1. Call to Order

2. Approval of the March 6, 2019 Senate Minutes (Action)

3. Special Order: Presidential Briefing

4. Report of the Chair

5. Special Order of the Day
   Proposed Changes to the University Honors Living-Learning Program
   William A. Cohen, Dean, Undergraduate Studies

6. Revisions to the University of Maryland Policy on Suspension (Senate Document #17-18-07z) (Action)

7. PCC Proposal to Rename the Post-Baccalaureate Certificate in "Intermediate Survey Methodology" to "Fundamentals of Survey Methodology" (Senate Document #18-19-31) (Action)

8. Resolution to Emphasize the University's Principal Missions During the Search for a New President (Senate Document #18-19-30) (Action)

9. New Business

10. Adjournment

CALL TO ORDER

Senate Chair-Elect Lanford called the meeting to order at 3:18 p.m. Lanford noted that Chair Walsh asked her to lead the meeting because he had to attend to an urgent family issue.

APPROVAL OF THE FEBRUARY 5, 2019 SENATE MINUTES (ACTION)

Chair-Elect Lanford asked for additions or corrections to the minutes of the February 5, 2019, meeting; hearing none, she declared the minutes approved as distributed.

REPORT OF THE CHAIR

Chair-Elect Lanford noted that the Nominations Committee is in the process of generating slates of candidates to run for open positions on Senate-elected committees and councils, including next year's Senate Executive Committee, Senate Committee on Committees, University Athletic Council, Council of University System Faculty (CUSF), and Campus Transportation Advisory Committee (CTAC). The committee is looking for candidates to run for these prestigious positions. Lanford stated that not all positions require Senate membership, so she suggested that Senators consider encouraging colleagues to run, in particular for CTAC and CUSF. Additionally, all newly elected Senators from this year's elections are also eligible to nominate themselves. The Nominations Committee will consider candidates for placement on the slates for election. All candidates will submit a short candidacy statement for the ballot after spring break. Elections will be held in-person at our Transition Meeting on May 7th. Lanford encouraged Senators to visit the Senate website for more information.

Lanford stated that Chancellor Caret would be on campus on March 7th to launch the presidential search process and to meet with and hear from key constituent groups. She noted that the Chancellor and Chair of the Board of Regents met with members of the Senate Executive Committee (SEC) several weeks ago, and that the Chancellor would be meeting with additional SEC members and Senate committee chairs during his visit to campus.

Chair-Elect Lanford introduced Senator Pound to make a procedural motion.

Senator Pound, faculty, College of Computer, Mathematical, and Natural Sciences made a motion to suspend the rules and reorder the agenda to move the Resolution to Emphasize the University's Principal Missions During the Search for a New President (Senate Document #18-19-30) towards the end of the agenda, just prior to New Business.

Lanford asked for a second. The motion was seconded. Lanford called for a vote on the motion to suspend the rules and reorder the agenda and noted that it required a two-thirds vote in favor to pass. The result was 75 in favor, 13 opposed. **The motion to suspend the rules and reorder the agenda passed**.

Senator Pound made a motion to limit all speakers to two minutes for the remainder of the meeting.

Lanford asked for a second. The motion was seconded. Lanford called for a vote on the motion and noted that it required a two-thirds vote in favor to pass. The result was 83 in favor, 6 opposed. **The motion to limit speakers to two minutes passed**.

PCC PROPOSAL TO RENAME THE PH.D. IN "HEALTH SERVICES" TO "HEALTH SERVICES RESEARCH" (SENATE DOCUMENT #18-19-23) (ACTION)

Betsy Beise, member of the PCC Committee, presented the PCC Proposal to Rename the Ph.D. in "Health Services" to "Health Services Research" (Senate Document #18-19-23) and provided background information on the proposal.

Chair-Elect Lanford opened the floor to discussion of the proposal.

Seeing no discussion, Lanford called for a vote on the proposal. The result was 86 in favor, 4 opposed, and 4 abstentions. **The motion to approve the proposal passed.**

PCC PROPOSAL TO RENAME THE DEPARTMENT OF "HEALTH SERVICES ADMINISTRATION" TO "HEALTH POLICY AND MANAGEMENT" (SENATE DOCUMENT #18-19-24) (ACTION)

Betsy Beise, member of the PCC Committee, presented the PCC Proposal to Rename the Department of "Health Services Administration" to "Health Policy and Management" (Senate Document #18-19-24) and provided background information on the proposal.

Chair-Elect Lanford opened the floor to discussion of the proposal.

Seeing no discussion, Lanford called for a vote on the proposal. The result was 92 in favor, 4 opposed, and 1 abstention. **The motion to approve the proposal passed.**

REVISIONS TO THE A. JAMES CLARK SCHOOL OF ENGINEERING PLAN OF ORGANIZATION (SENATE DOCUMENT #16-17-14) (ACTION)

Andrew Horbal, Chair of the Elections, Representation, & Governance Committee, presented the Revisions to the A. James Clark School of Engineering Plan of Organization (Senate Document #16-17-14) and provided background information on the revised Plan.

Chair-Elect Lanford opened the floor to discussion of the revised Plan.

Seeing no discussion, Lanford called for a vote on the revised Plan. The result was 92 in favor, 2 opposed, and 5 abstentions. **The motion to approve the revised Plan passed.**

REVIEW OF THE INTERIM UNIVERSITY OF MARYLAND PROCEDURES RELATED TO FAMILY AND MEDICAL LEAVE FOR FACULTY (SENATE DOCUMENT #18-19-03) (ACTION)

Chair-Elect Lanford noted that the Review of the Interim University of Maryland Procedures Related to Family and Medical Leave for Faculty and for Nonexempt and Exempt Staff Members (Senate Documents #18-19-03 and #18-19-04) would be presented and discussed together but voted on separately.

Jack Blanchard, Chair of the Faculty Affairs Committee, and Fulvio Cativo, Chair of the Staff Affairs Committee, presented the Review of the Interim University of Maryland Procedures Related to Family and Medical Leave for Faculty (Senate Document #18-19-03) and the Review of the Interim University of Maryland Procedures Related to Family and Medical Leave for Nonexempt and Exempt Staff Employees (Senate Document #18-19-04) and provided background information on the revised procedures.

Lanford opened the floor to discussion of the revised procedures.

Seeing no discussion, Lanford called for a vote on the Review of the Interim University of Maryland Procedures Related to Family and Medical Leave for Faculty (Senate Document #18-19-03). The result was 94 in favor, 1 opposed, and 6 abstentions. **The motion to approve the revised faculty procedures passed.**

REVIEW OF THE INTERIM UNIVERSITY OF MARYLAND PROCEDURES RELATED TO FAMILY AND MEDICAL LEAVE FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES (SENATE DOCUMENT #18-19-04) (ACTION)

Lanford called for a vote on the Review of the Interim University of Maryland Procedures Related to Family and Medical Leave for Nonexempt and Exempt Staff Employees (Senate Document #18-19-04). The result was 86 in favor, 1 opposed, and 10 abstentions. **The motion to approve the revised staff procedures passed.**

INTERIM UNIVERSITY OF MARYLAND POLICY AND PROCEDURES REGARDING RESEARCH MISCONDUCT (SENATE DOCUMENT #17-18-07) (ACTION)

Jack Blanchard, Chair of the Faculty Affairs Committee, presented the Interim University of Maryland Policy and Procedures Regarding Research Misconduct (Senate Document #17-18-07) and provided background information on the proposal.

Chair-Elect Lanford opened the floor to discussion of the proposal.

Senator Bhargava, faculty, School of Public Policy, noted that the term 'self-plagiarism' is an oxymoron. He stated that researchers in some fields, especially methodology, must reuse their old work in order to produce new research. He expressed concern over the inclusion of self-plagiarism as a form of research misconduct.

Blanchard responded that self-plagiarism can occur when there is not appropriate acknowledgement that a researcher is reusing their own work. He noted that some journals and organizations explicitly describe self-plagiarism as unethical behavior. He mentioned that reusing a previously-published introduction in a new paper or republishing a report as though it were new findings are examples of self-plagiarism as intended in the policy.

John Bertot, Associate Provost for Faculty Affairs and member of the Faculty Affairs Committee explained that the policy includes language to specify that accusations of self-plagiarism will be considered within the context of accepted practices in the accused individual's field of study.

Senator Pound expressed his support for the policy and asked about confidentiality of the complainant. He noted that while complainant privacy is important, the accused party also has a

right to face their accuser. He asked if the misconduct process could play out without the complainant ever being made known to the respondent.

Blanchard responded that the policy permits anonymous reports, so the complainant need not be identified.

Bertot confirmed that that is true and noted that whistleblower protections also allow anonymous complaints to be made.

Senator Priola, faculty, College of Agriculture and Natural Resources, asked for clarification on the standard evidence that would lead to a finding of research misconduct, and whether an accused individual is permitted legal counsel.

Blanchard responded that respondents may seek legal counsel but stated that the policy states that counsel may only take an advisory role and may not act on behalf of the respondent.

Bertot responded that research misconduct allegations require a preponderance of the evidence standard.

Senator Lau, faculty, College of Arts & Humanities, observed that none of the University's peer institutions include self-plagiarism in their research misconduct policies. She asked why the committee decided to include it in the policy.

Blanchard responded that it can be an ethical violation within certain disciplines. He noted that the Office of Faculty Affairs has also received complaints about self-plagiarism.

Bertot explained that funding agencies are increasingly monitoring self-plagiarism, so the standards are being raised. He noted that the policy is written such that it recognizes that different fields have different standards for misconduct, so each allegation will be examined within the context of that field.

Senator Lau asked if instances of self-plagiarism are increasing.

Bertot responded that it is difficult to gauge, but that funding agencies are paying more attention to it than previously. He noted that there is an emerging practice for researchers to reuse published material to enhance their resumes.

Blanchard noted that current technology makes it much easier to determine whether materials have been used before.

Bertot agreed and stated that the University subscribes to Authenticate to scan publications for self-plagiarism and noted that many journals use the same service.

Jeffrey Hollingsworth, Vice President and Chief Information Officer, expressed his support for including self-plagiarism in the policy. He asked if allegations will be examined within the context of standards for self-plagiarism at the time of publication.

Bertot responded that the policy includes a preliminary assessment of each allegation which will look into the standard practice at the time of publication and the norm of each field of study.

Senator Bhargava noted that some fields encourage repetitive publication so that researchers look more productive. He stated that the University is too bureaucratic and that the idea of keeping track of who is and is not committing self-plagiarism is preposterous.

Blanchard noted that investigations first require an allegation, and that the University is not continuously monitoring all publications. He stated that the first stage of investigation would be to examine the instance against the standards of the field.

Senator Cohen, faculty, College of Computer, Mathematical, and Natural Sciences stated that self-plagiarism is a serious, unethical problem, and expressed his support for its inclusion in the policy. He expressed concern about the standard of proof required and noted that there is ambiguity about individuals publishing the same presentation multiple times. He stated that norms in each field may not be well-defined and expressed concern that referring to the norm of the field when investigating an allegation could be problematic. He noted that there may be problems with the standard of proof in a field where researchers are not in agreement about what is unethical versus simply being tacky.

Blanchard responded that credible evidence must be available in order to escalate an instance from an inquiry to an investigation. He said that in an instance in which there may not be agreement in the field about what is considered unethical, that would affect the definition of preponderance of the evidence for that case.

Blanchard noted that there are many steps between an allegation being reported and a researcher actually being found to have committed misconduct. Three expectations must be met in order to reach a finding of misconduct: departure from practices in the field; intentional, knowing, and reckless behavior; and preponderance of the evidence. He stated that by the time all levels of investigation are complete, it would likely have already been determined whether a researcher actually committed misconduct.

Senator Bianchini, faculty, College of Arts & Humanities, asked why the Research Integrity Officer (RIO) is no longer required to be a tenured faculty member.

Bertot responded that the practice of investigating misconduct at academic institutions is evolving. He noted that there is a trend that Research Integrity Officers are being housed in compliance offices, so there may be a broad spectrum of how research misconduct is handled at a given institution. He stated that the goal of the revised policy was to give the University the flexibility to handle investigations as appropriate in the future.

Senator Bianchini asked if the job could be filled internally at the University or if the policy could create an entirely new position that could be filled from outside the campus community.

Bertot responded that either could occur.

Senator Vishkin, faculty, A. James Clark School of Engineering, expressed concern about having preponderance of the evidence as the standard for a finding of misconduct. He suggested that the standard of evidence be 'beyond a reasonable doubt'. He stated that his sense of justice is not served when there may be differing opinions about standards within the same discipline.

Bertot responded that the standard of evidence is based on federal regulations. He noted that evidentiary standards are higher outside of the University. If federal funding is involved, once the

allegation has been investigated at the University and forwarded to the Office of Research Integrity, the standard becomes legal sufficiency.

Senator Ming, staff, noted that the Student Conduct Committee faced similar issues as those laid out in this policy, and urged Senators to support it.

Senator Priola stated that the policy offends his sense of justice. He stated that he was offended by the standard of the preponderance of evidence without a guarantee of being able to face one's accuser, and without the ability to have legal counsel for representation. He stated that he would not support the policy.

Bertot responded that federal requirements set the standard for proof, and that the University must comply with the federal regulations in order to receive research funding.

Seeing no further discussion, Lanford called for a vote on the proposal. The result was 54 in favor, 32 opposed, and 16 abstentions. **The motion to approve the proposal passed.**

SPECIAL ORDER OF THE DAY

Philip Evers, Chair, Course Evaluation Subcommittee of the Academic Procedures & Standards (APAS) Committee
Student Course Evaluations at the University of Maryland

Philip Evers, Chair of the Course Evaluation Subcommittee of the Academic Procedures & Standards (APAS) Committee, provided an overview of the subcommittee's preliminary directions.

Background
Evers stated that in January 2017, the APAS Committee was tasked with reviewing the current student course evaluation system and making recommendations to improve it. He shared the current course evaluation items, noting that the current questions are divided based on who has access to the results, either administrators and faculty or students. As a result, there is some overlap of questions between the two sets. Evers raised concerns about the impact of asking students similar questions multiple times and stated that students are also asked questions about teaching assistants (TAs). He also noted that colleges and departments are able to add additional questions, which vary widely across campus.

Subcommittee Work
Evers stated that the subcommittee was guided by the supposition that student learning does not equal student satisfaction. He noted that when the current system was implemented in 2008, it was intended to: measure instructor effectiveness; provide information to prospective students; provide diagnostic feedback to faculty; and assess student learning. The subcommittee performed peer institution research and examined changes that other institutions have recently made to their student surveys. Through its research, it determined that student surveys are best suited to provide a summative measure of teaching effectiveness, and to provide information to prospective students.

Evers noted that instructor effectiveness can be measured through a number of questions and stated that the best source for data may not be the same for each measure of effectiveness. The subcommittee focused on evidence of effective teaching that can be provided by students. It found that characteristics of valid survey items are those that implicitly measure student perceptions of

instructional practices known to predict student learning, and items for which students are the best source of data. Evers noted that instructors should be able to change specific behaviors or practices to address areas of improvement identified by students.

Preliminary Recommendations

Evers provided an overview of the committee's preliminary directions.

- The current system should be renamed to emphasize that it gathers student perceptions and does not serve as an evaluation.
- New survey items should be developed that focus on areas where students are the best or only source of information and focus on assessing baseline and best practices associated with teaching effectiveness.
- Survey items should be developed based on the series of constructs that could measure baseline and best practices in teaching effectiveness.
- All survey results should be available to faculty and students, with the exception of responses to open-ended questions.
- Individual item results should not be averaged into one instructor score.
- Survey items should include a set number of questions about TAs;
- Colleges should continue to have the ability to include additional questions in the survey, but the number of questions should be capped at five.

Next Steps

Evers provided an overview of the committee's next steps. He noted that the APAS Committee would use feedback gathered from the Senate and other stakeholders to finalize its recommendations. The Senate will then be asked to approve the recommendations, including specific survey item constructs. He stated that subject-matter experts would then use the approved constructs to develop specific survey items, which will be shared with the Senate.

Chair-Elect Lanford opened the floor to questions and comments.

Senator Rozenblit, faculty, College of Arts & Humanities, expressed her delight and support that the course evaluation system is being revised. She noted that many faculty members feel that students only respond to the survey if they have extreme answers and asked if there are plans to improve the response rate.

Evers responded that the subcommittee discussed response rates at length and agreed that it is a difficult issue to address. He noted that the Provost has suggested that instructors set aside class time for students to complete the survey, but that the responses could be biased because students may be absent. He suggested that students may be more likely to complete the survey if they were aware that they would have access to the results.

Senator Cohen stated that he is not delivering the presentation despite his position as Chair of the APAS committee because he has concerns with the subcommittee report. He advocated for the inclusion of current questions like 'I learned a lot in this course' and emphasized their value to instructors.

Senator Selterman, faculty, College of Behavioral and Social Sciences, noted that the subcommittee report mentioned the intent to pilot new questions. He asked what the subcommittee had in mind, and if it planned to collect learning outcomes data.

Senator Evers introduced Alice Donlan, Teaching and Learning Transformation Center (TLTC).

Donlan responded that TLTC does plan to pilot new survey items before implementing a new survey campus-wide. She stated that they would perform cognitive testing to understand how questions are perceived by students and instructors, and indiscriminate validity testing to determine whether questions are being related to their intended topics.

Senator Callaghan, faculty, College of Arts & Humanities, suggested including a question to evaluate whether the instructor allowed the expression of differing viewpoints during class.

Senator Borgia, faculty, College of Computer, Mathematical, and Natural Sciences, noted that the margin of error for student responses is so wide that the results are meaningless due to low student participation. He stated that he teaches courses in evolutionary biology and noted that he receives low scores because some students do not believe in evolution. He stated that student biases should be considered when reviewing survey results.

Senator Bhargava noted that students want to be praised by instructors. He stated that some students leave offensive or racist comments to open-ended questions and noted that students may submit negative responses when completing the survey late at night. He stated that these responses are used by instructors' peers during evaluations and suggested that feedback should be limited to very specific items.

Evers responded that the subcommittee is not recommending that everyone should be able to see the results from open-ended questions.

Evers introduced Mike Passarella-George, Office of Institutional Research, Planning, & Assessment (IRPA).

Passarella-George noted that contrary to public perception, a majority of students are not submitting their answers between midnight and 8:00a.m. and offered to share further details with the APAS Committee.

Evers introduced Doug Roberts, Associate Dean for Undergraduate Studies and member of the Course Evaluation subcommittee.

Roberts noted that the subcommittee is aware of the types of answers that can result from open-ended questions. He stated that one of the subcommittee's recommendations is to be very clear with students about who sees the results. He spoke to low student response rates and noted that all results should be reviewed in context. He stated that results between courses should not be averaged, and that results can be so polarized that using them for instructor evaluations is a misuse of the information. He said that subcommittee members felt that with the expansion of new teaching portfolios, survey results should not be used to evaluate teacher effectiveness.

Senator Huntley, student, College of Agriculture and Natural Resources, expressed concerns about the survey question 'do you believe you deserve your grade'. He noted that in most cases, students complete the course evaluation survey before they have received their final grade for the class. He stated that he would support the removal of this question.

Senator Butts, faculty, College of Computer, Mathematical, and Natural Sciences, stated that he appreciated the thoughtfulness that led to the subcommittee's report. He noted that for some

courses, it can be helpful to compare a distribution of averages for the whole department. He suggested that there may be ways to provide more information to put the survey results in context for review.

Passarella-George responded that the current course evaluation survey is a contracted system, and that standard reports are available with statistical data points. He stated that IRPA is in the process of designing new data structures in the University data warehouse to allow more complex analytic studies of raw data from the surveys. He noted that this was a high priority request from the Course Evaluation Advisory Group.

Senator Klank, faculty, College of Arts & Humanities, expressed concern that courses that contain new, paradigm-shifting, or otherwise controversial content may receive negative survey results.

Senator Levermore, faculty, College of Computer, Mathematical, and Natural Sciences expressed his appreciation that the proposed survey constructs would focus on student perspectives rather than evaluating the course or instructor. He suggested including questions to evaluate the classroom itself, noting that the University is in the process of upgrading its facilities and that such feedback could be valuable to that end.

Donlan responded that TLTC is performing a research project comparing student experiences in active learning classrooms versus traditional classrooms. She noted that they are collecting data about student perceptions of each physical space and what barriers it may provide to learning in the classroom.

Senator Winters, exempt staff, noted that some students are biased due to courses that were program requirements but that they did not perform well in. He stated that such biases should be considered when survey results are reviewed. He recommended making course evaluation surveys a requirement in order to boost response rates.

Senator V. Lee, faculty, College of Computer, Mathematical, and Natural Sciences, expressed concern that course evaluation surveys may not be a good reflection of student learning as student learning may not have anything to do with the instructor. He expressed confusion about why student response rates tend to be low.

Senator Koppel, faculty, College of Computer, Mathematical, and Natural Sciences, noted that students may gain new perspective about a course long after they have taken it. She asked if there is any way to perform an evaluation after students may gain more perspective.

Evers agreed that students may not realize all that they learned immediately after a course ends but is unsure if it is possible to perform evaluations at a later date.

Daniel Falvey, Past Senate Chair, noted that the advantage of using a flawed survey for many years is that the campus community knows how to interpret the data. He asked if the subcommittee considered ways to provide continuity so that survey results may still be used while the University learns how to interpret the new data.

Evers responded that the subcommittee discussed this issue at length. He noted that the University must transition to a new system in the future and that a lack of data continuity is not a reason to avoid doing so.

Falvey suggested including several questions from the old survey until the University is able to properly interpret the new data.

Senator Pound made a motion to extend the meeting by 15 minutes.

Chair-Elect Lanford asked for a second. The motion was seconded. Lanford called for a vote. The result was 42 in favor, 29 opposed. **The motion to extend the meeting failed**.

Senator Dorland, faculty, College of Computer, Mathematical, and Natural Sciences, recommended that the University perform mid-semester evaluations in order to provide instructors with feedback that they may act upon before the end of the course. He stated that personnel decisions about TAs should not be made based on course evaluation results, and that students should not be able to see the results from TAs' evaluations. He noted that averaging data can make it difficult to constructively interpret the results. He suggested that survey results be sorted based on 'good', 'bad', and 'other'.

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 5:00 p.m.

A Future for University Honors
March 2019

Background

University Honors (UH) is the Honors College's oldest and largest living-learning program. Of the 1,000 Honors students who matriculate to the University each year, more than half of them choose to join UH (Figure 1). But despite its size and centrality to the Honors College, UH has for decades struggled to deliver a satisfactory experience for these highly recruited students.

This situation has not passed unnoticed. A 2014-15 survey of Honors students revealed that fewer than 10% of UH students felt that they learned more than their peers in other Honors living-learning programs (LLPs) (Figure 2). And whereas 85% of students in the other six LLPs report a strong collegiate environment in their respective programs, fewer than 60% of UH students share this estimation (Figure 3).
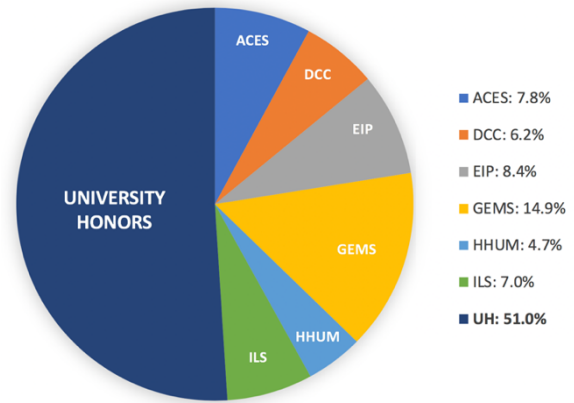
This evaluation is reinforced by studies dating back to the 1980s.[1] Report after report describes UH as an "underfunded," "understaffed" "step-down" from the other LLPs, offering "few community-building activities" and an "unfocused" curriculum. Among the "major weaknesses" of the General Honors Program identified as early as the Markley Report (1988), for example, were the following: "inadequate budgetary support," "relatively low involvement of campus faculty," and "quality issues within honors seminars stemming from … the use of part-time faculty, and/or faculty teaching outside their disciplines."
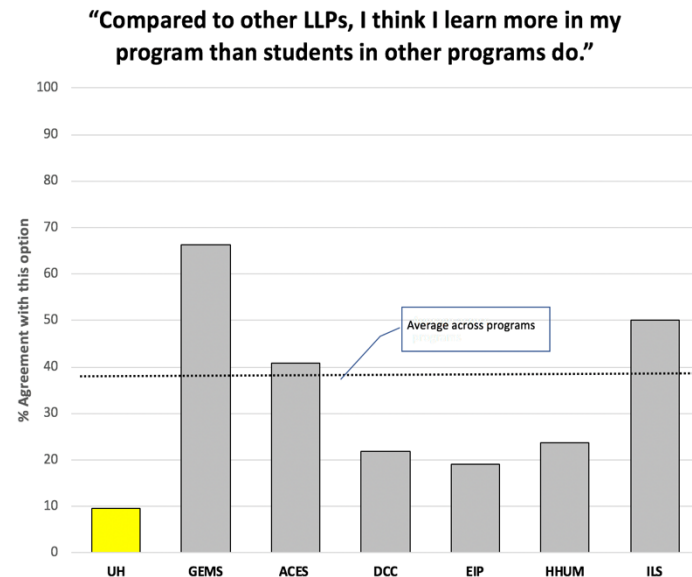

Figure 1. Honors Enrollment by LLP
Average Cohort Size: AY15-18

ACES: 7.8%
DCC: 6.2%
EIP: 8.4%
GEMS: 14.9%
HHUM: 4.7%
ILS: 7.0%
UH: 51.0%

Commissioned by Provost Mary Ann Rankin and Associate Provost and Dean for Undergraduate Studies William Cohen in 2016 and submitted in April 2017, the most recent study was prepared by an Honors College Strategic Vision Committee (HCSVC) consisting of senior faculty, staff, and students from across campus. Observing that UH is plagued by "structural and funding arrangements that chronically undermine both the curriculum and students' living-learning experiences," the

Figure 2. Student Satisfaction Survey (2014-15)

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[1] See, e.g., reports submitted by the Ad Hoc Committee on Undergraduate Honors Program (1988), Summer Working Group on Honors (1996), Honors Review Committee (2006), Committee on Living-Learning Programs (2009), Honors College Self-Study Committee (2014), Honors College External Review Committee (2015), and Honors College Strategic Vision Committee (2017).
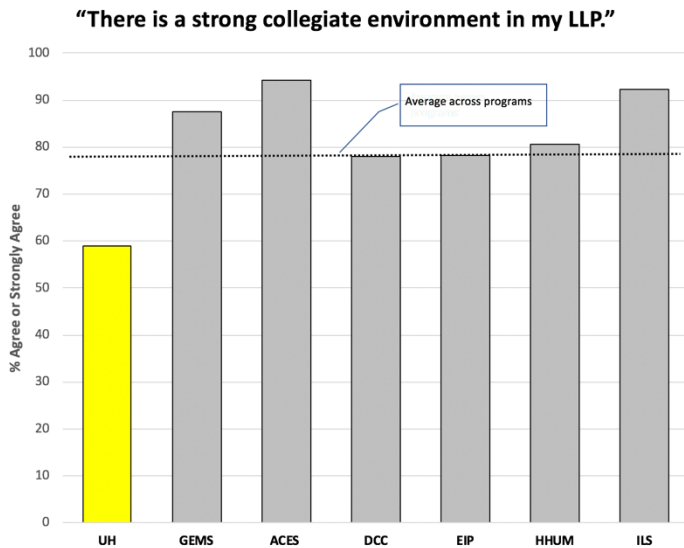
"There is a strong collegiate environment in my LLP."

Figure 3. Student Satisfaction Survey (2014-15)

HCSVC's report calls for a top-to-bottom reorganization, including a distinctive mission, a coherent curriculum, greater involvement from campus faculty, dedicated teaching resources, adequate staffing, increased funding, and intentional cocurricular programming.

At a December 2017 meeting of the Provost's Academic Planning Advisory Committee (APAC), the Honors College presented a preliminary proposal for implementing these recommendations. The College has continued to refine this proposal in light of the feedback it has received from constituencies across campus, including Directors of the other Honors LLPs, Honors students, Associate Deans of the academic colleges and schools, the Office of Undergraduate Studies, the Enrollment Management Taskforce, Faculty Affairs, Undergraduate Academic Planning committee (UGAP), and the Office of the Provost. The present document reflects the current state of this effort.

Challenges

The challenges facing UH fall into three broad categories:

(1) *Curriculum and Cocurricular Programming*

The current instructional staffing arrangement between the Honors College and the academic colleges and schools (Herman Targets) delivers an educational experience that both lacks internal coherence and fails to provide follow-up courses for interested students. Inadequate staffing results in insufficient cocurricular programming. For this community of the University's most promising students, we can, and should, do better.

(2) *Faculty and Staff*

Despite offering more than 120 seminars per academic year, UH lacks a dedicated faculty. Departments are reluctant to "give up" their best tenure-line faculty to teach for UH, and tenure-line faculty are disinclined to develop courses that will be offered only once to non-majors. With minimal input in the selection of those who teach nearly 60% its courses, UH has limited quality control of its course offerings. Furthermore, whereas each of the other LLPs is led by a Director and enjoys staff-to-student ratios ranging from 1:38 to 1:100, UH lacks a Director and, with its two full-time staff members, has a staff-to-student ratio of approximately 1:500.

(3) *Mission and Brand*

Widely viewed as the "default" program in the Honors College, UH lacks a clear and distinctive mission. This perception is reinforced by the program's name, which is non-descriptive, confusing, and uninspiring.

The present document outlines the Honors College's strategy for addressing each of these challenges, with particular attention paid to the implications for the academic colleges and schools, as well as the other Honors LLPs.

Curriculum and Cocurricular Programming

At the heart of the proposed restructuring of UH is a rigorous, multidisciplinary curriculum comprised of collaboratively designed, thematically organized courses of contemporary significance. Instead of taking an assortment of disparate seminars and H-version courses, in the proposed UH, students will receive their citation upon completion of a cohesive, 15-credit sequence of classes and seminars.

Whilst students may complete their coursework anytime during their undergraduate careers, the typical pathway through this sequence will look as follows:

Freshman Year	*7 CR*	*Sophomore Year*	*6 CR*	*Junior/Senior Year*	*2 CR*
Gateway Seminar	1 CR	Cluster 2: I-Series Class	3 CR	Vantage Point Seminar	2 CR
Cluster 1: I-Series Class	3 CR	Cluster 2: Seminar A/B/C	3 CR		
Cluster 1: Seminar A/B/C	3 CR				

Gateway Seminar

UH freshmen begin their journey by taking this 1-credit, S/F seminar. Led by Lecturers, organized in partnership with I-Faculty Fellows (see below), and featuring invited guests, this conversation-based course gives students a window into how researchers, teachers, and DC-area practitioners cultivated their passions, built their careers, and conceive of their contributions to education and society. UH freshmen will have the opportunity to learn about less familiar areas of study and career paths, network with faculty and prospective mentors, and introspect and write about their own futures. The Gateway Seminar replaces, and will incorporate some of the campus-orientation material currently provided by, HONR 100.

I-Series: *Human Uniqueness*
Seminar A: *Mind and Agency*
Seminar B: *Human Evolution*
Seminar C: *Comparative Psychology*

I-Series: *Social Justice*
Seminar A: *The Local and Global Politics of Human Rights*
Seminar B: *Are Liberalism and Social Justice Compatible?*
Seminar C: *Immigration*

I-Series: *Worth a Thousand Words?*
Seminar A: *Visual Representation*
Seminar B: *21st Century Iconography*
Seminar C: *Aesthetics*

Other Cluster Themes
Biomedical Ethics; Sports, Athletes, and Society;
The Built Environment; Geopolitics of Disease; etc.

Figure 4. Sample Cluster Themes and Seminar Topics

Thematic Clusters

Typically in their freshman and sophomore years, students will complete two "Clusters" of courses. A Cluster consists of a group of thematically related, non-sequential, 3-credit courses (Figure 6). At the heart of each Cluster is an I-Series course taught by the Cluster's I-Faculty Fellow. Each I-Series course will explore a "big" question of contemporary and enduring significance and will accommodate 60 UH students. Proposed by participating Faculty Fellows, the theme of each Cluster can be engaged from multiple disciplinary perspectives, and the other seminars in the Cluster will do precisely that. Smaller in size (20) and somewhat narrower in scope, Seminar A will be taught by a Lecturer and Seminars B and C will be taught by Faculty Fellows. (Some illustrative examples are given in Figure 4.) Cluster topics and syllabi will be approved by the Honors Council. Learning outcomes will emphasize the traits of the Honors College Graduate (Figure 8). Any two-course combination within a Cluster will fulfill three GenEd requirements: one SCIS + two additional categories.

Theory and Practice Tracks

While most students will complete one two-course Cluster in their first year and one two-course Cluster in their second year, an alternative to the second Cluster is the "Theory and Practice Track." Each Theory and Practice Track consists in two thematically related, non-sequential, 3-credit seminars: one taught by a Faculty Fellow "theoretician," the other taught by a DC-based "practitioner" (illustrative examples given in Figure 5). These pairings ensure the continued involvement of DC-area experts, whose seminars have proven extremely popular with UH students.
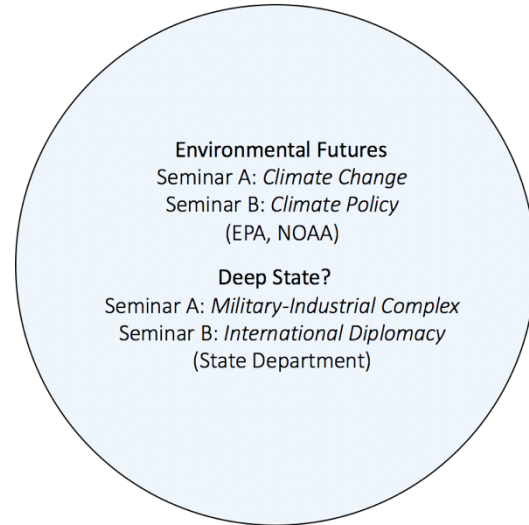
Vantage Point Seminar

Juniors and Seniors cap their experience in the proposed UH by completing this 2-credit, discipline-nonspecific seminar. Led by Lecturers, this course guides students through a process of self-inquiry as they revisit questions first explored in the Gateway Seminar, reflect on their curricular and co-curricular experiences at the university (e.g., clusters, study abroad), pivot toward completing their major programs and launching their postgraduate lives. Materials compiled and generated through this process (including, e.g., curriculum vitae, writing sample, professional website) will be collected in an ePortfolio. Students who complete this Seminar will receive their University Honors Citation at a ceremony at the conclusion of their senior year.
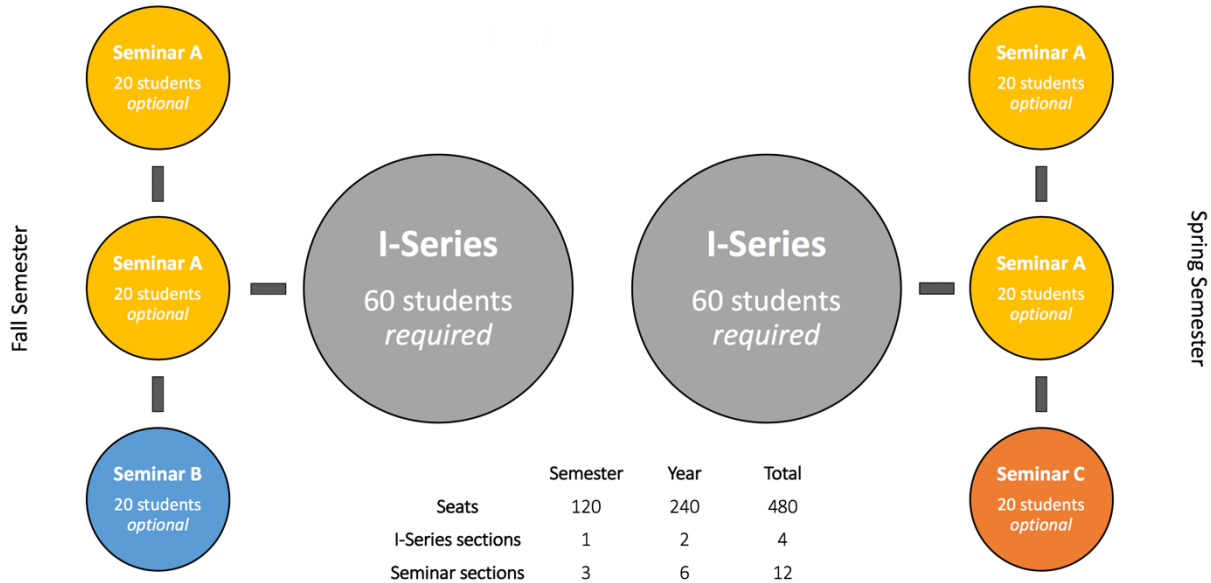

Environmental Futures
Seminar A: *Climate Change*
Seminar B: *Climate Policy*
(EPA, NOAA)

Deep State?
Seminar A: *Military-Industrial Complex*
Seminar B: *International Diplomacy*
(State Department)

Figure 5. Sample Theory & Practice Themes and Topics

	Semester	Year	Total
Seats	120	240	480
I-Series sections	1	2	4
Seminar sections	3	6	12

Figure 6. Thematic Cluster

Scheduling

It is crucial that the proposed UH curriculum preserves the sort of scheduling flexibility on which current UH students have come to rely (Figure 7).

- 8 Clusters run every year, and each Cluster runs for 2 years. For each Cluster, 1 section of the I-Series course and 3 sections of seminars (2 x Seminar A and 1 x Seminar B in Fall Semester, 2 x Seminar A and 1 x Seminar C in Spring Semester) is offered in every year in which the Cluster runs.
- 3 Theory & Practice Tracks are offered every year, and each Track runs for up to three years. Both Theory & Practice Track Seminars will be offered in both semesters of the year in which the Track runs.
- 12 sections of the Gateway and the Vantage Point Seminars will be offered each semester.

	AY 1		AY 2		AY 3		
	Fall	Spring	Fall	Spring	Fall	Spring	
Lecturer	Gateway Sem. (4 sec.)	Vantage Point (2 sec.) Course Fair	Cluster Sem. A (2 sec.) Vantage Point (2 sec.)	Cluster Sem. A (2 sec.)	Cluster Sem. A (2 sec.) Vantage Point	Cluster Sem. A (2 sec.) Vantage Point	THEMATIC CLUSTER
Lead Faculty Fellow	R&D Gateway Sem. (partic.)	Course Fair	Cluster I-Series	Cluster I-Series	Cluster I-Series	Cluster I-Series	
Faculty Fellow	-	Course Fair	Cluster Sem. B	-	Cluster Sem. B	-	
Faculty Fellow	-	Course Fair	-	Cluster Sem. C	-	Cluster Seminar C	
Faculty Fellow (Theoretician)	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	T&P TRACK
DC Practitioner	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	

Figure 7. Sample 3-year Schedule

Cocurricular Programming

The stability and coherence of the proposed curriculum will allow for development of the sort of robust cocurricular program currently absent in UH and which prospective students expect. Likely community-building activities and topics will include financial literacy, wellness, citizenship skills, career planning, etc.

Further Considerations

Among the features of this curricular structure are the following:

- Alignment with university's strategic plans, specifically the *2016 Strategic Plan Update*'s commitment to "expand and enhance living-learning communities" and to "transform teaching to enhance learning" in ways that "increase opportunities for collaborative learning and discovery" and "result in deeper, long-term learning."
- The university's most promising students will be better served by a curriculum that is at once coherent and continually refreshed by new courses on topics of contemporary and enduring significance led by a reenergized faculty.
- Through the new Honors Council, research-active tenure-line faculty will play an integral role in the design and development of UH course offerings.
- Maximal flexibility for students, who may complete any Cluster or Track in a semester, a year, or over a period of up to 2 (Clusters) or 3 (Tracks) years.

HONORS
GRADUATE
1 ethical awareness & engagement
critical inquiry & reflection 2
3 collaboration & communication
intellectual & creative courage 4

Figure 8. Traits of UMD Honors Graduate

- Adaptable structure that can expand or contract to accommodate fluctuations in UH and Honors College enrollment.
- By decreasing its citation requirements from 16CR to 15CR, the proposed UH is brought into line with ACES, EIP, Honors Humanities, and ILS (all of which require 15CR) and will require fewer credits than both DCC (16CR) and Gemstone (18CR).
- Faculty are better incentivized to develop courses since all courses in the proposed UH are guaranteed to be offered more than once.
- Currently, fewer than half of the those who teach UH students are tenure-line faculty. A UH student today can complete her citation without ever taking a course designed or taught by a tenure-line faculty member (and many do). In the proposed UH, by contrast, 96% of all courses will be led by dedicated UH faculty—Faculty Fellows and/or Lecturers with fulltime appointments in UH—with the remaining 4% led by DC-based "Practitioners."
- Stable structure that allows UH to develop lasting partnerships with stakeholders both on campus (e.g., Do Good Institute) and off (e.g., Phillips Collection, DC-area institutions and agencies).

Alternative Models Considered

Several alternatives to the proposed curriculum were considered and ultimately rejected. For example, the College explored a curriculum consisting of fifteen tracks per year. Among the features of this model were the following: *all* participating tenure-line faculty members would be required to make a 2-year, 1/1 commitment; each track was to consist of just two seminars; Lecturers would be provided with housing in the new Varsity Fields residence hall or in private apartments near campus. Following extensive consideration and consultation, this strategy was rejected in favor of the "Cluster" approach for several reasons, among them (a) the need for greater variety in the type of appointments open to tenure-line faculty members, due to the variety of standard teaching loads across campus—from 1/1 in some colleges to 4/4 in others; (b) operational challenges associated with devising, coordinating, and maintaining such a large number of small tracks; (c) insufficient scheduling flexibility for students enrolled in highly prescriptive degree programs; and (d) logistical challenges introduced by faculty living in residence with students.

The College also considered eliminating UH altogether and replacing it with six area-specific LLPs similar in size and scope to ACES, DCC, EIP, Honors Humanities, and ILS. This approach was similarly rejected for several reasons, including (a) cost; (b) the unlikelihood of identifying sponsoring colleges for each new program; (c) the undesirability of closing a program with such a long history and devoted alumni base; and (d) recognition of the fact that Honors students both value and benefit from a flexible program whose curriculum is discipline-nonspecific.

Figure 9. Cluster Faculty Group

Faculty and Staff

Seminars in the proposed UH will be designed and taught by three cadres of faculty: 12 Lecturers, 27 Faculty Fellows (including 8 I-Faculty Fellows, 16 Faculty Fellows, and 3 "Theoretician" Faculty Fellows), and 3 "DC Practitioners" (Appendix 1).
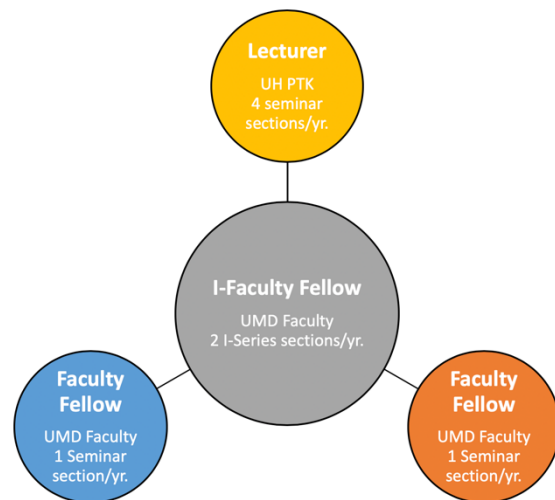
Lecturers

Rotating group of recent PhDs (3 x cohorts of 4). 3-year appointment (possibly renewable in exceptional cases). Each Lecturer is paired with a I-Faculty Fellow, helping to develop, steward, and teach in 1 Cluster. 9-month salary, customary fringe benefits. Teaching load: 3/3. Year 1: 4 sections of Gateway Seminar + 2 sections of Vantage Point Seminar (i.e., 2 preps) + R&D. Years 2 and 3: 4 sections of Cluster Seminar A + 2 sections of Vantage Point Seminar (i.e., 2 preps).

Faculty Fellows

All 27 Faculty Fellows are tenure-line or PTK UMD faculty. In recognition of their commitment to the proposed UH, Faculty Fellows receive a stipend. This group falls into three categories:

(1) 8 I-Faculty Fellows make a 2-year teaching commitment. Teaching load: 1/1. Years 1-2: 2 sections of Cluster I-Series (1 prep). Prior to the beginning of their term, I-Faculty Fellows will begin developing a Cluster theme, assist in the hiring of the Lecturer with whom they will be paired, and participate occasionally in the Gateway Seminar led by this Lecturer. For assistance in the Cluster I-Series courses, UH will provide each I-Faculty Fellow with TA support from his or her home department.

(2) 16 Faculty Fellows teach one Cluster Seminar per year for two years. Teaching load: 1/0 for the Faculty Fellow teaching Seminar B, 0/1 for the Faculty Fellow teaching Seminar C. It is preferable but not necessary for Seminar B to differ from Seminar C. It is possible, in other words, for these two Faculty Fellows to trade off teaching the same course. Also, the 1/0-0/1 structure is not required. For example, one Faculty Fellow might teach Seminar B in Fall of academic year 1 and Spring of academic year 2, while her counterpart teaches Seminar C in Spring of year 1 and Fall of year 2.

(3) Each of the remaining 3 Faculty Fellows is identified as a "Theoretician" and is paired with a "DC Practitioner." The commitment is one year, and the teaching load is 1/1.

DC Practitioners

Rotating group of 3 experts drawn from the Washington, D.C. area. 3-year appointment. Per course stipend. Teaching load: 1/1 (1 prep). Each DC Expert partners with a Faculty Fellow to develop and teach in 1 Track. PTK titles for DC Practitioners will be determined on a case-by-case basis.

Staff

A program of this size, complexity, and importance requires leadership and adequate staff support. Currently, UH is served by two full-time staff members—an Assistant Director for Academics and a Coordinator—plus two graduate assistants. The proposed UH will retain these individuals and, by the end of the three-year ramp-up period, add a Director, an Assistant Director for Student Life, a Program Manager, plus two graduate assistants and several hourly student workers.

Mission and Brand

This past summer, the Honors College charged a small committee of UH and UH-affiliated staff members with the task of drafting a tag line and mission statement that could serve both immediately for the current UH and eventually for the proposed UH. The tentative results of this effort are as follows:

Tagline: *Awaken Your Curiosity*

Mission Statement: *University Honors is a gateway through which inquisitive minds encounter unfamiliar ideas, interrogate familiar ones, confront assumptions, grapple with uncertainty, and chart new possibilities. Comprised of promising students and expert faculty drawn from all backgrounds and disciplines, our inclusive community*

> *of fellow explorers is united by a shared commitment to leading a life propelled by curiosity.*

To signal the program's transformation, as well as to mitigate the persistent conflation of "University Honors" and the "Honors College," a substantial rebranding exercise is recommended. Undertaken in partnership with the new Honors Council, key stakeholders across campus, and/or the Committee on Living-Learning and Other Special Programs, this effort should be timed to coincide with the recruitment season prior to the first year of steady-state operations (Fall 2021), the opening of the Varsity Fields residence halls and program space (Fall 2021, Figure 10), and celebrations of the 50th anniversary of the first cohort of Maryland Honors graduates (2020-21).

Figure 10. Varsity Fields Project

Impact Assessment: Academic Colleges and Schools

As UH and the academic colleges and schools transition from one mode of operation to another, a degree of disruption is inevitable and to be expected. But we believe that the benefits of this proposed program to the colleges and schools (not to mention our students) will eventually far outweigh the tradeoffs.

The impact on academic colleges and schools will differ from unit to unit. But overall, commitments to UH will both decrease sharply from their current levels (Figure 11) and be distributed more equitably across campus. Collectively, colleges and schools will see a 51% reduction annually in seminars for which they are responsible (from 77 presently to 38 by AY22) and a 65% reduction in individual faculty members who they "give up" to UH each year (from 77 presently to 27 by AY22). These reductions will generate savings due to the decrease in instructional replacement costs, though the recipient(s) of these recovered costs remains to be determined.

- AGNR: 5.2%
- ARCH: 1.3%
- ARHU: 28.6%
- BMGT: 5.2%
- BSOS: 16.9%
- CMNS: 16.9%
- EDUC: 6.5%
- ENGR: 7.8%
- INST: 0.0%
- JOUR: 3.9%
- SPH: 5.2%
- PLCY: 2.6%

Figure 11. Herman Targets: Current UH

Currently, tenure-line faculty members who teach for UH receive no additional compensation and limited staff support. Moreover, course enrichment funding is insufficient and unevenly distributed. In the proposed UH, by contrast, Faculty Fellows will not only receive a stipend, but will also benefit from considerable administrative and teaching support: access to one UH GA, extensive course-development assistance from UH staff, subsidized TA support from the faculty member's home department, a budget for course enrichment, etc. The tradeoff required to make these reductions possible is a longer and deeper commitment on the part of participating Faculty Fellows. For 24 of the 27 Faculty Fellows, this means a 2-
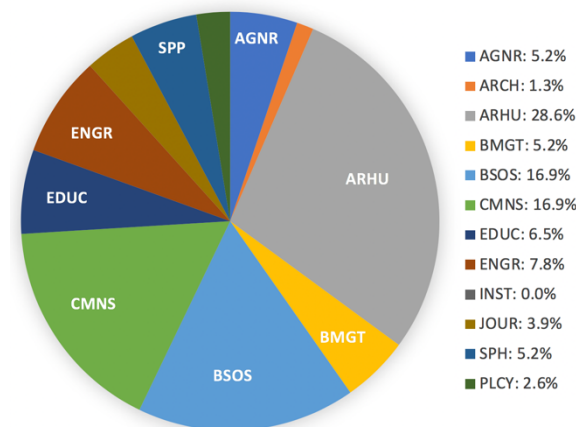
year commitment of a 4-course (I-Faculty Fellows) or 2-course (Faculty Fellows) teaching load. The remaining 3 Faculty Fellows participating in the Theory & Practice Tracks make up to a 3-year commitment of a 1/1 teaching load.

Currently, Honors seminars developed and taught by tenure-line faculty members typically cannot be offered subsequently in their home departments because, among other things, they are designed for non-majors and are discipline-nonspecific. In the proposed UH, the Cluster I-Series courses may be adapted and subsequently offered in the Faculty Fellow's home departments.

Impact Assessment: Other Honors Living-Learning Programs

In several respects, UH stands in an asymmetrical relationship with respect to the other living-learning programs (LLPs) in the Honors College. First, Honors College policy permits open enrollment in UH seminars by *all* Honors students, regardless of program affiliation. The reverse is prohibited: UH students may not take courses offered by the other LLPs. Second, Honors College policy permits Honors students

in other LLPs to transfer out of their program and into UH. The reverse is prohibited: Honors students may not transfer from UH into any of the other LLPs. Likewise, students who join the Honors College after their first year—whether as transfers from other institutions or from within the University—may transfer into UH, whereas the other LLPs do not permit students to begin their programs after their freshman year (except in rare instances).
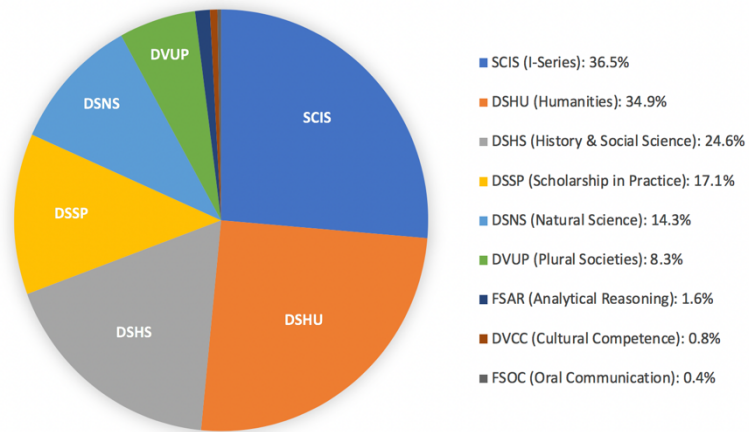

- SCIS (I-Series): 36.5%
- DSHU (Humanities): 34.9%
- DSHS (History & Social Science): 24.6%
- DSSP (Scholarship in Practice): 17.1%
- DSNS (Natural Science): 14.3%
- DVUP (Plural Societies): 8.3%
- FSAR (Analytical Reasoning): 1.6%
- DVCC (Cultural Competence): 0.8%
- FSOC (Oral Communication): 0.4%

Figure 12. GenEd Distribution in UH Seminars (AY16-18)

In order for UH to achieve the distinctive identity called for in this proposal, it must establish the same sort of "boundary integrity" enjoyed by its peers. This in turn will necessitate changes to those policies and practices that have perpetuated UH's role as the College's "default" program and additionally taxed an already under-resourced program. Accordingly, it is recommended that the proposed UH be brought into alignment with the other LLPs by

(1) permitting only UH students to enroll in UH courses; and
(2) devising transfer policies that are both feasible and workable for all programs.

The impact of these changes remains to be seen. The effects of (1), for example, cannot be foretold simply by noting that, in recent years, roughly 30% of the annual enrollment in Honors seminars is by non-UH Honors students. Students' reasons for enrolling in these seminars is also highly relevant, and only some students enroll in these courses because they are required to do so. (DCC and EIP currently require their students to complete 2 Honors seminars in order to receive their citation.) Others use the Honors seminars to satisfy GenEd requirements that could be alternately satisfied (Figure 12). Still others enroll in Honors seminars purely out of interest and because their schedules allow it. (The typical ILS student, for instance, enters the university with extensive Advanced Placement credit and thus has considerable scheduling flexibility.)

Consequently, more fine-grained data will be needed in order to gauge the impact of implementing (1) and (2). And the Honors College pledges to coordinate with all seven LLPs both to secure this data and to develop new policies that are equitable and mutually agreeable.

Consultation Process

In preparing this proposal, the Honors College has consulted widely with colleagues, partners, stake-holders, and friends of Honors from across campus. Versions of this proposal—in some cases, multiple versions on multiple occasions—have been, or will soon be, presented to Campus APAC, the Council of Deans, Undergraduate Academic Programs committee (UGAP), Undergraduate Programs Advising Committee (UPAC), the Enrollment Management Taskforce (EMT), the Office of Undergraduate Studies (UGST), University Relations, the Academy of Innovation and Entrepreneurship, the Teaching and Learning Transformation Center, all of the affected colleges and schools, the other living-learning programs in the Honors Colleges, Honors College central staff, as well as members of both the University Honors Student Advisory Board and the Honors College Student Advisory Board. At every step along the way, the proposal has been modified and shaped to respond to feedback and suggestions from these various constituencies.

Once the proposal is approved for implementation, we shall consult several additional constituencies, including current UH students, UH and "General Honors" alumni, the Office of Undergraduate Admissions, and faculty and staff with recent experience in launching and coordinating new programs on campus (e.g., FIRE). We shall also integrate the proposed UH into Honors College development materials and begin courting potential donors.

APPENDIX ONE: FACULTY FELLOWS

I-FACULTY FELLOW

Fall AY1: theme development

Spring AY1: hiring committee

Fall AY2: coordinate with Fellow(s), Lecturer; Gateway Seminar

Spring AY2: participate in "course fair"

Fall AY3: 1 I-Series course

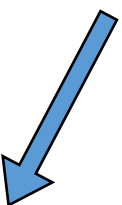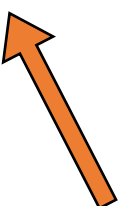Spring AY3: 1 I-Series course

Fall AY4: 1 I-Series course

Spring AY4: 1 I-Series course

FACULTY FELLOW

Fall AY1: theme development - *optional*

Spring AY1: participate in "course fair"

Fall AY2: coordinate with Lead Faculty Fellow

Spring AY2: participate in "course fair"

Option 1: 2 Faculty (1/0 & 0/1)

Fall AY3: Seminar B

Spring AY3: Seminar C

Fall AY4: Seminar B

Spring AY4: Seminar C

Option 2: 1 Faculty (1/1)

Fall AY3: Seminar B

Spring AY3: Seminar B

Fall AY4: Seminar B

Spring AY4: Seminar B

THEORETICIAN FACULTY FELLOW

Fall AY1: coordinate with "Practitioner"

Spring AY1: participate in "course fair"

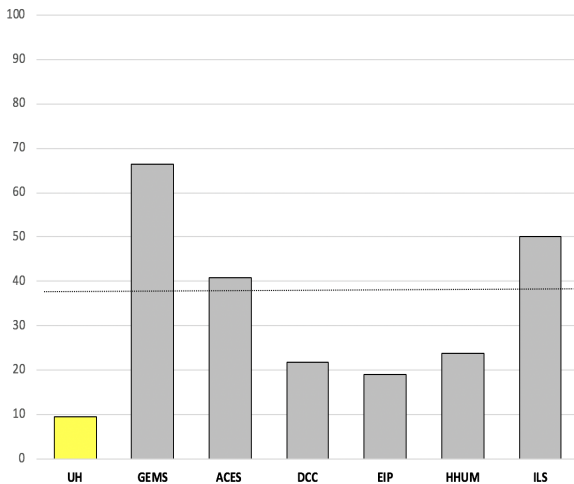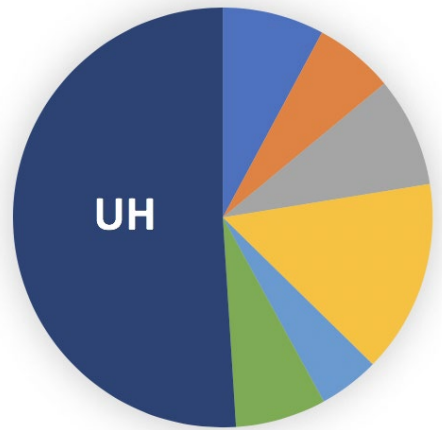Fall AY2: 1 "Theory" seminar

Spring AY2: "Theory" seminar

Fall AY3: "Theory" seminar

Spring AY3: "Theory" seminar

Fall AY4: "Theory" seminar

Spring AY4: "Theory" seminar

IMPETUS FOR ACTION

CHALLENGES

Curriculum & Cocurricular Programming

Faculty and Staff

Mission and Brand

REPORTS

Ad Hoc Committee on Undergraduate Honors (1988)

Summer Working Group on Honors (1996)

Honors Review Committee (2006)

Committee on Living-Learning Programs (2009)

Honors College Self-Study Committee (2014)

Honors College External Review Committee (2015)

Honors College Strategic Vision Committee (2017)

TIMING

Fall 2021: Varsity Fields Project

2020-21: 50th Anniversary of 1st Honors Graduates

CONSULTATIONS

Academic Planning Advisory Committee (APAC)

Council of Deans

Academic Leadership Forum (ALF)

Undergraduate Academic Programs Committee (UGAP)

Enrollment Management Taskforce (EMT)

Office of Undergraduate Studies (UGST)

Undergraduate Programs Advising Comm. (UPAC)

Living-Learning and Other Special Programs (LLOSP)

University Relations

Academic Colleges and Schools

Honors College LLPs

Honors College central staff

Honors College Student Advisory Board (HCSAB)

University Honors Student Advisory Board (UHSAB)
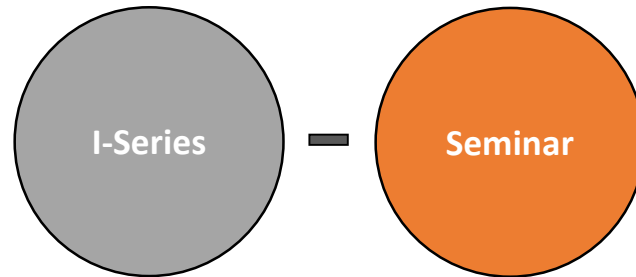
Honors Alumni

Office of Undergraduate Admissions (OUA)

NEW UH: CITATION REQUIREMENT (15CR)

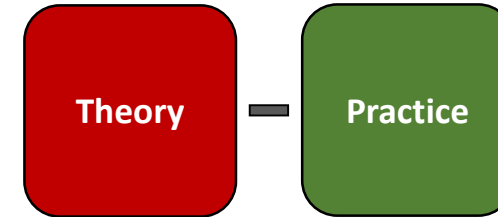| Gateway Seminar	I-Series – Seminar	Theory – Practice	Vantage Point Seminar
XXXX 100	**THEMATIC CLUSTER**	**THEORY & PRACTICE TRACK**	**VANTAGE POINT SEMINAR**
Gives freshmen a window into how researchers, teachers, and DC-area practitioners cultivated their passions, built their careers, and conceive of their contributions to education and society.	Thematically related, non-sequential courses in different disciplines. At the heart of each Cluster is an I-Series course taught by the Cluster's Lead Faculty Fellow. Each I-Series course explores a "big" question of contemporary and enduring significance. Cluster topics and syllabi will be approved by the Honors Council. Students take one I-Series (3CR) and choose one from among several associated Seminars (3CR).	This track consists of two thematically related, non-sequential seminars: one taught by a Faculty Fellow "theoretician," the other taught by a DC-based "practitioner." Students take both the "Theory" seminar (3CR) and the "Practice" seminar (3CR).	Guides students through a process of self-inquiry as they revisit questions first explored in the Gateway Seminar and pivot to post-UH opportunities (e.g., departmental honors).
1 CR	**6-12 CR**	**0-6 CR**	**2 CR**

Revisions to the University of Maryland Policy on Suspension

PRESENTED BY	Jack Blanchard, Chair
REVIEW DATES	SEC – March 26, 2019	SENATE – April 4, 2019
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	III-1.10(A) – University of Maryland Policy and Procedures Concerning Scholarly Misconduct
NECESSARY APPROVALS	Senate, President

ISSUE

At its meeting on March 6, 2019, the Senate considered a report on the Interim University of Maryland Policy and Procedures Concerning Research Misconduct (Senate Document #17-18-07). That report recommended changes to the University of Maryland Policy on Suspension of Faculty to align that policy with a newly revised Policy and Procedures Concerning Scholarly Misconduct. The Senate approved the recommendations. However, due to a clerical error, the version of the report sent to the Senate did not include the proposed revisions to the Policy on Suspension of Faculty. As a result, the Senate must vote to formally approve the revisions to the policy.

RECOMMENDATIONS

The Faculty Affairs Committee recommends that the University of Maryland Policy on Suspension of Faculty be revised as indicated in the policy document immediately following this transmittal.

COMMITTEE WORK

N/A

ALTERNATIVES

The Senate could choose not to approve the revisions to the University of Maryland Policy on Suspension of Faculty. However, the policy would be out of alignment with the recently revised University of Maryland Policy and Procedures Concerning Scholarly Misconduct.

RISKS

There are no known risks to the University.

FINANCIAL IMPLICATIONS

There are no known financial implications.

Proposed Revisions from the Faculty Affairs Committee
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~)
Moved Text in Green/Bold (**example**/~~example~~)

II.9-00(A)   University of Maryland Policy on Suspension of Faculty

(Approved by the President, September 23, 2007)

I. General

(a) The Provost may suspend a faculty member for willful neglect of duty, incompetence, moral turpitude, or scholarly or professional misconduct. ~~Adequate cause for suspension will be related directly and substantially to the service of a faculty member in his or her professional capacity as teacher and researcher.~~

(b) The following procedures constitute the exclusive avenue for appeal and review of suspension decisions within the University of Maryland.

II. Scope and Definitions

For the purpose of these suspension procedures, the following definitions~~:~~ shall apply.

   (a) "Faculty member" may include any person holding faculty appointments at the ranks set forth in Paragraphs I.A. through I.E. of the University Policy II-1.00(A) (University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty).

   (b) "Unit head" shall refer to a department Chair, Dean, or any University administrator ~~having~~ **who has** a supervisory relationship to a faculty member who is being considered for suspension**, including the Responsible Administrator designated in Scholarly Misconduct proceedings as described in the University of Maryland Policy and Procedures Concerning Scholarly Misconduct (III-1.10[A]).** ~~In cases of scholarly misconduct, the chair of the Committee of Investigation constituted under University of Maryland Procedures for Scholarly Misconduct III-1.10(A) shall act in lieu of the unit head.~~ In exceptional circumstances, such as when the appropriate unit head or committee chair may have a conflict of interest, or waiting for action by a unit head or chair would result in unreasonable delays, the Provost may appoint a faculty member or other academic administrator to investigate any allegations of serious misconduct and, if warranted, carry out the responsibilities of the unit head as described in the remainder of this policy.

   (c) Unless otherwise specified, "day" shall mean ~~calendar~~ **business** days, excluding days the University is officially closed.

III. Recusal of the Provost

The Provost may recuse himself or herself in cases where he or she concludes that he or she may have a real or apparent conflict of interest with either the faculty member or other persons directly involved in the events or matters under consideration.

Should the Provost recuse himself or herself, the President may appoint a dean or other University academic administrator to carry out the responsibilities of the Provost, as described in the remainder of this policy.

~~**IV.** Initiation of Suspension in Cases of Scholarly Misconduct~~

~~(a) The University of Maryland Procedures for Scholarly Misconduct (III-1.10(A)) provide comprehensive procedures for institutional inquiry, investigation, determination and resolution of allegations of scholarly misconduct by faculty in cases of fabrication, falsification, and plagiarism in proposing, performing, or reviewing research, or in reporting research and scholarship. The Scholarly Misconduct Procedures are the exclusive procedures for determining matters within their scope, and a final determination under these procedures shall be controlling and not subject to challenge or review by any person or board under this Faculty Suspension Policy.~~

~~(b) Under said procedures III-1.10(A) a Committee of Investigation may report a finding of scholarly misconduct to the Provost and recommend the sanction of suspension. Should the Provost accept this finding and recommendation, he or she shall initiate suspension proceedings under Paragraphs VI-XIV, below, with the proviso that the proceedings shall deal only with the appropriateness of the penalty.~~

IV. **Initiation of Suspension Proceedings** ~~in Cases of Willful Neglect of Duty, Moral Turpitude, Incompetence, or Professional Misconduct~~

Suspension proceedings may be initiated by ~~For cases of willful neglect of duty, moral turpitude, incompetence, or professional misconduct,~~ a faculty member's unit head**. The unit head** may request that the Provost suspend any faculty member covered by this policy. Such a request must be presented in writing and include a description of the specific events or circumstances that warrant the suspension, as well as the reasons for the use of suspension as a remedy instead of less severe measures. The faculty member shall be informed of this process and be provided with a copy of this request prior to the initial finding of the Provost set forth in Paragraph VI, below.

V~~I~~. Initial Finding of the Provost

(a) The Provost or the President's appointee has the primary responsibility for reviewing the charges, assessing the quality of the evidence, and determining if suspension is the appropriate remedy. The Provost shall deny any request which, in his or her professional judgment, is not supported by sufficient and reliable evidence, or where the alleged misconduct is not so severe as to warrant such a serious action.

(b) If the Provost concludes that on the facts known to him or her suspension would be appropriate, then the Provost shall present a Notice of Initial Finding to the faculty member. The notice shall set forth the specific charges, the length of suspension, whether the suspension shall be with or without pay, limitations on physical access to University facilities and participation in research activities, and such other matters as the Provost deems relevant to the circumstances.

(c) Absent exceptional circumstances, a suspension will be for a period of no more than one calendar year for the same incident of misconduct, incompetence, moral turpitude, or willful neglect.

(d) If the Provost finds that suspension is not warranted, both **the** faculty member and the unit head shall be informed of this decision in writing.

VII. **Preliminary Response** ~~Meeting~~

A faculty member who is to be suspended shall be offered an opportunity to ~~have a preliminary meeting with the Provost~~ **provide a response in writing**. The ~~request for a preliminary meeting should be made in writing by the faculty member and~~ **response should be** received by the Provost within ten (10) days from the date the faculty member received the Notice of Initial Finding. The purpose of this ~~meeting~~ **response** is to present the faculty member with an opportunity to challenge the specific charges and specifications contained in the Notice of Initial Finding, and the sanction of suspension under the circumstances, including any without-pay status. The faculty member may also use the ~~meeting~~ **response** to suggest alternatives to the sanctions contained in the Notice of Initial Finding.

VIII. **Decision of the Provost**

(a) Upon careful consideration of any arguments and evidence provided by the faculty member, the Provost shall determine (a) which, if any, charges or specifications stated in the Notice of Initial Finding shall be dismissed, and (b) whether an alternative sanction is more appropriate under the totality of circumstances known to the Provost. The decision of the Provost shall be reported in writing both to the faculty member and to the unit head. The decision shall include a determination of the length of any suspension and whether it should be with or without pay.

(b) The effective date of any suspension shall be the date of the report of the Provost's decision, unless otherwise established therein.

~~IX.~~ **VIII.** **Request for a Formal Hearing**

(a) The faculty member shall be accorded an opportunity to appeal the decision of the Provost to a three-member Faculty Board of Review.

(b) Upon receipt of a decision by the Provost, the faculty member may request a formal hearing. The request shall be **in** writing and received by the Provost within ten (10) days from the date the faculty member received the decision.

(c) Except by mutual agreement of the faculty member and the Provost, the hearing shall be held no sooner than fifteen (15) days, nor later than thirty (30) days after receipt of the faculty member's request for a hearing.

IX. **Appointment of the Faculty Board of Review**

Upon receipt of a request for a formal hearing, the Provost shall ask the Chair of the

University Senate, in consultation with the elected faculty members of the Senate Executive Committee, to empanel an impartial three-member Faculty Board of Review. The board shall consist of tenured University faculty who do not have a close professional or personal relationship to the faculty member, the unit head or any other person having a direct involvement in the matters under consideration. The Senate Chair shall provide a list of seven potential board members to both the faculty member and the unit head at least five (5) days before the start of the formal hearing. Both the unit head or committee chair and the faculty member shall be allowed to exclude up to two potential board members without stated cause if the requests are provided to the Senate Chair in writing two (2) days prior to the start of the hearing. The Senate Chair shall appoint the board from among the remaining potential members.

X I. Conduct of the Formal Hearing

The following matters pertain to the hearing under this paragraph:

(a)   A University administrative hearing is not a judicial proceeding. It is not the same as a criminal or civil trial and is not governed by all the conventions of courtroom advocacy.

(b)   The purpose of a hearing shall be to determine if the charges alleged against the faculty member are true in whole or in part and, if so, whether suspension would h be a reasonable sanction under the circumstances.

(c)   The burden shall be on the unit head to demonstrate by a preponderance of the evidence that the misconduct, incompetence, or neglect alleged as grounds for suspension occurred and that suspension is a reasonable sanction under the circumstances; provided, however, when the grounds of suspension is scholarly misconduct, the prior determination of the **Investigation** Committee of Investigation as to the existence or non-existence of such misconduct is determinative, and not open to further challenge or review under these suspension procedures.

(d)   The hearing shall be closed to the public. Prospective witnesses, other than the faculty member and the unit head and their respective representatives, shall be excluded, except to testify.

(e)   The Faculty Board of Review shall elect a chair and may organize itself in the way it thinks most efficient.

(f)   The chair shall exercise control over the proceedings to avoid unnecessary delay and to achieve the orderly completion of the hearing. Reasonable measures may be taken to maintain control over the proceedings to elicit relevant facts, to maintain civility, to prevent disruptions or harassment of participants, and to ensure that the interests of both parties and of fairness are preserved. This may include defining the issues (if the parties disagree), regulating the timing, order, length and manner of presentations, motions, argument, testimony and objections,

declaring recesses in the proceedings, and taking other appropriate actions. The chair's decision in these matters shall be final.

(g)   The University's Office of **General Counsel** ~~Legal Affairs~~ will advise the Faculty Board of Review on legal and procedural questions that may arise and may be present if requested.

(h)   The chair shall cause a record to be made of the hearing, including a transcript of the proceedings and all documents accepted for consideration.

(i)   The formal rules of evidence shall not apply. The chair shall ensure that the rules of confidentiality and privilege are followed~~,~~ but shall otherwise admit all matters into evidence which reasonable persons would accept as having probative value in the conduct of their affairs. Unduly repetitious or irrelevant evidence may be excluded.

(j)   The faculty member and the unit head will each have an opportunity to make opening and closing statements, present written evidence, examine and cross examine witnesses, offer personal testimony, make objections, and file motions, including motions raising issues of substantive or procedural due process. The Faculty Board of Review may question the faculty member, the unit head, and the witnesses. Matters pertaining to timeliness, conflict, standing, grievability, or authority of the chair should be raised by motion at the earliest possible point in the proceedings.

(k)   It is the personal responsibility of the faculty member and of the unit head, respectively, to produce in a timely manner the evidence they each wish considered, including documents and witnesses. Absent extraordinary circumstances, the hearing will not be delayed to obtain the presence of a witness or document. In advance of the hearing, either party may request that the chair contact a person to be a witness or produce a document. The request should be in writing and contain a concise proffer of the expected testimony. If the chair deems the request reasonable and the evidence relevant, the individual may be asked to appear or produce the item, but his or her actions shall be voluntary.

(l)   At the conclusion of the hearing, the board shall meet privately to reach a conclusion. The decision of a Faculty Board of Review shall be by majority vote. A case shall be judged solely on the evidence in the record, although notice may be taken of University matters within the common knowledge and experience of campus faculty, including published policies of the University System of Maryland and the University of Maryland. A written report shall be made to the Provost in the form of findings and recommendations. The findings shall address each charge and provide the reasons therefore. The findings

shall also include a determination whether suspension would be a reasonable sanction under the circumstances. If warranted, an alternate or modified sanction may be recommended. Both the unit head and the faculty member will be provided a copy of the Faculty Board's findings and recommendations, as well as a written minority report in cases where the finding is not unanimous.

(m)   The Provost shall review the findings and recommendations of the Faculty Board of Review. If the Provost accepts the findings and recommendations of the Board, he or she will so inform the faculty member and the unit head. This will constitute the last action of the University and conclude the matter; provided, however, in the event that the final action of the Provost is to maintain the suspension of the faculty member or to take an action different than that recommended by the Faculty Board of Review, the faculty member may appeal the Provost's decision to the President in accordance with Paragraph XII ("Final Appeal"), below.

XII. Final Appeal

If the decision of the Provost is to suspend the faculty member, or if the Provost does not accept the recommendation of the Faculty Board of Review, then the faculty member may appeal to the President. Upon receipt of the decision of the Provost, the faculty member may request a meeting with the President. The request shall be in writing and received by the President within ten (10) days from receipt of the Provost's decision. The meeting shall occur at the earliest possible time, but no later than thirty (30) days following the receipt of the request for an appeal. The following matters pertain to the appeal:

(a)   The purpose of the meeting is to afford the faculty member an opportunity to challenge the decision of the Provost.

(b)   The appeal shall be limited to oral argument, which may be augmented by written briefs submitted before the meeting. Arguments and facts not previously presented to the Faculty Board of Review will not be considered on appeal. The President will have access to the record of the formal hearing, including the findings and recommendations of the Faculty Board of Review and, if applicable, any minority report resulting from these findings.

(c)   The Provost may elect to attend the meeting and respond as appropriate.

(d)   The University Office of **General Counsel** Legal Affairs will advise the President on legal and procedural questions that may arise and may be present if requested.

(e)   The decision of the President shall be final and shall be communicated in writing to the Provost, the unit head, and the faculty member.

XIII. Time Requirements

Time requirements established in Paragraphs **VI,** ~~VII,~~ VIII, IX, ~~X,~~ and XII above are an important element in these suspension procedures and are considered necessary to the orderly administration of the academic and financial needs of the University and its faculty. Unless otherwise mutually agreed in advance between the faculty member and the Provost, strict adherence to them is a condition of review and appeal under these procedures.

XIII~~V~~. Right to Advocate ~~Counsel~~

In all proceedings and appeals under these suspension procedures, the faculty member and the unit head may each elect to be ~~represented or~~ assisted by **an advocate** ~~a person~~ of their choice, including legal counsel, provided such person agrees and is available without unreasonable delay.

Rename the Post-Baccalaureate Certificate in "Intermediate Survey Methodology" to "Fundamentals of Survey Methodology" (PCC 18068)

PRESENTED BY	Janna Bianchini, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – March 26, 2019 │ SENATE – April 4, 2019
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	Senate, President, Chancellor, and Maryland Higher Education Commission

ISSUE

The Joint Program in Survey Methodology within the College of Behavioral and Social Sciences proposes to rename its current post-baccalaureate certificate program in "Intermediate Survey Methodology" to "Fundamentals of Survey Methodology." The word "Intermediate" implies that the program is for students who already have some graduate training in survey methodology; however, the program, which was first approved in 1999, has never required prior graduate training in survey methodology. The curriculum provides a comprehensive treatment of the field at an introductory, fundamental level. Courses cover key areas of survey methodology, including survey design, data collection methods, and the analysis of survey data. "Fundamentals of Survey Methodology" is therefore more accurate and will be more appealing to prospective students.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on February 22, 2019, and was approved by the Senate Programs, Curricula, and Courses committee on March 1, 2019.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on February 22, 2019. Jody Williams and Chris Antoun of the Joint Program in Survey Methodology presented the proposal, which was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this program title change.

RISKS

If the Senate declines to approve this name change, the program will retain its inaccurate title and be less appealing to potential students.

FINANCIAL IMPLICATIONS

There are no financial implications with this proposal.

University of Maryland PCC
Program/Curriculum/Unit Proposal

Program: Certificate in Fundamentals of Survey Methodology. (Z011)

Department/Unit: Joint Program in Survey Methodology
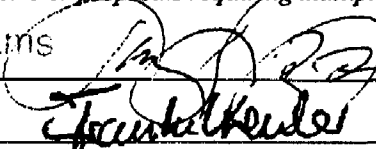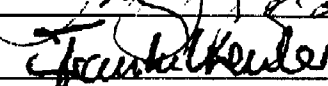
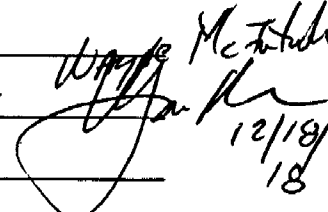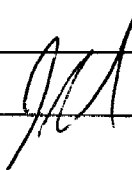**College/School:** College of Behavioral and Social Sciences

Proposal Contact Person (with email): Jody D Williams jodywill@umd.edu

Type of Action (check one):

[X] Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)

   [ ] Curriculum change is for an LEP Program

[X] *Rename a program or formal Area of Concentration*

[ ] *Establish/Discontinue a formal Area of Concentration*

[ ] Other:

[ ] *Establish a new academic degree/certificate program*

[ ] Create an online version of an existing program

[ ] Establish a new minor

[ ] *Suspend/Discontinue a degree/certificate program*

[ ] Establish a new Master or Certificate of Professional Studies program

   [ ] New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - *Please <u>print</u> name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).*

1. Department Committee Chair   Jody Williams   11/9/2018

2. Department Chair   Frauke Kreuter   Nov. 9, 2018

3. College/School PCC Chair   KAROL SOLTAN   1/31/19

4. Dean   KATHERINE RUSSELL   12/17/18   12/18/18

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

6. Chair, Senate PCC   Jinnie Bianchini   3-6-19

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

Instructions:
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, **and** email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

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

Changing the name from Intermediate Survey Methodology to Fundamentals of Survey Methodology to reflect the new list of required courses that cover introductory and fundamental learning objectives.

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

Rationale for the name change:

We are proposing a name change from "intermediate" to "fundamentals" because of changes to the curriculum. The program requires 6 fewer credits and one fewer advanced 700-level course than when the program was launched as Intermediate Survey Methodology. We think that the new title emphasizes that the coursework focuses on core foundational concepts in survey methodology rather than intermediate or advanced concepts.

Resolution to Emphasize the University's Principal Missions During the Search for a New President (Senate Document #18-19-30)

Whereas the selection of the next President of the University is of paramount importance to the faculty, staff, and students and a critical element to the institution and to the continued ascension of the University as a top public research institution,

Be it resolved that the Senate recommends that while **identifying candidates for** ~~selecting~~ the next President of the University, the Search Committee emphasize the critical importance of ~~research and~~ academics**, scholarship, and public service within a supportive, respectful, and inclusive environment** as the University's principal mission~~s as a land grant institution~~.