to Public Records Act, State Government Article, §10-601 et seq., Annotated Code of Maryland.

II.   Definitions

"Act" means the Public Information Act, State Government Article, Annotated Code of Maryland, §10-611 et seq.[1984].

"Applicant" means any person requesting disclosure of a public record.

"Custodian" means any authorized University employee who has physical custody and control of a public record.

"Official Custodian" means the person who is responsible for keeping the public record, whether or not that person has physical custody and control of the public record.

"Person" means any natural person, corporation, partnership, firm, or association, or governmental unit.

"Person in Interest" means:

     1.   a person, as defined above, who is the subject of a public record or the designee of the person; or

     2.   if the person has a legal disability, the parent or legal representative of the person.

"Public Record" means the original or any copy of documentary material that:

     1.   is made or received by the University in connection with the transaction of public business; and

     2.   is in any form, including a card, a computerized record, correspondence, a drawing, film or microfilm, a form, a map, a photograph or

photostat, a recording, or a tape; and

3.   includes a document that lists the salary of an
official or employee of the University.

"Personal Record" means any public record that names or with
reasonable certainty otherwise identifies an individual by
an identifying factor such as address, social security
number or other identifying number, description, finger or
voice print, or picture.

"Working Day" means any day between the hours of 8:30 a.m.
and 4:30 p.m., except Saturday, Sunday, scheduled University
holidays, and emergency closings.

III. Persons Entitled to Request Access

Subject to the limitations set forth below and except as
otherwise provided by law, the University shall permit any
person to inspect or copy any public record in its custody
and control.

IV.   Necessity for Written Request

A.   All requests for inspection of public records shall be
in writing, unless the custodian of the record being
requested specifically waives the requirement.

B.   Requests shall contain the applicant's name and address
and shall be signed by the applicant in order that the
custodian may be able to contact the applicant.

C.   The applicant shall reasonably identify by brief
description the record sought.

D.   The custodian is entitled to seek clarification in
writing whenever records are not identified with
reasonable specificity, and is not obligated to respond
until the request is sufficiently specific to permit
identification of the requested record.

E.   The custodian may inquire as to the purpose of the
request, among other reasons, in order to determine if
a request is made for commercial purposes pursuant to
§10-618(m); when considering whether fees should be
waived pursuant to §10-621(e) of the Act; or to assist
in identification of the requested record.

V.   Filing the Request

     A written request for inspection of a public record shall be
     sent by United States mail and addressed to the custodian
     having physical custody and control of the record.

VI. Response to a Request

     A.   Upon receipt of a request to inspect or copy public
          records, the custodian shall make a search for
          potentially responsive public records, and grant or
          deny the request promptly within a reasonable period,
          not to exceed 30 days. The custodian should respond in
          accordance with the guidelines set forth below, and in
          consultation with the University's Office of Legal
          Affairs, as appropriate.

     B.   If a requested public record is not in the custody and
          control of the person to whom the written application
          is made, that person shall notify the applicant of that
          fact within 10 working days of receipt of the request,
          and provide the name of the custodian and the location
          or possible location of the record, if known.

     C.   If a requested public record does not exist or has been
          destroyed or lost, the custodian shall notify the
          applicant of that fact.

     D.   In the event a request to inspect or copy a public
          record is denied, within 10 working days of the denial
          the custodian shall provide the applicant with a
          written statement that includes the following:

          1.   the reasons for the denial;

          2.   the legal authority for the denial; and

          3.   notification of the right to seek judicial review
               in accordance with §10-623 of the Act.

          This 10 day period is in addition to the maximum 30 day
          period for granting or denying a request.

     E.   Inspection of any reasonably severable portion of a
          record shall be permitted after redaction of those
          portions that may be withheld from disclosure.

     F.   With the consent of the applicant, any time period
          for response may be extended for up to 30 additional
          calendar days.

     G.   The University has no obligation under the Act to

perform research or create records to satisfy a request for inspection and copying. Nor does the Act require the University to provide information in a format other than that which is, in fact, the existing record.

H.   Unless prohibited by law, the custodian may, in his or her discretion, notify any person in interest that a request for inspection of a public record has been made.

VII. Guidelines for Determining Access

A.   Denial of Access

The custodian shall deny access to the following records as required by §10-615 through §10-617 of the Act:

1.   letters of reference for employees and students;

2.   library circulation records;

3.   library, archival, or museum material given by a donor who limits disclosure as a condition of the gift;

4.   sociological information if the custodian has adopted rules or regulations defining the term;

5.   confidential commercial, financial, geological or geophysical information or trade secret provided by or obtained from another;

6.   public employees' home addresses or telephone numbers, unless permission is given or inspection is deemed necessary to protect the public interest;

7.   information about the security of an information system;

8.   student educational records;

NOTE: Disclosure is restricted by the Federal Family Educational Rights and Privacy Act; the UNIVERSITY POLICY ON CONFIDENTIALITY AND DISCLOSURE OF STUDENT RECORDS should be consulted.

9.   retirement records;

NOTE: Inspection is permitted by the person in

interest; the appointing authority of the individual; after the death of the individual by a beneficiary, or personal representative; and by any law enforcement agency in order to obtain the home address of a retired employee when contact with the retired employee is deemed necessary for official agency business.

10. personnel records.

NOTE: Inspection is permitted by the person in interest; or an elected or appointed official who supervises the work of the individual.

B. Permissible Denials

Unless otherwise provided by law, a custodian may deny inspection of part of the following public records if it is believed that inspection would be contrary to the public interest:

1. inter-agency and intra-agency documents that would not be available by law to a private party in litigation;

2. examinations including test questions, scoring keys;

NOTE: A person in interest may inspect an examination after it has been given and graded, but may not copy the document.

3. research projects, except the name, title, expenditures and date when the final project summary will be available;

4. appraisals of University owned real property;

5. records of investigations by the Attorney General, a State's Attorney, a city or county attorney, a police department or a sheriff.

C. Temporary Denials

If the custodian of a public record believes that inspection would cause substantial injury to the public interest, inspection may be denied temporarily even if the document is one which is authorized for inspection under the Act.

NOTE: The custodian should contact the President's

Legal Office for guidance.

VIII. Review of a Denial

Judicial Review

If the custodian denies an applicant's request, the applicant may file a complaint with the circuit court for the county where the applicant resides or has a principal place of business; or the public record is located.

IX. Inspection

A.   Time of Inspection

Access is generally allowed during normal working hours at the University, as defined above. At the discretion of the custodian, a reasonable date and time may be specified to prevent undue interference with University business.

B.   Place of Inspection

The record shall be inspected at the location where it is normally kept, unless the custodian determines that another place of inspection is more suitable.

C.   Costs

1.   The custodian may charge fees to compensate for the direct and indirect costs incurred by the University in making the documents available for inspection or copying, including reimbursement for labor, materials, and travel expenses incurred in searching, reviewing, preparing, copying and refiling documents. Labor cost shall be based on the hourly rate and associated benefits of the personnel involved. The custodian may not charge for the first two hours needed to search for a public record and prepare it for inspection or copying, provided, however, that in accounting for this time, serial requests from the same applicant for the same or related records shall be considered as one request.

2.   In addition to charging fees for labor costs, when the applicant requests a copy of a public record, the University shall charge 25 cents a page to cover direct and indirect material costs of copying the document using a University photocopy machine.

3. If a copy of a record cannot be made using a University photocopy machine, the custodian shall make arrangements for reproduction to occur outside the institution, provided, however, at no time shall custody of the records be given to an applicant for this purpose. The applicant shall be charged the actual costs charged by the non-University copying service.

4. If the applicant requests that copies be mailed or delivered, the University shall charge the applicant the cost of postage or delivery.

5. An applicant should be informed of the estimated costs of search, preparation, and copying and shall be required to pay the estimated costs, unless de minimus, prior to the University taking further action to respond to the request. The applicant shall be refunded the difference, if any, between the estimated and actual costs.

6. The custodian may waive the fee for searching, preparation, or copying if: (i) the applicant requests a waiver and, (ii) after consideration of the ability of the applicant to pay the fee and other relevant factors, the custodian determines that the waiver would be in the public interest.

NOTE: THE PROCEDURES SET FORTH ABOVE DO NOT APPLY TO REQUESTS FOR INFORMATION CONTAINED IN SUBPOENAS OR SOUGHT BY GOVERNMENTAL AGENCIES PURSUANT TO INVESTIGATIONS OR AUDITS.

Proposed Amendments to Policy

VI-5.00(A)   UNIVERSITY OF MARYLAND GUIDELINES AND PROCEDURES
GOVERNING THE INSPECTION OF PUBLIC RECORDS

APPROVED BY THE PRESIDENT 1 AUGUST 1990; TECHNICAL
AMENDMENTS DECEMBER 11, 2008

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1.   a person, as defined above, who is the subject of a public record or the designee of the person; or

2.   if the person has a legal disability, the parent or legal representative of the person.

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1.   is made or received by the University in connection with the transaction of public business; and

2. is in any form, including a card, a computerized record, correspondence, a drawing, film or microfilm, a form, a map, a photograph or photostat, a recording, or a tape; and

3. includes a document that lists the salary of an official or employee of the University.

"Personal Record" means any public record that names or with reasonable certainty otherwise identifies an individual by an identifying factor such as address, social security number or other identifying number, description, finger or voice print, or picture.

"Working Day" means any day between the hours of 8:30 a.m. and 4:30 p.m., except Saturday, Sunday, scheduled University holidays, and emergency closings.

III. Persons Entitled to Request Access

Subject to the limitations set forth below and except as otherwise provided by law, the University shall permit any person to inspect or copy any public record in its custody and control.

IV. Necessity for Written Request

A. All requests for inspection of public records shall be in writing, **via surface mail or email** unless the custodian of the record being requested specifically waives the requirement.

B. Requests shall contain the applicant's name**, and** address**, and daytime telephone number or email** shall be signed by the applicant in order that the custodian may be able to contact the applicant.

C. The applicant shall reasonably identify by brief description the record sought.

D. The custodian is entitled to seek clarification in writing whenever records are not identified with reasonable specificity, and is not obligated to respond until the request is sufficiently specific to permit identification of the requested record.

E. The custodian may inquire as to the purpose of the request, among other reasons, in order to determine if a request is made for commercial purposes pursuant to §10-618(m); when considering whether fees should be waived pursuant to §10-621(e) of the Act; or to assist in identification of the requested record.

V.	Filing the Request
	A written request for inspection of a public record shall be sent by **surface mail or email** ~~United States mail~~ and addressed to the custodian having physical custody and control of the record.

VI.	Response to a Request

A.	Upon receipt of a request to inspect or copy public records, the custodian shall make a search for potentially responsive public records, and grant or deny the request promptly within a reasonable period, not to exceed 30 days. The custodian should respond in accordance with the guidelines set forth below, and in consultation with the University's Office of Legal Affairs, as appropriate.

B.	If a requested public record is not in the custody and control of the person to whom the written application is made, that person shall notify the applicant of that fact within 10 working days of receipt of the request, and provide the name of the custodian and the location or possible location of the record, if known.

C.	If a requested public record does not exist or has been destroyed or lost, the custodian shall notify the applicant of that fact.

D.	In the event a request to inspect or copy a public record is denied, within 10 working days of the denial the custodian shall provide the applicant with a written statement that includes the following:

1.	the reasons for the denial;

2.	the legal authority for the denial; and

3.	notification of the right to seek judicial review in accordance with §10-623 of the Act.

This 10 day period is in addition to the maximum 30 day period for granting or denying a request.

E.	Inspection of any reasonably severable portion of a record shall be permitted after redaction of those portions that may be withheld from disclosure.

F.	With the consent of the applicant, any time period for response may be extended for up to 30 additional calendar days.

G.	The University has no obligation under the Act to perform research or create records to satisfy a request for inspection and copying. Nor does the Act require the University to provide information in a format other than that which is, in fact,

Chapter 4:
Request Procedures

A. *Written Request*

The PIA envisions a written request. SG §10-614. However, types of records predesignated for immediate release under SG §10-613(c) are to be made available without need for a written request. SG §10-614(a)(2)(i). Furthermore, the agency may waive the requirement for a written application. SG §10-614(a)(2)(ii). An agency need not and should not demand written requests for inspection of agency documents when there is no question that the public has a right to inspect them. For example, an agency's annual report and the agency's quarterly statistics are clearly open to the public for inspection. In other instances, a written request or the completion of an agency request form may help expedite fulfillment of the request when less commonly requested records are sought. A request expressing a desire to inspect or copy agency records may be sufficient to trigger the PIA's requirements, even if it does not expressly mention the words "Public Information Act" or cite the applicable sections of the State Government Article.

In general, there is no requirement that the applicant give the reason for a request or identify him or herself, although he or she is certainly free to do so. The reasons that the information is sought are generally not relevant. *See Moberly v. Herboldsheimer,* 276 Md. at 227; 61 *Opinions of the Attorney General* 702, 709 (1976). These reasons might be pertinent, however, if the applicant seeks a waiver of fees. *See* Chapter II.G above. The identity of an applicant is relevant if he or she is seeking access in one of the particular situations where the PIA gives a "person in interest" special rights of access. Knowledge of the purpose of the request may sometimes assist a custodian who is required under SG §10-618 to make a "public interest" determination prior to releasing a record. *See* SG §10-614(c)(2)(i). In addition, a public institution of higher education has a right to know whether a requester seeking students' personal information is seeking records for a commercial purpose. SG §10-618(m).

The request must sufficiently identify the records that the applicant seeks. *See* Letter of advice to Deborah Byrd, Dorchester County Commissioner's Office, from Assistant

Attorney General Kimberly Smith Ward (May 7, 1996) (PIA request must sufficiently identify records so as to notify agency of records that the applicant wishes disclosed). *See also Sears v. Gottschalk*, 502 F.2d 122 (4th Cir. 1974), *cert. denied*, 422 U.S. 1056 (1975) (FOIA calls for reasonable description, enabling government employee to locate requested records). In some instances, applicants may have only limited knowledge of the types of records the agency has and may not be able to describe precisely the records they seek. An agency may appropriately assist an applicant to clarify a request when feasible.

Generally, an agency may not require the Legislative Auditor to submit a written request pursuant to the PIA. However, if an employee of the Legislative Auditor requests information from an agency that is not the subject of the audit without stating an organizational affiliation and without invoking the powers granted under the audit statute (SG §§2-1217 to 2-1227), the agency that receives the request should treat it as a request subject to all of the procedures of the PIA, including the requirement of a written application. 76 *Opinions of the Attorney General* 287 (1991).

B.   *Time for Response*

Under SG §10-614(b)(2), if a record is found to be responsive to a request and is recognized to be open to inspection, it must be produced "immediately" after receipt of the written request. An additional reasonable period "not to exceed 30 days" is available only where the additional period of time is required to retrieve the records and assess their status under the PIA. A custodian should not wait the full 30 days to allow or deny access to a record if that amount of time is not needed to respond. If access is to be granted, the record should be produced for inspection and copying promptly after the written request is evaluated. Similarly, when access to a record is denied, the custodian is to "immediately" notify the applicant. SG §10-614(b)(3)(i). Within ten working days after the denial, the custodian must provide the applicant with a written statement in accordance with SG §10-614(b)(3)(ii). This 10-day period is in addition to the maximum 30-day or (with an agreed extension) 60-day periods for granting or denying a request. *Stromberg Metal Works, Inc. v. University of Maryland*, 382 Md. 151, 158-59, 854 A.2d 1220 (2004). However, in practice, the denial and explanation generally are provided as part of a single response.

There appears to be some conflict between the "immediate" access requirement of SG §10-614(b)(2) and the 30 days allowed to grant or deny a request by SG §10-614(b)(1). This conflict is resolved, however, if the custodian immediately grants access where the right to access is clear. If the custodian, after an initial review of the records, determines that there is a question about the applicant's right to inspect them, then a period of up to 30 days may

be used to determine whether a denial is authorized and appropriate. If the problem is that the request is unclear or unreasonably broad, the custodian should promptly ask the applicant to clarify or narrow the request. The custodian should not wait the full 30 days and deny the request only because it is unclear or unreasonably broad.

The 30-day time periods in SG §10-614(b)(1) and (2) and the other time periods imposed by SG §10-614 may be extended, with the consent of the applicant, for an additional period not to exceed 30 days. SG §10-614(b)(4).

A troubling question is presented where the custodian, acting in good faith, is unable to comply with the time limits set by the PIA. For example, a custodian may have trouble retrieving old records and then, after retrieval, may find that portions of the records must be deleted to protect confidential material from disclosure. Even with due diligence, the custodian may be unable to comply with the request within the time limits set by the PIA. If an extension is not obtainable under SG §10-614(b)(4), the custodian should make the best good faith response possible by: (1) allowing inspection of any portion of the records that are currently available; and (2) informing the applicant, within the imposed time limit, of the reasons for the delay and an estimated date when the agency's review will be complete.

This course should be followed only when it is impracticable for the custodian to comply with the PIA's time limits. Every effort should be made to follow the PIA's time limits. Under FOIA, if an agency can show that exceptional circumstances exist and that it is exercising due diligence in responding to a request, courts have allowed the agency additional time. *See Open America v. Watergate Special Prosecution Force*, 547 F.2d 605 (D.C. Cir. 1976) (court allowed FBI to handle large volume of requests for information by fulfilling requests on a first-in, first-out basis even though statutory time limits were exceeded). *See also Exner v. FBI*, 542 F.2d 1121 (9th Cir. 1976); *Hayden v. Department of Justice*, 413 F. Supp. 1285 (D.D.C. 1976). Other courts have resisted agency efforts to maintain a routine backlog of FOIA requests. *See Ray v. Department of Justice*, 770 F. Supp. 1544 (S.D. Fla. 1990) (routine administrative backlog of requests for records did not constitute "exceptional circumstances" allowing agency to respond outside FOIA's 10-day requirement). *Accord*, *Mayock v. INS*, 714 F. Supp. 1588 (N.D. Cal. 1989), *rev'd*, 938 F. 2d 1006 (9th Cir. 1990).

While the time limits in the PIA are important and an agency or custodian may be sanctioned in a variety of ways under the statute for a failure to comply, an agency's failure to respond within the statutory deadlines does not waive applicable exemptions under the

Act. "[T]he custodian [is not] required to disgorge records that the Legislature has declared should not be disclosed simply because the custodian did not communicate his/her decision in a timely manner." *Stromberg Metal Works Inc. v. University of Maryland*, 382 Md. 151, 161, 854 A.2d 1220 (2004).

C.   *Records Not in Custodian's Custody or Control*

If a written request for access to a record is made to a person who is not the custodian, that person must, within 10 working days of the receipt of the request, notify the applicant of this fact and, if known, the actual custodian of the record and the location or possible location of the record. SG §10-614(a)(2).

D.   *Written Denial*

When a request is denied, the custodian must provide, within 10 working days, a written statement of the reasons for the denial, the legal authority for the denial, and notice of the remedies for review of the denial. SG §10-614(b)(3)(ii); *City of Frederick v. Randall Family, LLC*, 154 Md. App. 543, 841 A.2d 10 (2004) (denial letter was legally deficient as it that failed to explain reason for denying access under SG §10-618(f)(1) in connection with closed investigation). A sample denial letter is contained in Appendix B. An index of withheld documents is not required at the administrative denial stage, so long as the letter complies with SG §10-614(b)(3)(ii). Generally, a denial letter should be reviewed by the agency's legal counsel before it is sent out to ensure that the denial is correct as a matter of law and to ensure that the three elements in SG §10-614(b)(3)(ii) are adequately and correctly stated in the letter.

Before sending a denial letter and after consulting with counsel, a custodian may consider negotiating with the applicant or the applicant's attorney. The applicant may wish to withdraw or limit the part of the request that is giving the agency difficulty and thus avoid the need for a formal denial.

E.   *Administrative Review*

If an agency is subject to the "contested case" provisions of the Administrative Procedure Act, Title 10, Subtitle 2 of the State Government Article, the agency must provide the applicant with the opportunity for an administrative review in accordance with contested case hearing procedures. The PIA requires that any applicant who makes a request be given an APA hearing, despite the fact that it often makes little sense to have such a hearing.

Adjudicatory hearings of this type are most appropriate for factual disputes, whereas the issue in a PIA denial is usually one of law (*e.g.* the scope of a statutory exception) that the agency should have fully considered prior to the denial. Nevertheless, the PIA is explicit, and denial letters from agencies subject to APA contested case provisions should indicate this procedure as an available remedy for review.

By the express terms of SG §10-622(c), however, the applicant does not have to exhaust administrative remedies under the APA before seeking judicial review under SG §10-623. Similarly, a prisoner need not exhaust administrative remedies under Prisoner Litigation Act before filing civil action in circuit court in connection with PIA request relating to conditions of confinement. *Massey v. Galley*, 392 Md. 634, 898 A.2d 951 (2006).

F.   *Judicial Enforcement*

The PIA provides for judicial enforcement of the rights provided under the Act. SG §10-623. It calls for a suit in the circuit court to "enjoin" an entity, official, or employee from withholding records and order the production of records improperly withheld. Literally, SG §10-623 refers only to persons denied "the right to inspect" a record. It does not explicitly refer to the right to obtain copies. Despite this oversight, it is likely that a court would construe SG §10-623 to provide for judicial scrutiny of an agency's refusal to provide copies.

1.   Limitations

The Court of Special Appeals has held that actions for judicial review under SG §10-623 of the PIA are controlled by §5-110 of the Courts and Judicial Proceedings Article, which has a two-year limitations period, rather than by former Rule B4, which would require the action to be brought within 30 days. The Court did not decide whether proceedings under SG §10-623 are subject to any other rules governing administrative appeals. *Kline v. Fuller*, 56 Md. App. 294, 467 A.2d 786 (1983). Given that a requester may make a new PIA request after a period of limitations has expired concerning the denial of a prior request, the Court of Special Appeals has characterized the two-year limitations period as of "minuscule significance." *Blythe v. State*, 161 Md. App 492, 512, 870 A.2d 1246, (2005).

2.   **Procedural Issues**

- **Venue.** Venue is proper where the complainant resides or has a principal place of business or where the records are located. SG §10-623(a)(1). *See Attorney Grievance Commission v. A.S. Abell*, 294 Md. 680, 452 A.2d 656 (1982).

- **Answer.** The defendant must answer or otherwise plead within 30 days after service, unless the time period is expanded for good cause shown. SG §10-623(b).

- **Expedited hearing.** SG §10-623(c)(1) provides for expedited court proceedings in PIA cases. The agency and counsel should cooperate if the plaintiff seeks a quick judicial determination.

- **Intervention.** In some cases, it may be appropriate for a third party to intervene in an action for disclosure. For example, if the issue is the release of investigatory, financial, or similar records, the person who is the subject of the records may wish to intervene under Maryland Rule 2-214. In an appropriate case, particularly one involving confidential business records, the agency should consider inviting affected persons to intervene. An affected person's failure to seek intervention may itself be an indication that the records are not truly confidential.

3.   **Agency Burden**

The burden is on the entity or official withholding a record to sustain its action. SG §10-623(b)(2)(i). If the custodian invokes the agency memoranda exception, however, and the trial court determines that one of the privileges embraced within that exemption applies, the custodian will have met the burden of showing that disclosure would be contrary to the public interest. *Cranford v. Montgomery County*, 300 Md. 759, 776, 481 A.2d 229 (1984). The PIA specifically provides that the defendant custodian may submit a memorandum to the court justifying the denial. SG §10-623(b)(2)(ii). *Cranford* discusses the level of detail necessary to support a denial of access.

To satisfy the statutory burden, an entity or official withholding a record must put forth evidence sufficient to justify the decision. In some circumstances, a court may require the agency to file a *Vaughn* index (named after the *Vaughn v. Rosen*, 484 F.2d 820 (D.C. Cir. 1973)) detailing each record withheld or redacted by author, date, and recipient, stating the

particular exemption claimed, and providing enough information about the subject matter to permit the requester and court to test the justification of the withholding. *See Blythe v. State*, 161 Md. App. 492, 521, 870 A.2d 1246, *cert. granted*, 388 Md. 97, 879 A.2d 42 (2005).

A regulatory agency that denies a person in interest access to an investigatory file under SG §10-618(f)(1)(ii) must establish first, that the file was compiled for a law enforcement purpose and second, that disclosure would have a prejudicial effect under SG §10-618(f)(2). *Fioretti v. State Board of Dental Examiners*, 351 Md. 66, 716 A. 2d 258 (1998) (holding in plaintiff's favor because the agency failed to support its motion to dismiss with affidavits, a summary of the file, or other relevant evidence).

In contrast, a law enforcement agency enumerated under SG §10-618(f)(1)(i) is presumed to have compiled an investigatory file for law enforcement purposes. *Blythe v. State*, 161 Md. App. 492, 525-26, n.6, 870 A.2d 1246, *cert. granted*, 388 Md. 97, 879 A.2d 42 (2005). Because a generic determination of interference with a pending investigation can be made, a *"Vaughn* index" listing each document, its author, date, and general subject matter, and the basis for withholding the document, is not required. *See Office of the State Prosecutor v. Judicial Watch, Inc.*, 356 Md. 118, 737 A.2d 592 (1999).

However, the custodian nevertheless bears the burden of "demonstrating, with particularity and not in purely conclusory terms, precisely why the disclosure [of an investigatory record] 'would be contrary to the public interest'" and exploring the feasibility of severing a record "into disclosable and non-disclosable parts." *Blythe v. State*, 161 Md. App. 492, 527, 870 A.2d 1246, *cert. granted*, 388 Md. 97, 879 A.2d 42 (2005).

The court may examine the questioned records *in camera* to determine whether an exception applies. SG §10-623(c)(2). *See Equitable Trust Co. v. State Comm'n on Human Relations*, 42 Md. App. 53, 399 A.2d 908 (1979), *rev'd on other grounds*, 287 Md. 80, 411 A.2d 86 (1980). SG §10-623(c)(2), allowing *in camera* inspection, is discretionary, not mandatory. Whether an *in camera* inspection will be made ultimately depends on whether the trial judge believes that it is needed to make a responsible determination on claims of exemption. *Cranford v. Montgomery County*, 300 Md. 759, 779, 481 A.2d 221, 231 (1984). *See also Zaal v. State*, 326 Md. 54, 602 A.2d 1247 (1992), where the Court discussed alternative approaches to protect sensitive records.

University Senate
CHARGE

Date:	April 21, 2010
To:	Edward Walters Chair, Campus Affairs
From:	Elise Miller-Hooks Chair, University Senate
Subject:	Proposal to Increase Access to Public Records
Senate Document #:	09-10-47
Deadline:	December 1, 2010

The Senate Executive Committee (SEC) requests that the Campus Affairs Committee review the attached proposal entitled, "Proposal to Increase Access to Public Records" and make recommendations on whether the current policy (VI-5.00(A) UMCP GUIDELINES AND PROCEDURES GOVERNING THE INSPECTION OF PUBLIC RECORDS) should be changed.

The SEC would like the Campus Affairs Committee to review the relevant policy and comment on whether the process for submission of Freedom of Information Act (FOIA) requests should be changed. Specifically, the committee should note whether the policy should be amended to accommodate FOIA requests via email or online form submissions. In the course of your review, we ask that you compare our current process for such requests to those at our peer institutions. In addition, we request that the committee consult with the University's Legal Office before making any recommendations.

We ask that you submit your report and recommendations to the Senate Office no later than December 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

University Senate
PROPOSAL FORM

Name:	Jonathan Sachs
Date:	April 6, 2010
Title of Proposal:	Proposal to Increase Access to Public Records
Phone Number:	301-244-8320
Email Address:	jjsachs@umd.edu
Campus Address:	Commons 1407C
Unit/Department/College:	BSOS
Constituency (faculty, staff, undergraduate, graduate):	Undergraduate
Description of issue/concern/policy in question:	Currently, University policy prescribes that individuals must submit a Freedom of Information Act (FOIA) request via US mail. The standards for submission for many entities is changing to allow for requests to be sent via e-mail or online form, which is more convenient and efficient for the person filing the request. I believe that University policy should be amended to accommodate FOIA requests via e-mail.
Description of action/changes you would like to see implemented and why:	Section V, "Filing the Request" of the University's FOIA policy (http://www.president.umd.edu/policies/vi500a.html) needs to be changed to allow for e-mail requests or requests via online form to be accepted. Online submissions have many advantages including cost, speed, and convenience for the requestor. After speaking to the President's Chief of Staff, Sally Koblinsky, it is clear that a system must be developed to accept requests online that will finalize the request, and verifies the requestor's identity. It is my goal to reform the policy, while not bringing unreasonable burden on the University's Chief Council.

Suggestions for how your proposal could be put into practice:	Many government agencies including the NTSB (http://www.ntsb.gov/pubmail/pubmail.asp) and the FCC (http://www.fcc.gov/foia/) have online forms that can accommodate FOIA requests, as examples. The University could implement a similar system to these agencies or simply allow e-mail requests to be accepted.
Additional Information:	None.

Please send your completed form and any supporting documents to senate-admin@umd.edu or University of Maryland Senate Office, 1100 Marie Mount Hall, College Park, MD 20742-7541. Thank you!

University Senate

TRANSMITTAL FORM

Senate Document #:	10-11-10
PCC ID #:	N/A
Title:	Proposal to Review Retirement Program Selection Process
Presenter:	Bob Schwab, Chair, Senate Faculty Affairs Committee Cynthia Shaw, Chair, Senate Staff Affairs Committee
Date of SEC Review:	January 28, 2011
Date of Senate Review:	February 9, 2011
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	As a condition of employment at the University of Maryland College Park, all faculty and regular exempt staff members are required to enroll in either the Optional Retirement Program (ORP) or the State Retirement and Pension System (SRPS). The Faculty Affairs Committee and Staff Affairs Committee were asked by the Senate Executive Committee (SEC) to review a proposal regarding the retirement program selection process for faculty and regular exempt staff at UMCP. The committees were asked to help determine whether there are areas of concern and/or instances of misinformation in the retirement program selection process.
Relevant Policy # & URL:	N/A
Recommendation:	Following review, the committees developed a list of six recommendations to be put forward for consideration. All six recommendations are thoroughly described in the attached report. The committees regard Recommendations 1 and 2 as having the greatest potential for significant improvement of the distribution of communication regarding benefits information, including the potential for increased understanding of the retirement selection process: 1) Professionals Outside of University Human Resources Should Review the UHR Website and Suggest Revisions 2) All Faculty and Regular Exempt Staff New Hire Appointment Letters Should be Strengthened to Include Information about the Retirement Program Selection Process

	3) Consideration Should be Given for the Establishment of a Full-Time Benefits Trainer Position in University Human Resources
	4) Departments/Units Should Be Required to Notify UHR of All New Hires As Soon As Possible
	5) UHR Should Create a Policy to Notify Unit Heads when Benefits Clerks Are Not Attending Training Sessions or Are Making Too Many Errors
	6) New Hires should Sign-Off on a Checklist Stating That They Were Given Information about Retirement and Understand the Options
Committee Work:	In order to conduct the preliminary evaluation, the committees established a Working Group consisting of three people from Faculty Affairs and three from Staff Affairs. The Working Group met over the course of two months to research, review, and report back to the committees on its findings and recommendations. The Working Group consulted with UHR staff throughout its review process. The Working Group also consulted the Office of Legal Affairs to discuss what options may exist for faculty or staff members who were given misinformation about their retirement options when they were hired. The Faculty Affairs Committee and Staff Affairs Committee met on December 6, 2010. At the meeting, the Chair of the Working Group presented the final report of the Working Group. The committees deliberated and voted unanimously to adopt the recommendations of the Working Group, with the incorporation of additional revisions and suggestions.
Alternatives:	The committees' recommendations could not be implemented; potential misinformation about the retirement program selection process for new hires would likely continue.
Risks:	There are no associated risks.
Financial Implications:	The committees are aware that retaining a benefits communications firm and/or the establishment of a new line, or re-assignment of duties in an existing position, for the Full-Time Benefits Trainer and changes to the University Human Resources website will necessitate resources. The committees support the University in making resources available for these purposes.
Further Approvals Required: *(*Important for PCC Items)*	Senate Approval, Presidential Approval

Senate Faculty Affairs and Staff Affairs Committees
Joint Report on the "Proposal to Review Retirement Program Selection Process"
Senate Document 10-11-10
December 2010

BACKGROUND:

On September 3, 2010, the Senate Faculty Affairs and Staff Affairs Committees ("the committees") were charged by the Senate Executive Committee (SEC) with jointly reviewing a proposal submitted by a faculty member (Dr. Elisabeth Smela, Mechanical Engineering) regarding the retirement program selection process for faculty and regular exempt staff at the University. The charge from the SEC is attached to this report as Appendix One. The proposal asserted that, anecdotally, a large number of faculty, apparently across the University, were informed that they were ineligible for the State Retirement and Pension System (SRPS) [Teachers'/Employees' Alternate Pension System], typically by someone in their department. The proposal is attached as Appendix Two.

The committees were asked to conduct a preliminary evaluation to help determine whether there are areas of concern in the retirement program selection process. Specifically, the Senate Executive Committee asked the committees to:

1) Consult with representatives of the Office of Human Resources (UHR)

2) Review the current and past retirement program selection processes for faculty and staff initially entering the University

3) Comment on whether there are any areas of concern

CURRENT PRACTICE:

According to University Human Resources, as a condition of employment at the University of Maryland College Park, all faculty and regular exempt staff members are required to enroll in either the Optional Retirement Program (ORP) [Fidelity Investments and TIAA-CREF] or the State Retirement and Pension System (SRPS) [Teachers'/Employees' Alternate Pension System]. Effective July 13, 2007 the State of Maryland requires that any new faculty or regular exempt staff member who does not make a voluntary retirement plan selection by the first day of employment will automatically default to the State Retirement and Pension System (SRPS). The default to the SRPS occurs automatically via Payroll Human Resources (PHR) when the system recognizes that a retirement selection is not entered into the appointment record. To avoid defaulting to the SRPS, faculty and regular exempt staff who have accepted offers of employment must make a selection no later than their first day of employment. This will allow the Department/Unit's PHR creator to enter the retirement selection when the appointment is established. If faculty or regular exempt staff members are defaulted and want to switch to the ORP, they will have one year from their date of hire to do so. Any contributions that are made to the pension system cannot be refunded until they terminate or retire from the University. They will still be required to complete enrollment material for the state pension plan if they are defaulted and enrollment material for the ORP if they decide to switch plans.

If faculty or regular exempt staff members select the ORP, their election cannot be changed. They will be required to sign an Irrevocable Election Not to Participate in the

Teachers'/Employees' Alternate Pension System (Form 60), which waives their future right to participate in this plan at any State or Maryland Institution of Higher Education. However, if they change positions from exempt or faculty status to non-exempt states and participated in the ORP, they will be required to enroll in the SRPS and contributions to their ORP will terminate.

COMMITTEE WORK:

In order to conduct the preliminary evaluation, the committees established a Working Group consisting of three people from Faculty Affairs and three from Staff Affairs. The Working Group met over the course of two months to research, review, and report back to the committees on its findings and recommendations.

Members of the Working Group:
Gerri Foudy, Chair (Faculty Affairs Committee)
Dale Anderson (Faculty Affairs Committee)
Gloria Aparicio Blackwell (Staff Affairs Committee)
Debbie Grover (Staff Affairs Committee)
Michael Paszkiewicz (Staff Affairs Committee)
Elisabeth Smela (Faculty Affairs Committee)

The Working Group consulted with UHR staff throughout its review process. Mr. Dale Anderson, Director of UHR, was a member of the Working Group, and was able to provide the group with valuable information regarding the history of retirement options at the University. Two members of the working group met with David Rieger, Assistant Director for Benefits, and his staff to discuss current practices and develop recommendations for future communications to new hires. Members of the Working Group also surveyed their departmental benefits clerks about current practices.

Several members of the Working Group navigated through the UHR website and provided feedback as to the ease of use and types of information found there, and how helpful the site would be to new hires. After reviewing the website, the Working Group found that while much of the necessary information is on the website, some information is missing, and the information that is there is not necessarily in a form that is sufficiently useful for new employees to make a reasoned choice among the plans.

While the original proposal included survey responses from the Department of Mechanical Engineering and the Institute for Systems Research, the Working Group did not have the time to develop and disseminate a survey to a broader sample of eligible faculty and staff. The Working Group reported that it is clear that a significant number of faculty in the Department of Mechanical Engineering and the Institute for Systems Research were given confusing, misleading, or incorrect information about their eligibility to join the SRPS; thus it is likely that other faculty, and perhaps exempt staff, have been given misinformation in the past, as well. The Working Group recommended that further research on this issue might be appropriate.

The Working Group also consulted the Office of Legal Affairs to discuss what options may exist for faculty or staff members who were given misinformation about their retirement options when they were hired. The Legal Office advised,

> "If an individual believes he or she has been injured through negligent instruction by University at the time of selection, then he or she may file a claim with the State Treasurer. If the Treasurer declines the sought-for remedy, then the individual's

recourse is to bring suit against the State of Maryland under what is called the Tort Claims Act. The University itself cannot join the individual in bringing such a legal action and it may not realign a person's retirement plan or offer financial compensation/reimbursement without a court order. [The Office of Legal Affairs is] unaware of the State Retirement System having authority to do so either. The best advice we would have for an employee who believes himself harmed by past retirement counseling is to retain an attorney knowledgeable in the area. It may not be wise for non-lawyers to attempt to advise their colleagues lest it ever be claimed that new misinformation has compounded old misinformation." (Email, October 28, 2010).

The committees met on December 6, 2010. At the meeting, the Chair of the Working Group presented the final report of the Working Group. The committees deliberated and voted unanimously to adopt the recommendations of the Working Group, with the incorporation of additional revisions and suggestions.

The committees regard Recommendations 1 and 2 below as having the greatest potential for significant improvement of the distribution of communication regarding benefits information, including the potential for increased understanding of the retirement program selection process.

RECOMMENDATIONS:

1) Professionals Outside of University Human Resources Should Review the UHR Website and Suggest Revisions

The committees recommend that the University make available resources to allow UHR to retain a benefits communications firm to evaluate and revise the website for content, efficacy, and usability, as appropriate. The committees recommend incorporating a financial calculator if possible to the website. Additionally, the committees recommend that a user-friendly online audio/video tool (e.g., a presentation regarding retirement plan options) be created for the UHR website.

2) All Faculty and Regular Exempt Staff New Hire Appointment Letters Should be Strengthened to Include Information about the Retirement Program Selection Process

Departments and Units should be strongly encouraged by UHR to ensure that their new hire appointment letters for faculty and regular exempt staff members contain consistent information that the new employee must select his or her retirement plan on the first day of employment. These letters should be mailed and/or emailed to the new employee as soon as possible prior to his or her first day. An example of a statement to be included is provided below:

"Among the more important decisions that you must make on your first day is the selection of your retirement plan. Regular status exempt employees and faculty are eligible for one of two retirement programs: the State Retirement and Pension System (SRPS) or the Optional Retirement Program (ORP). Complete information about the options available to you is located on the University Human Resources website at http://www.uhr.umd.edu/benefits/retirement.cfm [link to the webpage containing a PDF, checklist, or audio/video presentation about retirement benefits options and other decisions to be made on the first day]. It is recommended that you begin reviewing your retirement program options as soon as possible; exempt employees and faculty who do not make a voluntary retirement plan selection by the first day of employment will automatically default to the SRPS. For more information about choosing a retirement plan, please visit: http://www.uhr.umd.edu/benefits/retirement_selecting.cfm."

3) Consideration Should be Given for the Establishment of a Full-Time Benefits Trainer Position in University Human Resources

The committees recommend that a Full-Time Benefits Trainer be established within the Department of University Human Resources. Having one person designated as the UHR benefits trainer, responsible for training related to benefits such as retirement options, would assure consistency of information. The committees suggest that this could be accomplished through either establishment of a new line, or re-assignment of duties in an existing position. The committees recommend that the University make the necessary resources available for this position. Suggested responsibilities for the Full-Time Benefits Trainer might include:

- Meet with benefits clerks in each Department/Unit for training and overview of materials, website, etc.
- Maintain consistency of training by developing a uniform training process.
- Develop an online test (such as the ones administered by the Department of Environmental Safety) to be used to confirm adequate mastery of the information taught in the training sessions.
- Develop a certification program that would verify whether benefits clerks are adequately qualified to provide information regarding retirement plan options (possibly also health benefits, etc.). This certification could be withdrawn if there are problems, and can be re-issued if those problems are addressed.
- Serve as a resource for benefits clerks and/or new hires.
- Regularly review and update retirement plan materials and website pages.

4) Departments/Units Should Be Required to Notify UHR of All New Hires As Soon As Possible

In order to enhance communication, the committees recommend that every time a new hire is made (faculty or regular exempt staff), Departments/Units should notify UHR so that the Benefits Office can ensure that the proper information about selecting a retirement plan will be included in the new hire appointment letter and other communication prior to the new employee's start date (UHR should have a standard practice for guiding Departments/Units through the new hire process). Prior to the new employee's first day of employment, Departments/Units should send reminders (e.g., via email) about the importance of selecting a retirement plan, with instructions for contacting the Benefits Office with questions.

5) UHR Should Create a Policy to Notify Unit Heads when Benefits Clerks Are Not Attending Training Sessions or Are Making Too Many Errors

In order to gauge how well trained/qualified the benefits clerks are on campus, and to discover what types of information departmental benefits clerks give to new employees, the Working Group (with the help of some members from the Faculty Affairs and Staff Affairs Committees) surveyed benefits clerks from many different departments and units across campus. The results of these surveys are attached as Appendix Three.

The Benefits Office within UHR currently trains almost all unit personnel benefits clerks two to three times per year. There has not been a problem with benefits clerks being discouraged from attending training by their supervisors. However, not all of these staff members attend the training sessions, and currently there is no system of consequence for not attending training.

The committees recommend that UHR should be responsible for contacting the staff member's supervisor, and higher levels if necessary, concerning non-attendance rates or performance problems. UHR should develop a system for tracking benefits clerks' attendance rates and/or performance problems.

6) New Hires should Sign-Off on a Checklist Stating That They Were Given Information about Retirement and Understand the Options

The UHR Benefits Office should develop a document, in the form of a checklist, that explains the importance of choosing a retirement plan and that all new employees should research their options. Information regarding resources in the Benefits Office and on the UHR website should be clearly listed. The new employees should be asked to sign-off on the checklist, stating that they were given information about their retirement choice and that they understand their options. This would help to confirm that new employees have looked at the options and understand which plans they are eligible to select, and it would reinforce the weight of the issue. This will also ensure that Benefits Clerks are accountable for providing this information to new hires. Additional information about other benefits or enrollment requirements could be incorporated in the checklist as appropriate.

The Senate Faculty Affairs and Staff Affairs Committees support all of the recommendations contained within this report. Attached to this report are the following items.

APPENDICES:

Appendix One: Charge to the Faculty Affairs and Staff Affairs Committees from the Senate Executive Committee

Appendix Two: Original Proposal from Dr. Elisabeth Smela

Appendix Three: Departmental Survey Responses from Benefits Clerks

University Senate
CHARGE

Date:	September 3, 2010
To:	Robert Schwab Chair, Faculty Affairs Committee Cynthia Shaw Chair, Staff Affairs Committee
From:	Linda Mabbs Chair, University Senate
Subject:	Retirement Program Selection Process
Senate Document #:	10-11-10
Deadline:	December 1, 2010

The Senate Executive Committee (SEC) requests that the Faculty Affairs and Staff Affairs Committees jointly review (in a manner to be determined by the committees) the attached proposal regarding the retirement program selection process for faculty and staff at the University of Maryland.

The SEC feels that a preliminary evaluation will help determine whether there are areas of concern. Therefore, we ask that the Faculty Affairs and Staff Affairs Committees review the existing and past processes and comment on whether they are, and have been, appropriate. Specifically, we ask that you:

1. Consult with representatives of the Office of Human Resources.

2. Review the current and past retirement program selection processes for faculty and staff initially entering the University.

3. Comment on whether there are any areas of concern.

This review could be accomplished through the creation of a small working group consisting of members from both committees that would report back to the larger committees. We ask that you submit your joint report and recommendations to the Senate Office no later than December 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Proposal to Faculty Affairs

Background

1) The choice of retirement plans can make a difference of tens of thousands of dollars in cost every year while working, and a difference of tens of thousands of dollars in income during retirement. (A document showing the financial costs and benefits of ORP versus SRPS in four examples is attached, as is a spreadsheet that allows calculation of other scenarios.)

2) In the Department of Mechanical Engineering (ME), only 1 faculty member in the last 20 years has signed up for the State Retirement and Pension System (SRPS); all the rest signed up for the Optional Retirement Program (ORP).

3) Anecdotally, a large number of faculty, apparently across the university, were told that they were ineligible for SRPS, typically by someone in their department.

4) The results of a preliminary study that surveyed faculty in Mechanical Engineering and the Institute for Systems Research (ISR) are attached. (ISR includes faculty from across several colleges, primarily engineering, math, and the sciences.) The conclusions that can be drawn from the survey include the following.
   - A significant number of faculty (22% in ME and 35% in ISR) were given false information about their eligibility to join SRPS.
   - The choice of retirement plans by ME faculty has in rare cases been based on accurate information or a financial comparison. There is widespread ignorance about the plans and the amounts that need to be saved.

Charge

The Faculty Affairs Committee is charged with determining whether changes in policy, or other actions by the Senate, are needed regarding 1) procedures followed during hiring when faculty choose a retirement plan and 2) whether, and what, corrective actions can or should be taken regarding faculty who were misled or badly advised when they chose a retirement plan. Some of the specific questions might include the following. The committee is not required to answer these specific questions, however, and may substitute others it finds more relevant or important.

1) Is a larger study required, or do the data from ME and ISR form a sufficient basis for recommendations?

2) What is the best method of conveying information to new faculty hires regarding retirement plan options, and the financial consequences? Should UHR meet with each new employee? If so, what additional resources would UHR require? Alternatively, should a mechanism be put in place to ensure proper training of department personnel, who may not be fully cognizant and up to date regarding retirement plans? How might such a training program be implemented so that it is sustained in future decades?

3) What information do new hires need in order to make an informed choice of plans? Should there be a form, required to be completed within the first year of appointment and prior to choosing ORP (since the decision is irrevocable), that requires acknowledging an understanding of some key facts? Such facts might include the following.

- The choice to join SRPS must be made on the first day of work, and if declined, the decision is irrevocable forever, whereas if SRPS is chosen on the first day, the new hire has one year to switch to ORP, after which this decision also becomes irrevocable.
- Amounts contributed to SRPS earn interest and can be withdrawn if one leaves the position – they are not lost. Alternatively, after vesting the amounts contributed can be left in place and the benefit collected after retirement, the amounts determined by the formula.
- Mandatory contribution rates on SRPS may rise in the future.
- Economic models show that in order to make a nest egg, e.g. the amounts saved in ORP, last for 30 years, withdrawals should be 4%/year.
- One can join SRPS and in addition make, unmatched by the University, contributions to 403B, 457, and 401K plans, to the same federal limits as those who join ORP.

4) Given that a significant fraction of faculty appear to have been misled (for example, told that they were ineligible for SRPS), what remedies may there be? Should faculty be given the option of joining SPRS now? Should they be given the option of now contributing the amounts that they would have paid into the system had they joined when they were hired, and having those years count toward vestment and creditable service? Who is able to authorize such a thing, and how might the university proceed with making this happen, if such a course is determined by the senate and/or the president to be just and desirable?

Example Comparisons of ORP and SRPS

These numbers came from a spreadsheet that Elisabeth Smela created and are based on the premise that there are no errors in that spreadsheet. (It has been checked by 2 other engineering professors, but that is no guarantee.)

Example 1*: $100k income, maximum contributions made every year since 2000.

	ORP	SRPS	SRPS + 403B/457/401K
2010 Contributions	$33,000	$5,000	$28,000 + $5,000 = $33,000
Contributions since 2000	$300,000	$32,200	$300,000
Annual Retirement Income	$16,600	$19,800** $16,800***	$31,700 $28,800

* Assumptions:
- 2.5% increase in salary every year since 2000
- Assumes value of cumulative contributions plus match (7.25%) increase/decrease overall stock market rates.
- 4% rate of withdrawal from savings every year, to make the savings last 30 years with highest probability, according to models

** Annual income until your death. *** Annual income until your and your spouse's deaths.

In the first row of the table are 2010 contributions that were made to ORP ($33k maximum), that would have been made instead to SRPS (5% of salary this year), and that could have been made instead to SRPS with the remainder of the savings put into a 4xx plan ($33k, same as 1st case). The second row looks at the cumulative amounts paid in since 2000. The third row shows how much retirement income can be expected (if retiring tomorrow) annually based on the numbers in this example.

In this case, 80% of the retirement income was obtained at >10x more cost through ORP. This is basically equivalent to a $28k annual pay cut. Of course, the time period of this example covers 10 years in which the stock market has had no net increase in value. The next example covers the preceding 10 years, in which the market increased in value.

Example 2: $100k income, maximum contributions made every year since 1987.

	ORP	SRPS	SRPS + 403B/457/401K
2010 Contributions	$33,000	$5,000	$28,000 + $5,000 = $33,000
Contributions since 1987	$527,000	$35,300	$527,200
Annual Retirement Income	$71,100	$36,600 $31,100	$90,700 $85,200

Here, the ORP retirement income is higher than through SRPS alone, although that came at a 15 times greater cost. The SRPS+4xx option gave the highest income.

Example 3: $100k income, the same salary put into ORP as would have gone into SRPS, starting in 1987.

	ORP	SRPS	SRPS + 403B/457/401K
2010 Contributions	$5,000	$5,000	NA
Contributions since 1987	$35,300	$35,300	NA
Annual Retirement Income	$5,600	$36,600 $31,100	NA

In this example, putting the same amount of salary into ORP as someone in SRPS contributed every year yields a negligible retirement income from this plan.

Under what scenario would ORP have performed as well as SRPS? Example 4 shows that under the conditions that about 2% of income went into ORP and the stock market returned 12.6% every year since 1987, the cumulative contributions and retirement incomes match.

Example 4: $100k income, put 13% of the full match into ORP starting in 1987, stock market returns 12.61%/year every year.

	ORP	SRPS	SRPS + 403B/457/401K
2010 Contributions	$2,213	$5,000	NA
Contributions since 1987	$35,300	$35,300	NA
Annual Retirement Income	$36,600	$36,600 $31,100	NA

The spreadsheet will allow you to look at other scenarios.

Results of a Survey of Mechanical Engineering and ISR Faculty on the Choice of Retirement Plans
22 August 2010

Methods

ME Department

A survey instrument was developed by Elisabeth Smela (SEC, Faculty Affairs), a faculty senate representative of the Department of Mechanical Engineering (ME). The ME department faculty were surveyed in August 2010 using SurveyMonkey, an online survey service. The survey was open for 8 days, beginning on Aug. 3 and ending on Aug. 11. An email was sent to the me-faculty list serve, which includes research faculty, as well as others, such as staff members. While the email and the front page of the survey clearly identified the target population as faculty, and while highly unlikely, it is possible that some of the respondents were not faculty members. There are approximately 58 regular faculty members on the me-faculty list, and an unknown number of research faculty. There were 28 respondents..

ISR

The Institute for Systems Research (ISR) is an interdisciplinary center that has members from multiple colleges, but faculty are primarily from the engineering school. Based on the results from the ME survey, Elisabeth Smela modified the ME survey slightly. For example, in the ISR survey respondents were specifically asked to categorize themselves (assistant professor, research faculty, etc.), and questions that had been skipped by most ME respondents were modified to make responding easier. A few questions were deleted and a few were added. A message was sent to the ISR faculty list-serve, which includes only faculty, inviting participation. The survey was open for 5 days, beginning on Aug. 18 and ending on Aug. 22. There are approximately 74 faculty members on the isr-faculty email list. There were 27 respondents, giving a response rate of 36%.

Key Survey Results

Supporting charts and further information can be found, below.

- In ME, 86% and in ISR, 100% of the respondents were enrolled in ORP.
- In ME, only 11% (3 out of 28) answered that the plan options and conditions were clearly explained before they made a choice of plans. In ISR, that number was higher (33%, 9 out of 27), but still shockingly low.
- In ME, 19% of respondents discussed their options with the benefits office of the university, and 44% received information from the department. In ISR, the number of those who talked with the benefits office was 27%, and 65% received their information from their departments.
- Only 14% of ME respondents ran back-of-the-envelope (7%) or mental calculations (7%) before choosing a plan. The vast majority made no financial comparisons (79%). None did careful calculations. In ISR, the numbers were similar: 24% ran back-of-the-envelope (12%) or mental calculations (12%) before choosing a plan, while the vast majority (72%) made no financial comparisons. Again, none did careful calculations.
- Among the reasons given for choosing ORP (more than one choice was possible),
     39% of ME and 35% of ISR respondents thought ORP made better financial sense
     22% of ME respondents were told that they were ineligible for or could not choose the pension option, and 35% of ISR respondents either did not know that they were eligible for or were told that they were ineligible for SRPS.
     26% of ME and 39% of ISR respondents were advised that ORP was better
     22% of ME and 23% of ISR respondents said that they did not really understand the terms of pension option
     31% of ISR respondents did not know that they could supplement SRPS contributions with contributions to 403B/457/401K plans.
     22% of ME and 31% of ISR respondents said it was kind of a random decision made in a rush while signing a mountain of paperwork when starting the job
  In other words, 60% of the survey respondents made the decision randomly or based on incomplete or incorrect information.
- In ME 60% and in ISR 70% of the respondents were unaware that the choice to join ORP was irrevocable.
- Of those who said that they chose ORP because it made better financial sense (9 in ME and 9 in ISR), 33% in ME and 67% in ISR said they wanted portability in the case of a job change. 22% of these ISR respondents were not sure that they would be working at the University of Maryland long enough to be vested in the pension plan. Many of the comments concerning the reasons for choosing ORP were about portability. There seemed not to be an understanding that these contributions would not be entirely lost.
- Only 25% of ME respondents who were in ORP and 35% of ISR respondents know at least approximately how much money they will need to have saved by the time they retire in order to live as they hope to during retirement. Seventy percent of ME and 73% of ISR respondents did not know the rate at which money should be withdrawn annually from the saved amount.
- Less than half of ME respondents in ORP (41%) and ISR (39%) thought that they would have saved enough to live as they wished during retirement.
- Of the ISR respondents, none knew how much retirement income they would have received had they been in SRPS.

Conclusions from the ME and ISR Studies

The choice of retirement plans by ME faculty has in rare cases been based on accurate information or a financial comparison. There is widespread ignorance about the plans and the amounts that need to be saved. Most of the respondents think that there won't be enough money to live during retirement as they hope to. A significant number of faculty were given false information about their eligibility to join SRPS. Given the importance of being prepared for retirement, and the huge sums involved (see the examples in the document "retirement spreadsheet examples ") , it would seem that changes in the way that these decisions are made should be put into place, and a way to switch people into SRPS might be called for.

Details of ME Survey Responses

No respondents joined SRPS after 1990. This is consistent with the personnel office's statement that only faculty member in ME has joined SRPS in the last 20 years (and that person was a recent hire who was given full information on the plans).

Year you were hired by the State of Maryland.

Were the various plan options and conditions clearly explained to you before you made your choice?

With whom did you discuss your options? Please check all that apply.

Did you perform a financial comparison of the costs and benefits of the two systems before making your choice?

Legend:
- SRPS, State Retirement and Pension System
- ORP, Optional Retirement Program (TIA-CREF or Fidelity)

Categories (x-axis):
- Yes, very carefully. I ran calculations that took into account such things as the number of years I expected to
- Yes. I ran some quick back-of-the-envelope calculations.
- Yes. I made some mental calculations.
- No.
- I don't remember.
- N/A or Other

There were too few people in SRPS who completed the survey (4 altogether) to draw many conclusions from follow-up questions that this group were asked. However, three of the four also contribute to a 403b, 457, and/or 401k plan. Two respondents knew at least approximately how much money they will be getting from the pension when they retire, the other two did not. Three knew at least approximately how much money they will need to live on when they retire, the other did not.   Two thought that they would have just enough or almost enough between the pension plan payouts and any other investments they have made to be able to live as they wish to during retirement. The other two either didn't know or thought it would not be enough.

Why did you choose the optional retirement program over the pension? Check all that apply.

Response	Count
I thought this made better financial sense.	9
I did not really understand the terms of pension option (vestment, payout formula, etc.).	5
I was told that I was ineligible for or could not choose the pension option.	5
I was advised that it was better.	6
It was kind of a random decision made in a rush while signing a mountain of paperwork when I started the job.	5
I don't remember.	1
Other	5

Do you know how much money you will need to have saved by the time you retire (total amount) in order to live as you hope to during retirement?

Response	Count
Yes, at least approximately.	6
I have a vague idea.	12
No, I don't know.	5

6

Do you think that by the time you retire you will have accumulated enough money through the Optional Retirement Program plus any other investments that you have made to live as you wish to during retirement?

Do you know the rate at which you should withdraw money from your savings when you retire? (Percentage of the total amount that you should take out per year.)

Why did you think that your choice made better financial sense?

Categories (left to right):
- I thought that I would get a higher income through the combination of my own contributions and the university's match, combined with market performance over
- I ran the calculations and determined that my income during retirement would be higher with this choice.
- I wanted to control my investment choices.
- I wanted portability in case I changed jobs.
- My spouse or significant other is in a pension plan - we chose one of each type of plan.
- I was not sure that I would be working at the University of Maryland long enough to be vested in the pension plan.
- The payouts through the pension plan were too small and/or their transferability upon my death were too restrictive.
- I did not have full confidence that the pension plan would be solvent or would pay the promised benefits when I retired.
- I had concerns about being able to afford the mandatory payments for the pension system.

Details of ISR Survey Responses

100% of respondents from ISR were in ORP.

Your current rank.

Rank	Count
Assistant Professor	3
Associate Professor	6
Professor	14
Research Faculty	4
Other (please specify)	0

Year you were hired by the State of Maryland.

Year	Count
Before 1970	0
1970-1979	2
1980-1989	5
1990-1999	7
2000-2010	13

**Were the various plan options and conditions clearly explained
to you before you made your choice?**

| | Yes | Partly | No | N/A or Other |

**With whom did you discuss your options? Please check all that
apply.**

| | Department's personnel office. | Someone at the Employee Benefits office of the University. | Faculty colleagues. | I don't remember. | Other |

Did you perform a financial comparison of the costs and benefits of SRPS and ORP before making your choice?

Chart showing responses:
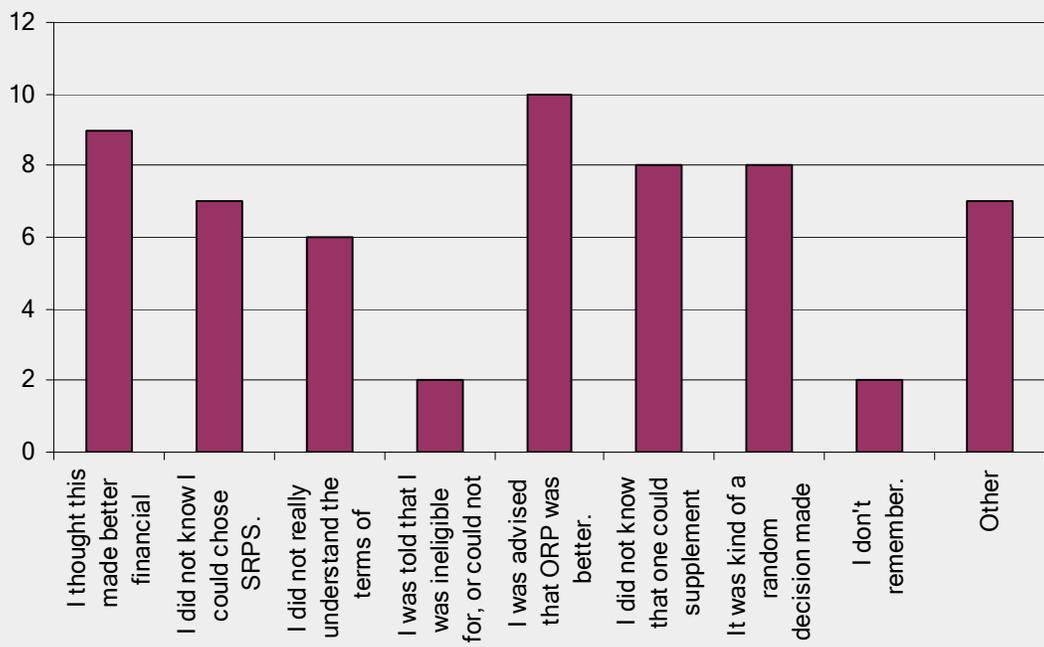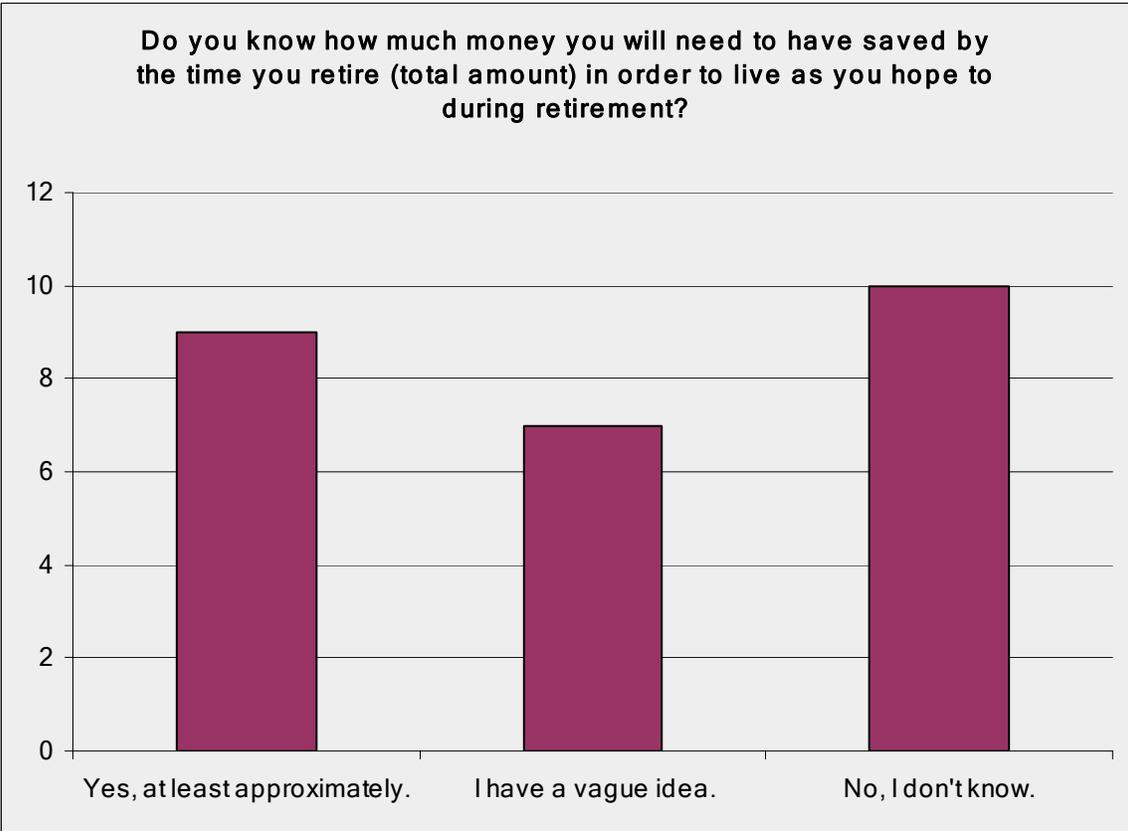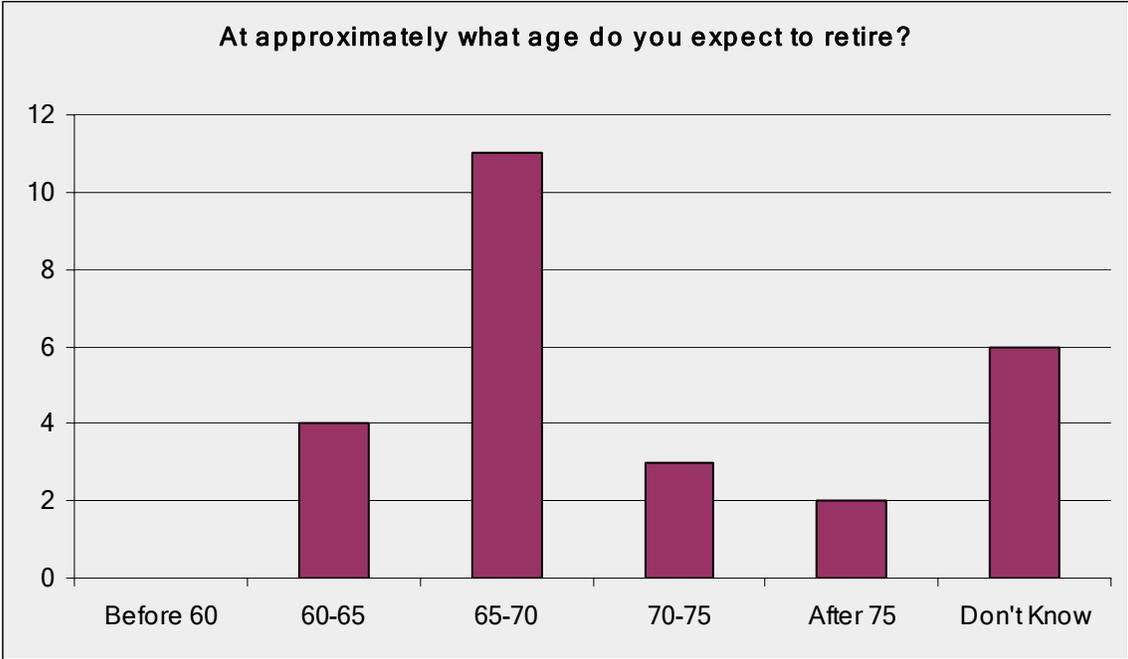- Yes, very carefully. I ran calculations that took into account such things as the number of years I expected to: 0
- Yes. I ran some quick back-of-the-envelope calculations.: 3
- Yes. I made some mental calculations.: 3
- No.: 18
- I don't remember.: 0
- N/A or Other: 1

Why did you choose the optional retirement program over the pension? Check all that apply.

Chart showing responses:
- I thought this made better financial: 9
- I did not know I could chose SRPS.: 7
- I did not really understand the terms of: 6
- I was told that I was ineligible for, or could not: 2
- I was advised that ORP was better.: 10
- I did not know that one could supplement: 8
- It was kind of a random decision made: 8
- I don't remember.: 2
- Other: 7

At approximately what age do you expect to retire?

A bar chart with vertical axis from 0 to 12. Categories and values:
- Before 60: 0
- 60-65: 4
- 65-70: 11
- 70-75: 3
- After 75: 2
- Don't Know: 6

Do you know how much money you will need to have saved by the time you retire (total amount) in order to live as you hope to during retirement?

A bar chart with vertical axis from 0 to 12. Categories and values:
- Yes, at least approximately.: 9
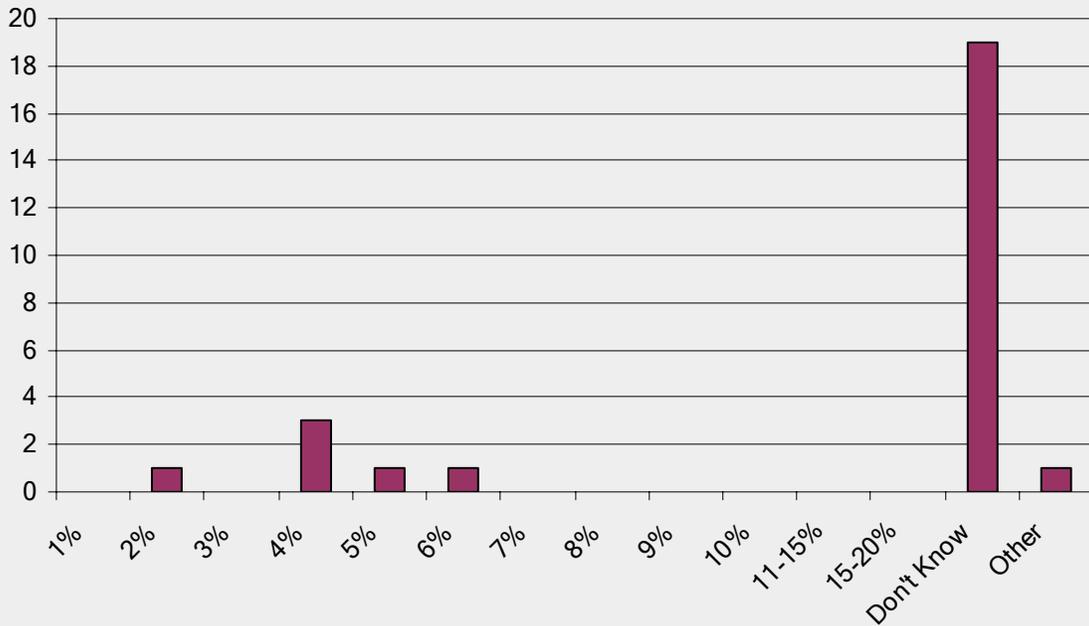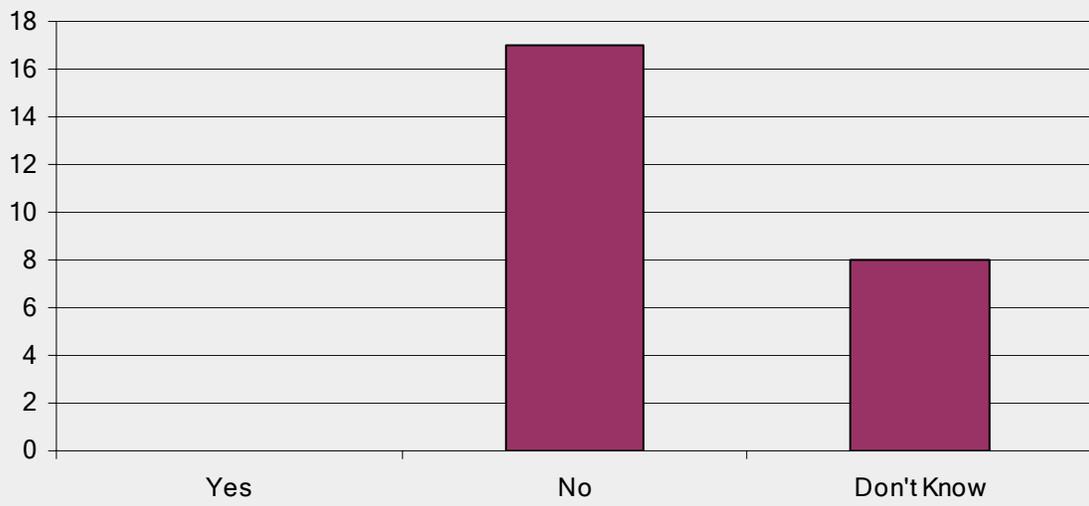- I have a vague idea.: 7
- No, I don't know.: 10

Do you think that by the time you retire you will have accumulated enough money through the Optional Retirement Program plus any other investments that you have made to live as you wish to during retirement?

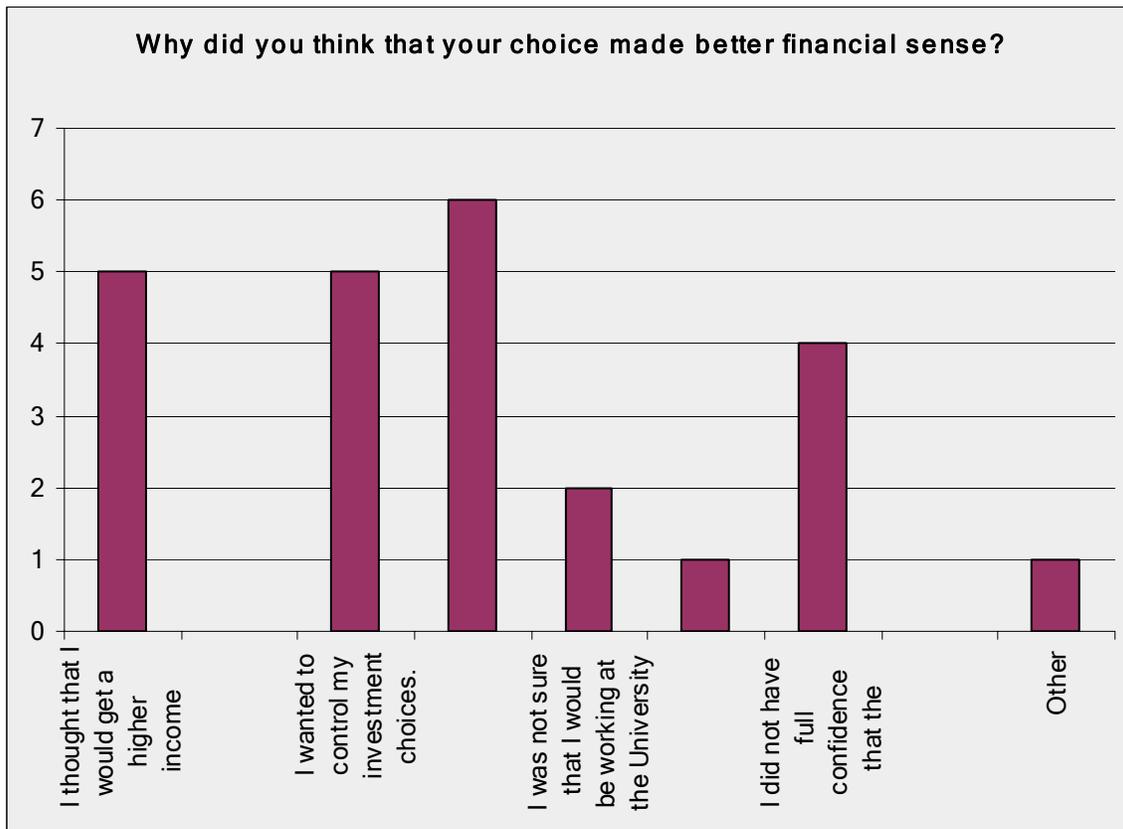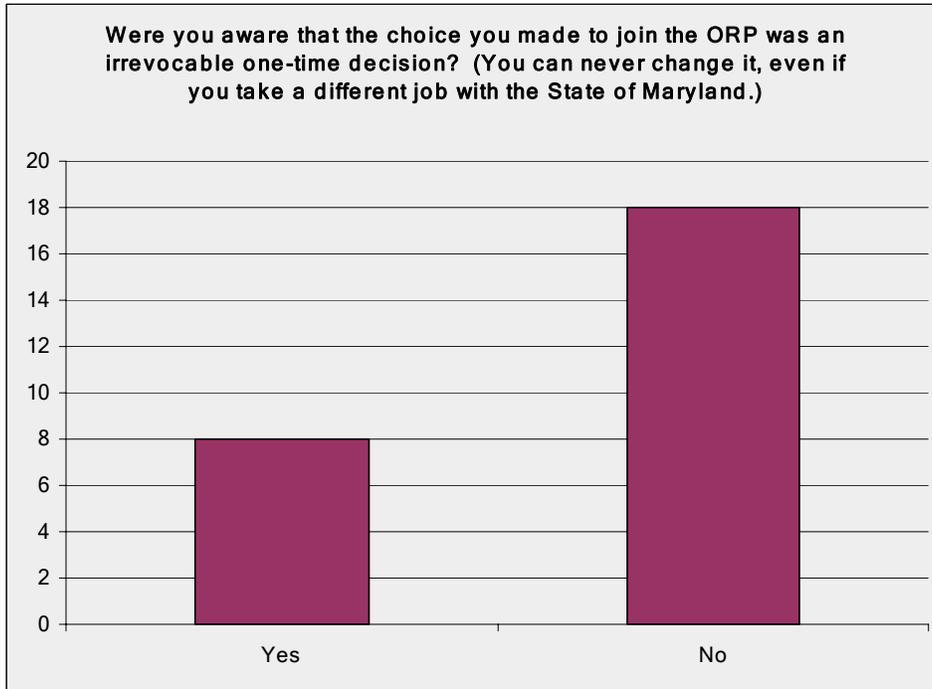| Response	Value
Yes, more than enough	6
Yes, just enough	4
Almost enough	1
Not quite enough	1
No, not enough	4
I don't know, but I hope so.	7
I won't retire until I have enough	2
Other	1

Do you know the rate at which you should withdraw money from your savings when you retire? (Percentage of the total amount that you should take out per year.)
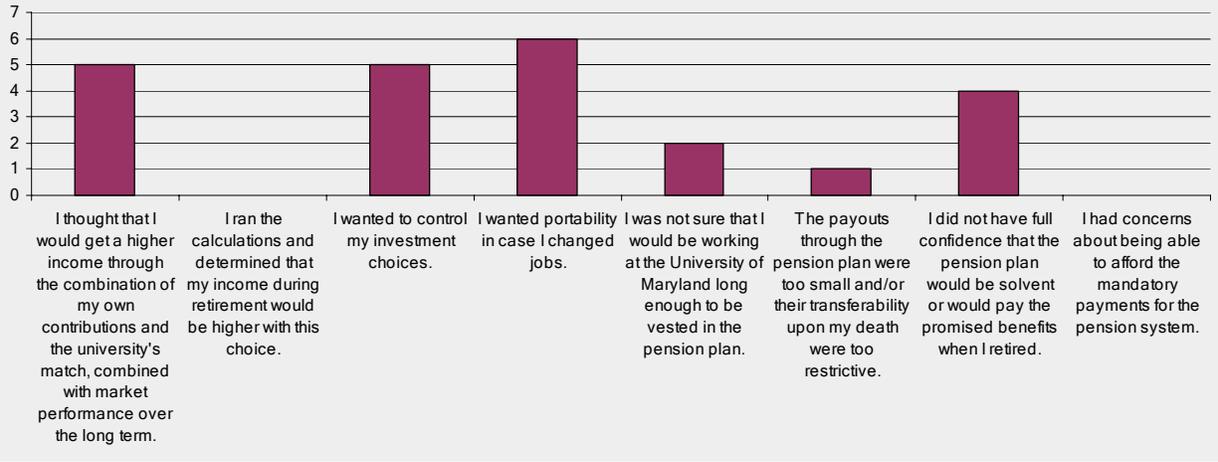
1%	2%	3%	4%	5%	6%	7%	8%	9%	10%	11-15%	15-20%	Don't Know	Other
0	1	0	3	1	1	0	0	0	0	0	0	19	1

Do you know how much retirement income you would have received had you been in SRPS?

Yes	No	Don't Know
0	17	8

Were you aware that the choice you made to join the ORP was an irrevocable one-time decision? (You can never change it, even if you take a different job with the State of Maryland.)

Category	Value
Yes	8
No	18

Why did you think that your choice made better financial sense?

Category	Value
I thought that I would get a higher income	5
I wanted to control my investment choices.	5
(unlabeled)	6
I was not sure that I would be working at the University	2
(unlabeled)	1
I did not have full confidence that the	4
Other	1

Why did you think that your choice made better financial sense?

Response	Count
I thought that I would get a higher income through the combination of my own contributions and the university's match, combined with market performance over the long term.	5
I ran the calculations and determined that my income during retirement would be higher with this choice.	0
I wanted to control my investment choices.	5
I wanted portability in case I changed jobs.	6
I was not sure that I would be working at the University of Maryland long enough to be vested in the pension plan.	2
The payouts through the pension plan were too small and/or their transferability upon my death were too restrictive.	1
I did not have full confidence that the pension plan would be solvent or would pay the promised benefits when I retired.	4
I had concerns about being able to afford the mandatory payments for the pension system.	0

Comments

Eligibility, Enrollment in SRPS

- I was informed quite clearly that the SRPS option was unavailable at the time I was hired.
- I think the only real option for research faculty was ORP (TIAA-CREF)
- I thought I could opt in to the State system after tenure, but found out post tenure that you can only opt in to the state system on the date of hire. I do not think I was misled, and all my questions were answered thoughtfully by the benefits people. It would be helpful though to spell this out explicitly to faculty.
- wasn't aware I could choose
- I think there was only one plan available when I was hired, TIAA-CREF.
- I believe that ORP was the only option given to me.
- Information was provided on where to find the details. I was clearly told that the pension plan was not an available option, through multiple discussions with my department's business office and the campus benefits office, during my hiring process.
- I was simply handed a summary sheet.
- I was not aware that I could join SPRS. I was told that ORP was all that was available to new hires.
- I am not sure it was available.
- I do recall being told that the state option was no longer available, or that someone advised me that it was not as good of an option as it used to be, at least.

Information

- In fact several years elapsed before I was made aware of my options, in the process not contributing. I was never allowed to "catch up". I was not the only one in this situation.
- I think I was reasonably satisfied with the explanation at the time - but that was so long ago that I don't recall the details.
- A meeting should be scheduled for each new employee to provide information about retirement options.
- I don't remember hearing about options.
- I remember that the amount of reading material was nearly 1 foot tall.
- I suppose I could have obtained complete and precise information if I had expressed interest in it, but I really did not care.
- I am still not clear on what I may have missed out on.
- Do not know the advantages of the other plan.
- In general, I don't think the retirement options/benefits are described well here at UMD!!
- TIAA was not explained to me (in 1988)
- New employees should also be thoroughly informed of disability insurance. In my case it provided the bridge for ten years."

Choices

- I changed to TIAA after one year after I had occasion to go to the University benefits office and they explained why TIAA was better for me.
- Was told that the pension system was not worthwhile and everybody was in ORP

- I was tenure track. I was told that almost everyone chooses the optional retirement program.
- At the time I made my choice I was unaware that supplemental contributions to 403b/457k could be made by those in the state retirement plan. In fact in 1998, I believe explicitly being told that was not possible.
- I did not fully understand the benefits of the SRPS. Also, I was uncertain about the requirement of being vetted. At the early stage of one's career, it is hard to know if you will be staying put for the rest of your career or not, and so this seemed like a very risky option. TIA-CREF is nearly universal as far as I could tell, and so seemed more transportable.
- Portability was the only consideration that made any sense, and only ORP is portable.
- I wasn't sure whether I would stay at UMD or eventually take a faculty position elsewhere - so I wanted a plan that I could take with me if I needed to do so.
- uncertainty of tenure
- ORP is portable, SRPS is not. It's a no-brainer. Who knows where your career will take you?
- ORP was portable while SRPS was not, and I had not idea when joined the faculty at UMCP almost three decades ago whether I was would stay on (tenure, etc.)
- I wasn't sure how long I would be with the State of Maryland.
- would not lose benefits when changing employer
- I was told MD State Pension plan isn't portable if I were in a situation to move to another institution outside MD and/or industry/government agencies
- I already had pension plans with TIAA Cref and Fidelity
- I was already in TIAA/CREF before coming to Maryland
- Have made similar decisions at other universities where I taught
- Colleagues suggested that was better
- If one stayed at the university of maryland for over 20 years it is clear that the SRPS is better.
- How can you perform a meaningful comparison given the vagaries of the markets associated with ORP?
- Planned on 457 as primary source of retirement funds. State pension was secondary.
- I wanted access to certain funds that were only available through the plan I chose.
- "Actually retired on disability in 1995. State pension system turned out to be the best choice.

Retirement Age, Amounts

- I had some targets but the current volatility in the markets make it impossible to estimate how much many will be accrued in the next 10-15 years
- The current financial environment is uncertain and the government's determination to impact it is clear. I don't expect to retire anywhere near age 65.
- Is it ever enough given that salaries for most of us have been flat for the last few years!
- I was quite confident based on advice from a Financial Planner. However, during the last decade, equity growth has been dismal so I am no longer so confident.
- "I think it needs to be clearly spelled out
  1) If you do not choose state retirement plan you cannot join later.
  2) The only difference is the 7% (or whatever the state contributes) to the ORP. The 457K/403B etc are the same for both. I distinctly remember that not being the case in 1998."

SUMMARY OF SURVEY RESPONSES

**11 Different Departments/Units were surveyed

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.

__6___ Printed materials from UHR

__7___ Referral to UHR web site

__6___ Referral to, and contact information for, UHR personnel

__2___ Supplementary departmental/unit or school printed information on retirement plan options

__7___ Verbal information in response to questions about the retirement systems

__2___ Verbal advice on the pros, cons of the retirement systems

__2___ Information on option to switch out of pension system in the first year

__3___ Information on permanent irrevocability of decision to join optional retirement system

_____ None of the above

__2___ Other (specify) 1. We provide comparisons of the plans; *not* advice as to which plan to select.
2. Enrollment forms for non-exempt employees who must choose the State Retirement Plan.

2. When is this information provided during the hiring process?

_____ The new hire is given the information on their first day of work at the university.

_____ Upon arrival of the new hire in the DC area, the new hire comes into the office and receives information about the retirement plans.

__1___ Upon arrival of the new hire in the DC area, information is sent about the retirement plans.

__5___ Some time after acceptance of the job offer, before the new hire arrives, information is sent about the retirement plans.

__7___ Upon acceptance of the job offer, information is sent immediately about the retirement plans.

__1___ Together with the job offer, information is sent about the retirement plans.

__6___ The information on retirement plans is included with other information (for example health plan information, move reimbursement information).

_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

For answers to questions 3 and 4, please see the individual forms below.

Department of Civil & Environmental Engineering

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
__X__ Printed materials from UHR
_____ Referral to UHR web site
_____ Referral to, and contact information for, UHR personnel
_____ Supplementary departmental/unit or school printed information on retirement plan options
__X__ Verbal information in response to questions about the retirement systems
__X__ Verbal advice on the pros, cons of the retirement systems
__X__ Information on option to switch out of pension system in the first year
__X__ Information on permanent irrevocability of decision to join optional retirement system
_____ None of the above
_____ Other (specify)

2. When is this information provided during the hiring process?
_____ The new hire is given the information on their first day of work at the university.
_____ Upon arrival of the new hire in the DC area, the new hire comes into the office and receives information about the retirement plans.
_____ Upon arrival of the new hire in the DC area, information is sent about the retirement plans.
__X__ Some time after acceptance of the job offer, before the new hire arrives, information is sent about the retirement plans.
__X__ Upon acceptance of the job offer, information is sent immediately about the retirement plans.
_____ Together with the job offer, information is sent about the retirement plans.
__X__ The information on retirement plans is included with other information (for example health plan information, move reimbursement information).
_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? The Payroll Coordinator

What training has this person received from the University Human Resources, and when/how often?

She has attended the retirement training given by UHR, and has been on campus over 20 years and knows the difference between the plans.

4. Do you provide the forms to the new hires that are used to choose the retirement plan? Yes

National Foreign Language Center

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
_____ Printed materials from UHR
__X__ Referral to UHR web site – Email with all links
_____ Referral to, and contact information for, UHR personnel
_____ Supplementary departmental/unit or school printed information on retirement plan options
__X__ Verbal information in response to questions about the retirement systems
_____ Verbal advice on the pros, cons of the retirement systems – Asstistant Director of Administration only tells them that State pension has a defined Government pension.
_____ Information on option to switch out of pension system in the first year – The Coordinator did not know this.
_____ Information on permanent irrevocability of decision to join optional retirement system
_____ None of the above
_____ Other (specify)

2. When is this information provided during the hiring process?
_____ The new hire is given the information on their first day of work at the university.
__X__ Upon arrival of the new hire in the DC area, the new hire comes into the office and receives information about the retirement plans.
_____ Upon arrival of the new hire in the DC area, information is sent about the retirement plans.
__X__ Some time after acceptance of the job offer, before the new hire arrives, information is sent about the retirement plans.
_____ Upon acceptance of the job offer, information is sent immediately about the retirement plans.
_____ Together with the job offer, information is sent about the retirement plans.
__X__ The information on retirement plans is included with other information (for example health plan information, move reimbursement information).
_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

Coordinator and Assistant Director of Administration.   Neither have had formal training.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

We give them links to forms.

University Dining Services

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
__X__ Printed materials from UHR
_____ Referral to UHR web site
__X__ Referral to, and contact information for, UHR personnel
_____ Supplementary departmental/unit or school printed information on retirement plan options
__X__ Verbal information in response to questions about the retirement systems
_____ Verbal advice on the pros, cons of the retirement systems
_____ Information on option to switch out of pension system in the first year
_____ Information on permanent irrevocability of decision to join optional retirement system
_____ None of the above
_____ Other (specify)

2. When is this information provided during the hiring process?
_____ The new hire is given the information on their first day of work at the university.
_____ Upon arrival of the new hire in the DC area, the new hire comes into the office and receives information about the retirement plans.
_____ Upon arrival of the new hire in the DC area, information is sent about the retirement plans.
__X__ Some time after acceptance of the job offer, before the new hire arrives, information is sent about the retirement plans.
_____ Upon acceptance of the job offer, information is sent immediately about the retirement plans.
_____ Together with the job offer, information is sent about the retirement plans.
_____ The information on retirement plans is included with other information (for example health plan information, move reimbursement information).
_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

HR Business Manager for Non-Exempt hires, Assistant or Senior Associate Director for Exempt hires. All trained by UHR and updates received from UHR as they occur.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Yes.

NOTE - Basic information is provided during the interview process

Department of Chemistry & Biochemistry

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
_____ Printed materials from UHR
_____ Referral to UHR web site
__X__ Referral to, and contact information for, UHR personnel
__X__ Supplementary departmental/unit or school printed information on retirement plan options
__X__ Verbal information in response to questions about the retirement systems
_____ Verbal advice on the pros, cons of the retirement systems
_____ Information on option to switch out of pension system in the first year
_____ Information on permanent irrevocability of decision to join optional retirement system
_____ None of the above
_____ Other (specify)

2. When is this information provided during the hiring process?
_____ The new hire is given the information on their first day of work at the university.
_____ Upon arrival of the new hire in the DC area, the new hire comes into the office and receives information about the retirement plans.
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_____ Together with the job offer, information is sent about the retirement plans.
__X__ The information on retirement plans is included with other information (for example health plan information, move reimbursement information).
_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

This information is provided by our HR Coordinator and when further clarification is necessary the person often comes to the Director of Administrative Services. Our HR coordinator attends training from UHR when they offer and often times consults directly with them when questions arise.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Yes – the department provides the forms.

Department of Hearing & Speech Sciences

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
__X__ Printed materials from UHR
__X__ Referral to UHR web site
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__X__ The information on retirement plans is included with other information (for example health plan information, move reimbursement information).
_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

Administrative assistant, no training by HR (limited training about update).

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Yes (should be on training listserv).

Office of Information Technology – Finance and Administration

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
___X_ Printed materials from UHR
___X_ Referral to UHR web site
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_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

Accounting Associate and Manager – Refresher sessions offered by Benefits office and the campus updates all.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Yes.

University Libraries

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
__X__ Printed materials from UHR
__X__ Referral to UHR web site
_____ Referral to, and contact information for, UHR personnel
_____ Supplementary departmental/unit or school printed information on retirement plan options
__X__ Verbal information in response to questions about the retirement systems
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3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

HR Rep. Yearly training as offered by UHR Benefits Office.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Yes. Libraries' HR does provide forms.

General benefits are discussed when scheduled for an interview. No complaints about UHR website. Don't give advice; recommend that they talk to their own financial consultant.

Department of Business Services in the Division of Administrative Affairs

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
_____ Printed materials from UHR
__X__ Referral to UHR web site
__X__ Referral to, and contact information for, UHR personnel
_____ Supplementary departmental/unit or school printed information on retirement plan options
_____ Verbal information in response to questions about the retirement systems
_____ Verbal advice on the pros, cons of the retirement systems
_____ Information on option to switch out of pension system in the first year
_____ Information on permanent irrevocability of decision to join optional retirement system
_____ None of the above
__X__ Other (specify): Enrollment forms for non-exempt employees who must choose the State Retirement Plan.

2. When is this information provided during the hiring process?
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3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

The Department Payroll Clerk who has minimal training from UHR & supervisor. Per departmental practice, new employees are referred to UHR's Benefits staff because we feel they are the best resource to assist new employees in making this very important decision.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Only the forms for the State Retirement Plan.

Department of Facilities Management in the Division of Administrative Affairs

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
__X__ Printed materials from UHR
__X__ Referral to UHR web site
__X__ Referral to, and contact information for, UHR personnel
_____ Supplementary departmental/unit or school printed information on retirement plan options
__X__ Verbal information in response to questions about the retirement systems
_____ Verbal advice on the pros, cons of the retirement systems
__X__ Information on option to switch out of pension system in the first year
__X__ Information on permanent irrevocability of decision to join optional retirement system
_____ None of the above
__X__ Other (specify): we provide comparisons of the plans; *not* advice as to which plan to select.

2. When is this information provided during the hiring process?
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_____ The information on retirement plans is sent or presented separately.

3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

Program Administrative Specialist, Facilities Management HR, has attended regular benefits training provided by UHR; The Program Administrative Specialist attends refreshers when they are offered year or two.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Yes.

Office of the Comptroller in the Division of Administrative Affairs

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
_____ Printed materials from UHR
_____ Referral to UHR web site
__X__ Referral to, and contact information for, UHR personnel
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3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

The Assistant to the Comptroller personally received training, but sometimes it is best to refer employees to UHR personnel since they are the experts and can explain better.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Yes if they are non-exempt employees the Assistant to the Comptroller gives them the normal retirement pension forms, if they are exempt the Assistant to the Comptroller explains information she knows, and if they have more detailed questions, she refers them to UHR personnel.

Department of Procurement & Supply in the Division of Administrative Affairs

Questions for Departmental/Unit Personnel Offices

1. What information and/or advice do you provide to new *faculty/staff* regarding choice of a retirement plan? Please check all that apply.
_____ Printed materials from UHR
__X__ Referral to UHR web site
_____ Referral to, and contact information for, UHR personnel
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3. Who in your department provides this information? What training has this person received from the University Human Resources, and when/how often?

The Business Manager provides the general information such as the UHR website and the person to contact.

4. Do you provide the forms to the new hires that are used to choose the retirement plan?

Once they have selected a plan, the Business Manager provides the forms.

PROPOSED PROCEDURES FOR THE
FEBRUARY 9, 2011 SENATE MEETING

The Senate will meet on February 9, 2011 to review, amend and vote on the final General Education Implementation Plan. In order to ensure a thorough review of the report culminating in a final vote, the Senate Executive Committee (SEC) will propose the following procedures.

Amendments:
We strongly encourage you to submit your proposed amendments to senate-admin@umd.edu by 5:00 p.m. on February 7, 2011. This will allow us to display the information on the screen at the meeting. A template for proposed amendments can be found along with the materials for the meeting but should include the following elements:

      a. Name of the proposer (must be a senator)
      b. Page and section where the language appears
      c. Original Text
      d. Proposed Text (amendment)
      e. Rationale

Amendments brought directly to the meeting will be considered after all previously submitted amendments in each section have been discussed. Two printed copies of these amendments must be presented to the Senate Chair at the meeting.

Procedures for Discussion:
1. Amendments must be moved and seconded by a Senator on the floor of the Senate.
2. Amendments that were submitted by the deadline will be discussed first in each category.
3. Amendments will be discussed in the order of the following five categories:
      a. General Education Learning Outcomes
      b. Faculty Boards
      c. Guidelines and Requirements for the Course Categories
      d. CORE and the New General Education Program
      e. Other
2. Each presenter will be given 2 minutes to discuss the amendment after presenting it.
3. Each additional speaker will have 2 minutes for discussion of that amendment.
4. A speaker may only speak a second time once everyone else has had an opportunity to speak.
5. Total discussion of each amendment will be limited to 20 minutes.

University Senate
TRANSMITTAL FORM

Senate Document #:	10-11-31
PCC ID #:	N/A
Title:	The General Education Implementation Plan
Presenter:	Donna Hamilton, Chair, General Education Implementation Committee
Date of SEC Review:	January 28, 2011
Date of Senate Review:	February 9, 2011
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	In April 2010, the Senate endorsed a plan for a new General Education program, developed by a joint Senate-Provost Task Force chaired by Prof. Ira Berlin. In August 2010, a joint Senate-Provost General Education Implementation Committee was appointed to develop the processes by which the new plan will be implemented.
Relevant Policy # & URL:	N/A
Recommendation:	To endorse the elements of the implementation plan so that it can be implemented for new freshmen matriculating in Fall 2012. The implementation of the General Education program will be reviewed by the Senate in Fall 2014.
Committee Work:	The Implementation Committee met bi-weekly since August 2010 to develop the implementation plan. In late May 2010, the Dean for Undergraduate Studies, in collaboration with the Deans of the Colleges, appointed 11 committees to write the Learning Outcomes for the new General Education categories, work that was undertaken in June and July. The Implementation Committee determined the number of outcomes that each course must address. They also developed the definition of and policies for the Faculty Boards. These faculty panels will supervise the initiation and semester-by-semester operations of the various elements of the General

	Education program. In addition, the committee developed guidelines for the General Education course categories. The Implementation Committee presented a draft plan to the Senate in December 2010 to solicit feedback from the campus community. The Committee incorporated suggestions from the Senate and the campus at large in January 2011 to develop the final General Education Implementation Plan.
Alternatives:	Reject the proposed implementation plan and send it back to the committee for further changes.
Risks:	The implementation of the new General Education Program will be delayed.
Financial Implications:	There will be some resource implications associated with implementation of the new General Education Program. It is important to note that student enrollment in the new program will be phased in over time, and many of the existing CORE courses will be recoded and retained under the new plan.
Further Approvals Required:	Presidential Approval

General Education Implementation Plan

January 21, 2011

General Education Implementation Committee

Michelle Appel	Director, Enrollment Policy and Planning, Office of Institutional Research, Planning, and Assessment
Elizabeth Beise	Associate Provost, Academic Planning and Programs
Hugh Courtney	Professor of the Practice & Vice Dean, Robert H. Smith School of Business
Colleen Farmer	Assistant Dean, School of Public Health
William Fourney	Professor & Associate Dean, A. James Clark School of Engineering
Donna B. Hamilton	Professor & Dean, Undergraduate Studies, Committee chair
Christopher Higgins	Interim Director, Academic Support, Office of Information Technology
Robert Infantino	Associate Dean, College of Computer, Mathematical, and Natural Sciences
Stephen Koziol	Professor & Associate Dean, College of Education
Elizabeth Loizeaux	Professor & Associate Dean, College of Arts and Humanities
Katherine McAdams	Associate Professor and Associate Dean, Philip Merrill College of Journalism
Wayne McIntosh	Professor & Associate Dean, College of Behavioral and Social Sciences
Douglas Roberts	Associate Professor & Associate Dean for General Education, Office of Undergraduate Studies
Madlen Simon	Associate Professor & Architecture Program Director, School of Architecture, Planning, and Preservation
Leon Slaughter	Associate Professor & Associate Dean, College of Agriculture and Natural Resources
Paul Smith	Associate Professor & Associate Dean, College of Computer, Mathematical, and Natural Sciences
Jacqueline Vander Velden	Associate Registrar, Office of the Registrar
Richard Ellis	Professor, College of Computer, Mathematics, and Natural Sciences, Senate representative
Mark Leone	Professor, College of Behavioral and Social Sciences, Senate representative
Laura Rosenthal	Professor, College of Arts and Humanities, Senate representative

Table of Contents

General Education Implementation Plan

Overview

The new General Education program presents us with an intellectually challenging and provocative curriculum whose higher requirements speak to the quality of our University, and to our desire to prepare our students for success at Maryland and when they leave. The program features new course categories and new learning outcomes. Much in the new plan is familiar, and much that is new deserves careful thought and broad campus faculty engagement in implementation. The program will be required for new freshmen matriculating in Fall 2012. The implementation of the General Education program will be reviewed by the Senate in Fall 2014.

The program raises the requirements in Fundamental Studies. It eliminates the SAT exemptions for Mathematics and Academic Writing, requires Professional Writing of all students, adds a course in Analytic Reasoning, and adds a course in Oral Communication.

The program has four Distributive Studies categories: History and Social Sciences, Humanities, Natural Sciences, and Scholarship in Practice.

The program has three additional categories that may be taken on their own or, through double counting, may be rolled up into the Distributive Studies categories. Two of these comprise the diversity requirement: Understanding Plural Societies and Cultural Competence. The third is the innovative I-Series program which offers students two courses that deal with major issues and usually from an interdisciplinary perspective. With double-counting, students will have a minimum of 40 credits in General Education.

The New General Education Requirements include:

- Fundamental Studies (Academic Writing, Professional Writing, Mathematics, Analytic Reasoning, and Oral Communication) [5 courses, 15 credits]
- Distributive Studies (2 Humanities, 2 Natural Sciences [1 must be a lab course], 2 History and Social Sciences, and 2 Scholarship in Practice [only 1 may be in student's major]) [8 courses, 25 credits]
- The I-Series courses [2 courses, may be double counted w/Dist. Studies and/or Diversity]
- Diversity (Understanding Plural Societies and Cultural Competence) [2 courses, may be double counted w/ Dist. Studies]

Total credits: minimum 40.

General Education Learning Outcomes

In late May 2010, the Dean for Undergraduate Studies, in collaboration with the Deans of the Colleges, appointed 11 committees to write the Learning Outcomes for the new General Education categories, work that was undertaken in June and July. The Learning Outcomes document that resulted has been available for review by the campus community

since the end of July 2010. The General Education Implementation Committee began meeting at the end of August 2010.

The Implementation Committee completed this work by determining the number of outcomes that each course must address. This information has been added to the Learning Outcomes document and will be included as well in the online General Education Course Submission system.

The General Education Learning Outcomes will be periodically reviewed and modified. The Dean for Undergraduate Studies will work in consultation with the Faculty Boards on the review and modification process. Other groups or individuals are welcome to provide input and suggestions for changes to the learning outcomes. The Dean for Undergraduate Studies will report changes to the Senate General Education Committee.

Faculty Boards

The Implementation Committee has developed the following definition of and policies for the Faculty Boards.

The Faculty Boards are faculty panels that will supervise the initiation and semester-by-semester operations of the various elements of the General Education program. These Boards will be appointed by the Dean for Undergraduate Studies in consultation with the Collegiate Deans. The Boards will review and measure success of the program; they will also assess specific elements and requirements. The Boards will base their evaluation of new and existing courses for suitability in the new General Education categories on the extent to which they fulfill the learning outcome goals for each category, as well as on overall quality and potential effectiveness. The Boards will periodically review approved General Education courses and/or review learning outcomes assessments of the General Education categories.

Faculty Board membership will be primarily tenured/tenure-track faculty members. Membership will come from across the campus: each Board will have membership comprised of representatives from the colleges and departments that offer General Education courses in the Board's relevant category and possibly membership from consumer colleges and departments. Each Board will also have as a member either the Dean or an Associate Dean from Undergraduate Studies. This practice will help ensure uniform application of policy and standards across Boards. The size of each Faculty Board should be kept small in order to assure efficiency and agility. Members' terms on the Boards should be two years, with approximately half of the Board turning over each year.

The Faculty Boards include Writing, Mathematics/Analytic Reasoning, Oral Communication, History and Social Sciences, Humanities, Natural Sciences, Scholarship in Practice, Understanding Plural Societies/Cultural Competence, and I-Series Courses. The Dean for Undergraduate Studies will post the membership of all boards and include the membership in the annual report to the proposed General Education Committee of the Senate.   Along with other implementation materials, the committee's document on Faculty Boards is posted on the Undergraduate Studies website at www.ugst.umd.edu.

Guidelines and Requirements for the Course Categories

The Implementation Committee has developed guidelines for the General Education course categories.

Fundamental Studies

Pre-requisites for Fundamental Studies courses (Mathematics/Analytic Reasoning, Academic Writing/Professional Writing, Oral Communication) are limited to other Fundamental Studies courses.

Mathematics and Analytic Reasoning

Students are required to take one course from the approved Fundamental Studies Mathematics list or any higher-level mathematics course which has a Fundamental Studies Mathematics course as its pre-requisite.

Students are required to take one course from the approved Analytic Reasoning list. If a student takes a course from the approved Analytic Reasoning list that has a Fundamental Studies Mathematics course as a pre-requisite, both Fundamental Studies Mathematics and Analytic Reasoning requirements will be fulfilled.

Oral Communication

The Implementation Committee has determined that students may fulfill the Oral Communication requirement through course offerings in one of two formats: (1) a standard 3-credit course format offered at either the lower or upper level, or (2) a "Learning Outcomes" format that meets the following criteria:

- 3 credits may be spread over more than one course (no more than 3 courses, with at least 1 credit per course) that function in a sequence. Coherence and sequencing should be evident from the syllabi.
- Each course in the sequence should have "at least 1 credit equivalent" devoted to the teaching of oral communication.
- Syllabi should identify which Oral Communication learning outcomes are satisfied in each course, and the course sequence should satisfy the same number of learning outcomes as would be done in the 3-credit/single course.
- Courses must demonstrate elements of feedback and formal instruction, not just practice with speaking.

Distributive Studies

Students will take two courses from each Distributive Studies category: History and Social Sciences, Humanities, Natural Sciences, and Scholarship in Practice. Distributive Studies courses are intended primarily for first- and second-year students, and as such need to be widely available. As under CORE, some pre-requisites are needed for lower-level courses in a sequence. As a rule, however, new General Education courses will not have pre-requisites. Most Distributive Studies courses will be at the lower level. Upper level Distributive Studies courses are allowed. Courses for the new General Education program may be proposed and approved for more than one Distributive Studies category; however, students

may only count a Distributive Studies course in one Distributive Studies category. The online submission form will facilitate proposal of a course in multiple categories.

Scholarship in Practice
As with other Distributive Studies categories, every student must take two Scholarship in Practice courses. However, in the case of this category, at least one must be outside the major. "Outside the major" means "outside all major requirements." This stipulation is intended to ensure that students truly have a distributive general education.

Diversity
The new General Education program requires two courses (at least four credits) in Diversity, through course offerings in two categories—Understanding Plural Societies and Cultural Competence.

1. Understanding Plural Societies: Students must take at least one 3-credit course in Understanding Plural Societies. Courses approved for Understanding Plural Societies may carry Distributive Studies and I-Series designations. Such courses would simultaneously fulfill a Diversity and a Distributive Studies requirement. Students may fulfill the Diversity requirement by taking two Understanding Plural Societies courses.

2. Cultural Competence: The new Cultural Competence category provides students with the opportunity to gain an increased understanding of cultures and cultural practices, and to learn to communicate effectively across cultural differences. Students may take a course from 1-3 credits in this area, or may opt out of the Cultural Competence requirement by taking two Understanding Plural Societies courses.

I-Series Courses
I-Series courses are the signature of the new General Education program. Students must take two I-Series courses. Each I-Series course will be coded in one or more Distributive Studies category, as well as a Diversity category if appropriate, and may count for the I-Series requirement, one Distributive Studies category, and one Diversity requirement (if approved for this category).

CORE and the New General Education Program
The CORE General Education program will continue for several years after the new General Education program is implemented. Current students and many incoming transfer students will remain under the CORE requirements. Courses approved for the new General Education program categories will be assigned CORE categories as needed and appropriate. When proposing a new course or consideration of an existing non-CORE course for the new General Education program, it will not be necessary to submit a separate CORE proposal; the online submission form will ask what CORE category may be appropriate.

There is no Interdisciplinary and Emerging Issues (IE) category in the new program. However, CORE IE courses may be submitted for review as appropriate to the new General Education program (in a single category, or for multiple category designation).

Experiential Learning

The Implementation Committee has defined the place of experiential learning in the new General Education program. We value the importance of hands-on experience through mentored research or internships, however, experiential learning is *not* a General Education course category and is not required of a student. Rather experiential learning refers to a particular type of learning experience that may be used to meet a Distributive Studies requirement, provided it meets certain criteria.

Students may use individualized experiential learning opportunities, such as internships or well-structured research experiences, to satisfy a Distributive Studies requirement provided that: (1) the experience is taken for at least 3 credits, and (2) the student submits and receives approval of a "Learning Contract" that stipulates how the experience meets the learning outcome goals of the Distributive Studies category. Students may only use one "Learning Contract"-based experience towards Distributive Studies.

Senate General Education Committee

The General Education Committee of the Senate will exercise broad oversight and supervision of the General Educational program. It will review and make recommendations to the Senate and the Dean for Undergraduate Studies concerning the General Education Program, its requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories. It will periodically review the General Education Program to ensure that it is meeting its goals. The Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program, and the Dean will meet with the committee as needed to discuss or update the report. Any actions made based on the recommendations of the General Education Committee will be reported back to the committee by the Dean for Undergraduate Studies, and the committee will be informed of modifications in proposal or review processes, and any changes regarding the implementation of the General Education Program as specifically delegated to the Office of Undergraduate Studies. The specifics of the committee's charge, membership, and other details will be outlined in the University Senate Bylaws.

Delivery of the General Education Program

The new General Education program requires a minimum of 40 credits, as opposed to CORE, which requires 43-46. In Distributive Studies, the number of required courses has been reduced from nine to eight, along with added flexibility. New resources, in the form of graduate TA lines and faculty stipends, have already been committed through the I-Series Request for Proposals. The Provost has committed to providing incentives for I-

Series courses each year as the suite of available courses continues to grow. Overall, the new structure should allow more "curricular space" and free some resources to devote to major programs. However, there will be some new costs, and some shifts in instruction, as new elements of the program, such as Oral Communication, are implemented. Resources will also be required for additional seats in the areas of Fundamental Studies where exemptions have been removed.

Most instruction, including CORE/General Education, is funded directly by colleges and departments. The Provost provides supplemental funding to colleges annually to meet the areas of greatest demand and of highest impact: these include incremental support for General Education. While the Provost is committed to providing some new resources for new elements of the program, the annual budget adjustments, which are a small fraction of college budgets, will continue to be used to provide funds in areas of greatest demand. The set of courses and instruction that will form the basis of the new General Education will evolve as the program is implemented over its first several years. Areas of demand will be carefully monitored as student enrollment patterns unfold, and investments will be made in each area as needs are identified. A detailed funding model will only be possible once the evaluation of courses by the Faculty Boards is relatively complete.

Appendix A: General Education Learning Outcomes

Implementation of the new General Education program is scheduled for Fall 2012 and one of the first steps in realizing this program is the definition of its learning outcome goals. During the summer of 2010, 11 committees were convened and charged with, among other things, defining the specific learning outcomes that will characterize courses fulfilling the General Education categories. Sixty-seven members of the campus community agreed to serve on these committees. What follows is the result of their work. We invite your feedback to Donna B. Hamilton, Dean for Undergraduate Studies, or Douglas Roberts, Associate Dean for General Education. This document is also posted at http://www.ugst.umd.edu.

Fundamental Studies

Academic Writing

The Fundamental Studies Introduction to Writing requirement prepares students with a foundational understanding of academic writing and the skills for success in further studies at Maryland and beyond.

Courses in Academic Writing must address at least 4 of the 6 learning outcomes.

On completion of an Academic Writing course, students will be able to:
- Demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising.
- Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions and how to evaluate its supporting evidence.
- Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing.
- Demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly.
- Use Standard Written English and edit and revise their own writing for appropriateness. Students should take responsibility for such features as format, syntax, grammar, punctuation, and spelling.
- Demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in an academic setting.

Professional Writing

The Fundamental Studies Professional Writing requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation.

Courses in Professional Writing must address at least 4 of the 7 learning outcomes.

On completion of a Professional Writing course, students will be able to:
- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

Oral Communication

Human relationships, from the most formal to the most personal, rest in large measure on skilled listening and effective speaking. Skillful listening and speaking support success in personal relationships, educational undertakings, professional advancement, and civic engagement.

Courses in Oral Communication must address at least 6 of the 9 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of an Oral Communication course, students will be able to:
- **Demonstrate competency in planning, preparing, and presenting effective oral presentations.**
- **Use effective presentation techniques including presentation graphics.**
- Demonstrate an understanding of the role of oral communication in academic, social, and professional endeavors.
- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication.
- Demonstrate an ability to listen carefully.
- Demonstrate an enhanced awareness of one's own communication style and choices.
- Demonstrate an ability to communicate interpersonally and interculturally with others in conversation, interview, and group discussion contexts.
- Demonstrate skill in asking and in responding to questions.
- Demonstrate awareness of communication ethics in a global society.

Mathematics

The Fundamental Studies Mathematics requirement prepares students with the mathematical understandings and skills for success in whatever majors they choose, as well as in everyday life.

Courses in Mathematics must address at least 3 of the 5 learning outcomes.

On completion of a Mathematics course, students will be able to:
- Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them.
- Represent mathematical concepts verbally, and, where appropriate, symbolically, visually, and numerically.
- Use arithmetic, algebraic, geometric, technological, or statistical methods to solve problems.
- Use mathematical reasoning with appropriate technology to solve problems, test conjectures, judge the validity of arguments, formulate valid arguments, check answers to determine reasonableness, and communicate the reasoning and the results.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

Analytic Reasoning

Courses in Analytic Reasoning will foster a student's ability to use mathematical or formal methods or structured protocols and patterns of reasoning to examine problems or issues by evaluating evidence, examining proofs, analyzing relationships between variables, developing arguments, and drawing conclusions appropriately.   Courses in this category will also advance and build upon the skills that students develop in Fundamental Mathematics. For most courses here, a course taken for the Fundamental Mathematics requirement is a prerequisite.

Courses in Analytic Reasoning must address at least 4 of the 6 learning outcomes.

On completion of an Analytic Reasoning course, students will be able to:
- Demonstrate proficient application of the skills required by the Mathematics Fundamental Studies requirement, including the ability to communicate using formal or mathematical tools.
- Distinguish between premises and conclusions, or between data and inferences from data.
- Understand the differences among appropriate and inappropriate analytical methods for drawing conclusions.
- Apply appropriate analytical methods to evaluate inferences and to reason about complex information.
- Systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.
- Use formal, analytical, or computational techniques to address real-world problems.

The I-Series

As the centerpiece of the University's new General Education program, I-Series courses will become the intellectual and pedagogical marker for which the University of Maryland is known: broad, analytical thinking about significant issues. In branding the University's General Education curriculum, the signature courses begin the process of defining what is unique about education at the University of Maryland. Through these courses, students will be challenged from their first moments

on campus to master the intellectual tools needed to wrestle with matters of great weight and consequence, the so-called Big Questions.

A signature course could take students inside a new field of study, where they may glimpse the utility, elegance and beauty of disciplines that were previously unknown or unappreciated. Students may be able to see how such areas of investigation could become a subject for extended study, a major, or even a lifetime commitment. By addressing both contemporary problems and the enduring issues of human existence, the signature courses will speak to the University's historic role both as a timeless repository of human knowledge and as a source of solutions to burning issues of the day. At their best, the signature courses might do both. The I-Series offers extraordinary opportunities for increasing the level of intellectual discourse on campus and for providing occasions where new pedagogical methods may be introduced. The possibilities are large and exciting.

Courses in the I-Series must address at least 4 of the 6 learning outcomes.

On completion of an I-Series course, student will be able to:
- Identify the major questions and issues in their I-series course topic.
- Describe the sources the experts on the topic would use to explore these issues and questions.
- Demonstrate an understanding of basic terms, concepts, and approaches that experts employ in dealing with these issues.
- Demonstrate an understanding of the political, social, economic, and ethical dimensions involved in the course.
- Communicate major ideas and issues raised by the course through effective written and/or oral presentations.
- Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.

Distributive Studies

History and Social Sciences
Courses in this area introduce students to history and to the social science disciplines and their combination of qualitative and quantitative methods. It includes courses in criminology, economics, history, psychology, sociology, and other social sciences.

Courses in History and Social Sciences must address at least 4 of the 7 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a History and Social Sciences course, students will be able to:
- **Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history or the social sciences.**
- Demonstrate understanding of the methods that produce knowledge in a specific field in history or the social sciences.

- Demonstrate critical thinking in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence.
- Explain how culture, social structure, diversity, or other key elements of historical context have an impact on individual perception, action, and values.
- Articulate how historical change shapes ideas and social and political structures.
- Explain how history or social science can be used to analyze contemporary issues and to develop policies for social change.
- Use information technologies to conduct research and to communicate effectively about social science and history.

Humanities

Courses in the humanities disciplines study history and the genres of human creativity, and they include courses in the practice of architecture and the visual, literary and performing and creative arts. Under "Humanities," students will find courses in cultures and literatures in any language, creative writing, art, architecture, art history, classics, history, linguistics, philosophy, and the performing arts (dance, music, theatre) and their histories.

Courses in the Humanities must address at least 4 of the 7 Learning Outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Humanities course, students will be able to:
- **Demonstrate familiarity and facility with fundamental terminology and concepts in a specific topical area in the humanities.**
- Demonstrate understanding of the methods used by scholars in a specific field in the humanities.
- Demonstrate understanding of the creative processes and techniques used by practitioners in a specific field of the visual, literary, or performing arts.
- Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works , or in the evaluation of approaches and techniques in the visual, literary or performing arts.
- Describe how language use is related to ways of thinking, cultural heritage, and cultural values.
- Conduct research on a topic in the humanities using a variety of sources and technologies.
- Demonstrate the ability to formulate a thesis related to a specific topic in the humanities and to support the thesis with evidence and argumentation.

Natural Sciences

Courses in the Natural Sciences introduce students to the concepts and methods of the disciplines studying the natural world. It includes courses in the traditional physical and life sciences, environmental science, animal and avian science, and plant science, among others. It also includes a substantial, rigorous laboratory experience.

Courses in the Natural Sciences must address at least 4 of the 6 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Natural Sciences course, students will be able to:
- Demonstrate a broad understanding of scientific principles and the ways scientists in a particular discipline conduct research.
- Apply quantitative, mathematical analyses to science problems.
- Solve complex problems requiring the application of several scientific concepts.
- Look at complex questions and identify the science and how it impacts and is impacted by political, social, economic, or ethical dimensions.
- Critically evaluate scientific arguments and understand the limits of scientific knowledge.
- Communicate scientific ideas effectively.

In addition to the Learning Outcomes above, on completion of a Natural Sciences course with a laboratory experience students will be able to:
- **Demonstrate proficiency in experimental science by: making observations, understanding the fundamental elements of experiment design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.**

Scholarship in Practice

Courses in Scholarship in Practice teach students how to assess and apply a body of knowledge to a creative, scholarly, or practical purpose.   The resulting application should reflect an understanding of how underlying core disciplines can be brought to bear on the subject. It should go beyond the traditional survey and interpretation that culminate in, for example, a final research paper or activity often used in courses that are designed to be introductions to a specific topic or area of study.

While Scholarship in Practice courses will be evaluated for appropriateness through the learning outcomes listed below, essentially every college on this campus has relevance to this area of Distributive Studies. Examples include (but are not limited to) the following: courses in Business that focus on the design of productive systems and enterprises, drawing upon knowledge from economics, psychology, mathematics, and other disciplines; courses in Engineering that require students to design environments, technologies, and systems by applying knowledge from the natural sciences and mathematics; courses in Education, Journalism and Architecture that provide students with an opportunity to engage in well defined professional practices; courses in Studio Art, Music Performance, Dance, etc., that introduce students to creative skills and performance arts; applied proficiency in a foreign language; extensive research experiences; and internships.

Courses in Scholarship in Practice must address at least 4 of the 7 learning outcomes. Learning Outcomes in **bold** are **required**.

On completion of a Scholarship in Practice course, students will be able to:
- **Demonstrate an ability to select, critically evaluate, and apply relevant areas of scholarship.**
- Articulate the processes required to bring about a successful outcome from planning, modeling, and preparing, to critiquing, revising and perfecting.
- Demonstrate an ability to critique existing applications of scholarship, in order to learn from past successes and failures.
- Demonstrate an ability to collaborate in order to bring about a successful outcome.
- Recognize how an application of scholarship affects or is affected by political, social, cultural, economic or ethical dimensions.
- Produce an original analysis, project, creative work, performance or other scholarly work that reflects a body of knowledge relevant to the course.
- Effectively communicate the application of scholarship through ancillary material (written, oral, visual and/or all modes combined).

Diversity

Understanding Plural Societies
Life in a globally competitive society of the twenty-first century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the <u>foundations</u>—cultural, material, psychological, historical, social, and biological—of human difference and the <u>operation</u> or <u>function</u> of plural societies.

Courses in Understanding Plural Societies must address at least 4 of the 7 learning outcomes.

On completion of an Understanding Plural Societies course, students will be able to:
- Demonstrate understanding of the basis of human diversity: biological, cultural, historical, social, economic, or ideological.
- Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies.
- Explicate the processes that create or fail to create just, productive, egalitarian, and collaborative societies.
- Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as, for example, dance, foodways, literature, music, and philosophical and religious traditions.
- Articulate how particular policies create or inhibit the formation and functioning of plural societies.
- Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, and within a single historical timeframe or across historical time.

- Use information technologies to access research and communicate effectively about plural societies.

Cultural Competence

Cultural competence *provides opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, on-going process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.*

Courses in Cultural Competence must address at least 3 of the 5 learning outcomes.

On completion of a Cultural Competence course, students will be able to:
- Describe the concept of culture.
- Explain how cultural beliefs influence behaviors and practices at the individual, organizational, or societal levels.
- Analyze their own cultural beliefs with respect to attitudes or behaviors.
- Compare and contrast differences among two or more cultures.
- Effectively use skills to negotiate cross-cultural situations or conflicts.

Appendix B: Faculty Boards

The Faculty Boards will supervise the initiation and semester-by-semester operations of the various elements of the General Education program. These Boards will be appointed by the Dean for Undergraduate Studies in consultation with the collegiate deans. The Boards will review and measure success of the program; they will also assess specific elements and requirements. The Boards will base their evaluation of new and existing courses for suitability in the new General Education categories on the extent to which they fulfill the learning outcome goals for each category, as well as on overall quality and potential effectiveness. The Boards will periodically review approved General Education courses and/or review learning outcomes assessments of the General Education categories.

Faculty Board membership will be primarily tenured/tenure-track faculty members. Membership will come from across the campus: each Board will have membership comprised of representatives from the colleges and departments that offer General Education courses in the Board's relevant category and possibly membership from consumer colleges and departments. Each Board will also have as a member either the Dean or an Associate Dean from Undergraduate Studies. This will help ensure uniform application of policy and standards across Boards. The size of each Faculty Board will be kept small in order to assure efficiency and agility. Members' terms on the Boards will be two years, with staggering such that approximately half of the Board turns over each year.

Faculty Board Definitions

The following lists each of the Faculty Boards, its membership, and size (including Undergraduate Studies administrators).

Fundamental Studies

Math/Analytic Reasoning

Membership: CMNS/Mathematics, ARHU/Philosophy, and others
Size: 6-8 members

Writing

Membership: ARHU/English and across campus
Size: 6-8 members

Oral Communication

Membership: Colleges/departments offering Oral Communication and others who do not
Size: 6-8 members

Distributive Studies

All colleges with undergraduate course offerings will have representation on the Faculty Boards for Distributive Studies. Board membership will be comprised primarily of faculty with disciplinary expertise in a given area, and from colleges and departments offering

relevant courses. Colleges and departments may find it advantageous to have one member serve on more than one board at a time.

Humanities
Size: 6-8 members

History and Social Sciences
Size: 6-8 members

Natural Sciences
Size: 6-8 members

Scholarship in Practice
Membership: Broad membership across campus
Size: 8-10 members

Diversity

Understanding Plural Societies/Cultural Competence
Membership: ARHU, BSOS, and across campus
Size: 6-8 members

I-Series

I-Series Course Development and Selection Committee
The I-Series Course Development and Selection Committee will develop, shape, and continually renew the intellectual agenda of the I-Series Courses, which stand as the *signature* of our new General Education program. The courses chosen and the topics featured represent and establish the intellectual standards, academic priorities, and student engagement goals for undergraduate education at the University. The committee will participate in I-Series Course information workshops, review I-Series Course proposals and make recommendations regarding selection or revision and resubmission of proposals. Representation on the Committee will come from across campus, and should include a number of past I-Series faculty members, as well as Distinguished Scholar-Teachers. The Dean for Undergraduate Studies will chair the committee, and will appoint the committee in consultation with collegiate deans.
Membership: Across campus, past I-Series Faculty, Distinguished Scholar-Teachers
Size: 8-10 members

Appendix C: Pre-requisites for General Education

Fundamental Studies
Pre-requisites for Fundamental Studies course are limited to other Fundamental Studies courses.

Mathematics and Analytic Reasoning
Students are required to take one course from the approved Fundamental Studies Mathematics list or any higher-level Mathematics course that has a Fundamental Studies Mathematics course as its pre-requisite.

Students are required to take one course from the approved Analytic Reasoning list. If a student takes a course from the approved Analytic Reasoning list that has a Fundamental Studies Mathematics course as a pre-requisite, both Fundamental Studies Mathematics and Analytic Reasoning requirements will be fulfilled.

Distributive Studies
Distributive Studies courses are intended primarily for first- and second-year students and as such need to be widely available, and accessible without requiring prerequisites. There are no prerequisites for Distributive Studies courses, with the following types of exceptions: courses in sequence (e.g. PHYS 121/122, BSCI 105/201, or GVPT 100/200), or courses that require a certain level of mathematics (e.g. Math 141 is a pre- or co-requisite for PHYS 141). Exceptions may also include Scholarship in Practice courses within a major and Scholarship in Practice courses that belong to a continuum of courses in a living-learning program, notation, or minor.

Additional information
The Dean for Undergraduate Studies and her staff are happy to meet with you to discuss the program and answer questions. Call 301-405-9357.

Appendix D: Guide to General Education Course Submission and Review Process

In preparation for the launch of our new General Education program in Fall 2012, all Fundamental Studies, Distributive Studies, and Diversity courses—old and new—will need to be submitted for review and coding into the new system. CORE courses will be submitted for the new program, but will continue to carry their CORE code as well. Departments and colleges will determine how the submission process will be organized within units. A document detailing the learning outcomes to be addressed in the General Education categories is included in Appendix A, and posted at www.ugst.umd.edu. General Education requirements and categories may also be found at www.ugst.umd.edu. The on-line course submission application itself is located at www.ugst.umd.edu/GenEdCourseApproval.

The online course submission system for the new General Education program opened on November 10, 2010. All Fundamental Studies courses, all Distributive Studies courses, and all Diversity courses are to be submitted between November 10, 2010, and April 15, 2011. Departments and colleges will decide who will submit existing CORE courses for re-coding in the new system. They will set internal deadlines for old and new course submissions. College representatives on the General Education Implementation Committee will have access to the sign-off system and will have responsibility for adding department and other college representatives. It is imperative that colleges and departments schedule submissions in a timely way so that Faculty Boards will have only a reasonable number of submissions left to review after April 15, 2011.

What needs to be submitted for approval of courses for the new General Education program?

All course submissions will be expected to:
- State how the course will address the relevant General Education Learning Outcomes
- Submit a representative copy of the course syllabus
- Answer a few question about the course

Existing CORE courses and other existing courses

No VPAC proposals are needed unless you are changing the course number, title, prerequisites, etc.

New courses or existing courses with significant changes

VPAC proposals are needed for any new courses that will have regular (permanent) course numbers. Existing courses with significant changes (course number, title, prerequisites, etc.) will also have to go through VPAC. VPAC and General Education proposals may be submitted in tandem. However, to assure accurate and consistent course data, the General Education approval will not be recorded until the VPAC proposal has been approved.

More Information

Instructions for online General Education course submission are available on the General Education course submission system. There is also a list of Frequently Asked Questions posted in the system. Any suggestions, comments or problems with this system should be directed to Doug Roberts, Associate Dean for General Education (roberts@umd.edu). Instructions for VPAC submission *(if needed)* are available at http://www.vpac.umd.edu/.

What are the Learning Outcomes for the new General Education categories and how many of the outcomes must a course address?

The Learning Outcomes for the new General Education categories are available in Appendix A, and at http://www.ugst.umd.edu/GeneralEducationLearningOutcomes.pdf, along with the minimum number of learning outcomes for each category. They are also available in the General Education course submission system. Note that some categories have **required** Learning Outcomes.

Other Issues

- **The CORE General Education program will continue.**
  - o Current students and many incoming transfer students will remain under the CORE requirements. Courses approved for the new General Education program categories will be assigned CORE categories as needed and appropriate. When proposing a new course or an existing non-CORE course for the new General Education program, it will <u>not</u> be necessary to submit a CORE proposal in addition. To facilitate CORE category designation, the online submission form will ask what CORE category may be appropriate.

- **Courses for the new General Education program may be proposed and approved for more than one Distributive Studies category.**
  - o The online submission form will facilitate proposal of a course in multiple categories. Students may, however, only count a Distributive Studies course in one Distributive Studies category.

- **Courses may be either Fundamental Studies or Distributive Studies, but not both.**

- **All I-Series courses must be designated in a Distributive Studies category.**
  - o Two of the eight Distributive Studies courses that a student takes must be I-Series. To make the most of the resources being placed in the I-Series, these courses should count toward a student's General Education.

- **Courses for the new General Education program may be at the 100- through 400-level**
  - o Unlike CORE, there is no restriction on Distributive Studies courses being at the 100- or 200- level.

Pre-requisite rules for the new General Education program
See Appendix C or www.ugst.umd.edu.