1. Call to Order

2. Approval of the September 8, 2021 Senate Minutes (Action)

3. Special Order: Presidential Briefing

4. Report of the Chair

5. Technical Revisions to the University of Maryland Disability & Accessibility Policy and Procedures (Senate Document #21-22-09) (Information)

6. PCC Proposal to Discontinue the Upper-Division Certificate in Science, Technology and Society (Senate Document #21-22-08) (Action)

7. Special Order

   Jennifer King Rice
   Senior Vice President & Provost
   Strategic Plan Update

8. Special Order

   Derek Richardson
   Chair, Information Technology (IT) Council
   Joseph Gridley
   Chief Data Privacy Officer
   Update on the UMD Privacy Policy

9. Special Order

   Sharon La Voy
   Assistant Vice President, Institutional Research, Planning, & Assessment
   Alan Socha
   Assistant Director for Assessment, Institutional Research, Planning, & Assessment
   Course Evaluation Implementation Update

10. New Business

11. Adjournment

CALL TO ORDER

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

Chair Williams welcomed Senators and introduced Past Senate Chair Lanford and current Senate Parliamentarian, Daniel Falvey, as well as the Executive Secretary & Director of the Senate, Reka Montfort. Chair Williams explained the procedures for the meeting and provided brief instructions on using the TurningPoint platform for voting.

APPROVAL OF THE MINUTES, MAY 11, 2021 MEETING

Chair Williams asked if there were any additions or corrections to the minutes of the May 11, 2021, meeting; hearing none, she declared the minutes approved as distributed.

REPORT OF THE CHAIR

Senate Executive Committee (SEC) Meeting

Chair Williams stated that the SEC held its first meeting of the academic year on August 26, 2021. It approved the agenda for the Senate meeting and reviewed a proposal related to the use of the excused absence policy for mental health reasons. The SEC voted to charge the Academic Procedures and Standards Committee (APAS) with reviewing the proposal and making recommendations.

APAS will begin its review of the charge after completing its pending work from the previous year. Chair Williams noted that additional committee charges will be announced at future meetings. Senators can follow committee work through meeting agendas on the University Senate website, or by using the Senate legislation page.

Senate Meetings

Chair Williams stated that all Senate meetings for the academic year will be held virtually on Zoom, with the exception of two meetings, during which President Pines will present his State of the Campus Addresses. Those meetings will take place on November 10, 2021 and March 1, 2022.

She also noted that an SEC assessment of the previous year's Senate meetings found that virtual meetings provided value beyond the necessity related to the pandemic that led to them initially. The virtual format provided increased accessibility and Senate meeting attendance increased significantly at every meeting last year. Because no physical space was rented in the Stamp Student Union, there was also a significant cost savings. The strongest drawbacks of the virtual format are the lack of opportunities for organic conversations between Senators prior to the meeting, and the lack of ability for Senators to judge reactions among the legislative body in the room. The SEC agreed that holding one in-person Senate meeting per semester would provide an appropriate balance of interests while prioritizing accessibility.

Procedures and Guidelines

Senate Chair Williams stated that while in a virtual meeting format, Senate procedures for in-person meetings will be adhered to as closely as possible. All University policies and expectations for appropriate conduct continue to apply during virtual Senate meetings.

Chair Williams provided a detailed overview of the procedures and guidelines for virtual meetings related to expectations, recording, muting, use of the chat feature use, technical issues, participation, Zoom features, processes for introducing non-Senators, and voting processes. Williams also detailed instructions for voting using TurningPoint.

Chair Williams opened the floor to questions on the procedures; hearing none, she moved to the next item on her report.

2021 BOR Staff Awards

Senate Chair Williams stated that the Board of Regents' Staff Awards, represent the highest honor bestowed by the Board of Regents (BOR) for the achievements of exempt and non-exempt staff employees at System institutions. The Senate Staff Affairs Committee coordinates the process for the University of Maryland, College Park, prior to making recommendations to President Pines regarding nominees to be put forward to the system-level review.

Williams noted that the 2021 BOR Staff Awards winners included two UMD staff, Donna Hammer, Department of Physics for Outstanding Service to Students in an Academic or Residential Environment (exempt staff) and Amanda Preperato, University Recreation & Wellness for Inclusion, Multiculturalism, and Social Justice (exempt staff). Williams congratulated the winners and thanked them for their contributions to the campus community. She also thanked last year's Staff Affairs Committee Chair, Judi Gorski, and the committee itself for their work in the process.

SPECIAL ORDER

Reka S. Montfort, University Senate Executive Secretary & Director
Orientation: Senators, Senate Meetings, and Shared Governance

Reka Montfort, Executive Secretary & Director, University Senate provided a presentation detailing the role of Senators, the operations of Senate meetings, and the University's principles of shared governance. She provided information on the role of the Senate, and information on Senate meeting materials, agenda contents, meeting structures, meeting logistics for the coming year, the importance of communicating expected absences, committee reports, types of recommendations, policy revisions, voting procedures, and quorum. Director Montfort also discussed the issues that the Senate will be working on this year, and explained how Senators and members of the campus community can track current Senate legislation on the University Senate's website.

2020-2021 SENATE LEGISLATION LOG (SENATE DOCUMENT #20-21-01) (INFORMATION)

Chair Williams explained that the legislation log had been provided to the Senate as an informational item to provide an overview of the work completed by the Senate last year as well as information on any items that carried over to this year. She noted that, despite the pandemic, Past Chair Dugan and the Senate were able to complete 50 Senate bills during the 2020-2021 session, including 12 Bills carried over from prior years. Williams commended Dugan and the Senate for their hard work last year.

TECHNICAL REVISIONS TO THE UNIVERSITY OF MARYLAND POLICY ON PROMOTING RESPONSIBLE ACTION IN MEDICAL EMERGENCIES (V-1.00[J]) (SENATE DOCUMENT #21-22-03) (INFORMATION)

Chair Williams stated that this item is a technical amendment to the University of Maryland Policy on Promoting Responsible Action in Medical Emergencies (Senate Document #21-22-03). She noted that the amendment removed gendered language and brought the policy into alignment with current University standards, and with the principles and spirit behind the UMD Policy on Inclusive Communication (VI-1.00[C]).

Chair Williams discussed the history of revisions to the policy, and provided information regarding the process taken to make the most recent amendments. Williams reported that the revisions had been approved by the Senate leadership and President Pines effective August 12, 2021, so the SEC was now providing the item as an informational item to the Senate to make it aware of the recent change.

APPROVAL OF THE 2021-2022 COMMITTEE & COUNCIL SLATES (SENATE DOCUMENT #21-22-02) (ACTION)

Rochelle Newman, Chair of the Committee on Committees and Chair-Elect, provided background on the selection process and made a motion on behalf of the committee to approve the standing committee and council slates as presented.

Chair Williams opened the floor to discussion; seeing none, she called for a vote on the slates. The result was 154 in favor, 2 opposed, and 4 abstentions. **The motion to approve the slates passed.**

PCC PROPOSAL TO ESTABLISH A DOCTORATE IN BUSINESS ADMINISTRATION (SENATE DOCUMENT #21-22-06) ACTION

Betsy Beise, member of the Programs, Curricula, and Courses Committee (PCC), presented the PCC proposal to establish a Doctorate in Business Administration (DBA) (Senate Document #21-22-06) on behalf of Chair Orlando and made a motion to approve the proposal.

Chair Williams opened the floor for discussion of the proposal.

Dean Ball, College of Behavioral and Social Sciences, asked why the program had been discontinued in the past, and if that had influenced the thinking of the design of the program renewal.

Beise explained that in the mid-80s, the program had been discontinued so that the department could start their PhD program due to a desired shift from a practice degree to a research degree. With the current proposal for the DBA, both programs would be offered.

Senator Wolfe, emeriti faculty, asked if there were similar programs around the country.
Beise stated that there were and that the proposed program had been modeled after existing programs at other institutions.

Dean Konana, Robert H. Smith School of Business, stated that similar programs were offered around the country, including Washington University, Case Western University, University of Florida, Georgia State University, and the University of Oklahoma.

Rebecca Han, Assistant Dean, Robert H. Smith School of Business, added that schools such as University of Minnesota, Rutgers University, Washington University, Temple University, Georgia State

University and locally, Virginia Tech had all responded to the demand for this program and established it at their institutions.

Seeing no further discussion, Chair Williams called for a vote on the proposal. The result was 144 in favor, 7 opposed, and 11 abstentions. **The motion to approve the proposal passed.**

PCC PROPOSAL TO ESTABLISH A POST-BACCALAUREATE CERTIFICATE IN REMOTE SENSING (SENATE DOCUMENT #21-22-07) ACTION

Betsy Beise, member of the PCC Committee, presented the PCC proposal to establish a Post-Baccalaureate Certification in Remote Sensing (Senate Document #21-22-07) and made a motion to approve the proposal.

Chair Williams opened the floor for discussion; seeing no discussion, she called for a vote on the proposal. The result was 144 in favor, 4 opposed, and 5 abstentions. **The motion to approve the proposal passed.**

REVIEW OF THE INTERIM UNIVERSITY OF MARYLAND GRADING SYMBOLS AND NOTATIONS USED ON ACADEMIC TRANSCRIPTS POLICY (SENATE DOCUMENT #20-21-38) (ACTION)

John Lea-Cox, Chair of the Academic Procedures & Standards (APAS) Committee presented the committee's recommendations and provided background information.

Chair Williams opened the floor to discussion of the committee's recommendations.

Senator Raugh, faculty, College of Computer, Mathematical, and Natural Sciences (CMNS) asked how the recommendation regarding the updated threshold to pass a class taken pass/fail would be reflected on transcripts of current students who had already received grades for classes taken pass/fail.

Senator Lea-Cox referred the question to an ex-officio member from the Office of the Registrar.

Adrian R. Cornelius, Executive Director of Enrollment Management & University Registrar, clarified that for semesters that had elapsed prior to the establishment of this policy, or the associated interim policy, there would be a notation on transcripts. Cornelius stated that this primarily applied to the Spring 2020 semester.

Senator Sobalvarro, undergraduate student, College of Computer, Mathematical, and Natural Sciences, asked for confirmation that the proposed policy would not be retroactive.

Cornelius stated that grades from previous semesters would remain unchanged.

Seeing no further discussion, Chair Williams called for a vote on the proposal. The result was 134 in favor, 11 opposed, and 13 abstentions. **The motion to approve the proposal passed.**

REVIEW TO THE SENATE BYLAWS TO EXTEND THE TERM OF THE SPECIAL COMMITTEE ON UNIVERSITY FINANCE (SCUF) (SENATE DOCUMENT #21-22-05) (ACTION)

Rochelle Newman, Chair-Elect presented the proposal to amend the Senate Bylaws to extend the terms of the faculty and staff members on SCUF by one year and made a motion that the amendment to the Senate Bylaws be approved. Senator Goodman, faculty, College of Computer, Mathematical, and Natural Sciences (CMNS) seconded the motion.

Chair Williams opened the floor to discussion of the amendment to the Senate Bylaws.

Senator Raugh, faculty, College of Computer, Mathematical, and Natural Sciences (CMNS) asked why student members of the committee were not able to extend their terms.

Chair Williams and Chair-Elect Newman explained that student committee members could have their terms renewed in line with existing Senate Bylaws.

Senator Zhi-Long Chen, faculty, Robert H. Smith School of Business, asked for clarification that the proposal was seeking to extend the term on the Special Committee on University Finance (SCUF) by one year.

Chair Williams clarified that the proposal was seeking to extend the committee for one year, and that the future of the committee would be decided the following year after a full review.

Senator Chen asked if the committee members' terms would still be for three years.

Chair Williams said that the proposal would extend the terms of committee members so that they could serve for four years, but that any potential extension of terms beyond that could not be decided until the review of the committee has been completed.

Senator Brewer, faculty, College of Arts & Humanities, stated that the committee should become permanent, citing the importance of having faculty voice and oversight around how financial decisions at the administrative level are made. She inquired why there was a delay in deciding if the committee should be permanent, adding that the delay is concerning. Brewer suggested that the original members who had already served three years end their terms so that a new slate of committee members could be elected. Senator Brewer asked that a discussion take place regarding establishing SCUF as a permanent committee, rather than extending the committee for one year.

Chair Williams said that the request for the discussion was a process issue. Chair Williams introduced Pamela Lanford, Past Senate Chair, to elaborate and provide additional context.

Past Chair Lanford stated that since the committee was new and was operating through the University Senate, a specific process had to be followed to make the committee permanent. "Lanford agreed that this committee is an important addition to the Senate, which deserves an appropriate opportunity to function and undergo assessment. Lanford noted that there has been significant transition in the upper administration positions with which the committee interacts and that the circumstances of the pandemic limited the degree to which the administration could provide certainty regarding budget matters. Considering these combined issues, it is very important to continue the terms of the committee members into a fourth year.

Senator Raugh asked to revisit her previous question. Citing article 7.1.d of Senate #21-22-05, Raugh noted that faculty and staff terms had been extended from 3 years to 4 years, but that terms for students remained at one year, with the option to renew terms twice, for a total of three years. Raugh asked if this was intentional, or if it did not apply because no student had already served for three years.

Montfort stated that since none of the students on the committee were the original student representatives, all students on the committee would not be in a position to serve for 4 years.

Senator Sharp, exempt staff, asked how involved the committee had been in recent decisions regarding university financial restructuring. She also asked if there was a way to share the work that the committee had been involved in to date.

Chair Williams introduced Past Chair Lanford, to respond to the questions.

Lanford reported that the committee had been very active prior to the onset of the Covid-19 pandemic. She explained that committee members had initially required time to learn about the various components and structures of university finances, which was impacted by the multiple transitions on the administration's level regarding finances. Lanford reported that the committee had been successful in creating a website with information for members of the campus community. She also stated that the current focus was to determine how best to work within the context of the new administration and new people. Lanford stated that the committee had also provided a set of guiding principles relating to the process of the temporary salary reductions in 2020, and that the guiding principles were received well by the administration and by President Pines, being referred to multiple times by President Pines. Lanford said that the committee is hoping to complete similar work in the near future.

Chair Williams reiterated that the Senate had been in communication with President Pines regarding the extension of the committee, and that he is in support of the extension.

Chair-Elect Newman reiterated that the committee was working to determine what its role would be as a potential permanent committee, and where it would belong in the University structure.

Senator Goodman reiterated points made by Past Chair Lanford regarding the impact of transitions on the committee. He also added that the committee had been able to create and share a comprehensive document online, explaining the UMD budget to people who are unfamiliar with it.

Senator Goodman reported that the committee had provided advice to the administration, discussed relevant issues, and engaged in collaborative meetings with individuals working on the UMD budget. Goodman also stated that due to the emergency caused by Covid-19, the committee had not been able to create a review for the larger Senate, or determine how the committee should operate. He explained that the extension would be used to determine the present and future operations of the committee now that relevant partners are established at UMD. Senator Goodman stated that the committee would also use the extension to establish a review and coherent vision of the committee to be reviewed by the Senate at the end of this academic year, prior to a vote regarding the permanent establishment of the committee in Fall 2022.

Seeing no further discussion, Chair Williams called for a vote on the amendment to the Senate Bylaws and noted that it required a 2/3 vote in favor to pass. The result was 142 in favor and 9 opposed. **The motion passed.**

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 4:30 p.m.

Technical Revisions to the University of Maryland Disability & Accessibility Policy and Procedures (VI-1.00[D])

PRESENTED BY	Reka S. Montfort, Executive Secretary & Director
REVIEW DATES	SEC – September 20, 2021 | SENATE – October 7, 2021
VOTING METHOD	For information only
RELEVANT POLICY/DOCUMENT	**VI-1.00(D) – University of Maryland Disability & Accessibility Policy and Procedures**
NECESSARY APPROVALS	**N/A**

ISSUE

The University of Maryland Disability & Accessibility Policy and Procedures last went through a comprehensive review in 2016, and it was amended and approved by the President in May 2016 (Senate Document #15-16-29). In spring 2020, the University's Disability Support Services (DSS) changed its name to Accessibility and Disability Service (ADS), and minor technical revisions were made to the policy to reflect the change (Senate Document #20-21-07). In August 2021, a new ADA/504 Coordinator, Emily Singer Lucio, joined the University. The policy includes contact information for the ADA Coordinator, so the Division of Student Affairs and the President's Office advised that technical revisions be made to incorporate the new contact information. In September 2021, the University Senate Office worked with the Office of the President to make the suggested revisions to the Disability & Accessibility Policy and Procedures (VI-1.00[D]). The policy was revised to only include title of the ADA/504 Coordinator and a generic reflector (ADAcoordinator@umd.edu) instead of specific information on the individual serving in the role so that future changes in the role would not warrant a revision to the policy. The revisions were reviewed and approved by the Senate leadership. The President reviewed the revisions as technical amendments and approved the revised Policies and Procedures on September 21, 2021.

RECOMMENDATION(S)

The technical revisions are provided for informational purposes.

COMMITTEE WORK

N/A

ALTERNATIVES

N/A

RISKS

N/A

FINANCIAL IMPLICATIONS

N/A

VI-1.00(D)   UNIVERSITY OF MARYLAND DISABILITY & ACCESSIBILITY POLICY AND PROCEDURES
(Approved on an Interim Basis October 1, 2015; Amended
March 23, 2016; Amended and approved by the President May 6, 2016; Technical
amendments June 1, 2020**; Technical amendments September 21, 2021**)

I.   POLICY

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

A. Applicability

This Policy applies to all members of the University community, including students, faculty, staff, and third party individuals. It is the responsibility of individual students and employees to identify themselves as persons with a disability when requesting an accommodation. It is also the responsibility of the individual with the disability to provide current supporting documentation of their disability from a relevant credentialed professional that demonstrates how the disability affects their ability to perform the essential functions of their job or to participate in and benefit from educational programs, services, and/or activities of the University. All supporting disability documentation will be kept confidential and separate from personnel records.

Students and employees with disabilities have the same obligation as all members of the community to meet and maintain the institution's job performance, academic and technical standards, and codes of conduct.

The University's **ADA Coordinator** ~~listed below~~ is responsible for campus-wide compliance with ~~Title II of~~ the Americans with Disabilities Act (ADA) **as amended** and Section 504 of the Rehabilitation Act ~~of 1973~~. **The ADA Coordinator can be contacted at:**

ADA/504 Coordinator
Office of Diversity & Inclusion
Phone: 301-405-7099 | Fax: 301-314-9992

II. DEFINITIONS

"Disability" (with respect to an individual) is a physical or mental impairment that substantially limits one or more of the person's major life activities, taking into consideration any mitigating measures; a history of having such an impairment; or being regarded as having such an impairment.

"Disability supporting documentation" is a current medical, psychological, educational or other relevant documentation provided by a credentialed third party that establishes a person has a disability as defined above and demonstrates how the disability affects the person's ability to perform the essential functions of their job or to participate in educational programs, services, or activities of the University.

"Discrimination" is unequal treatment based on a disability that interferes with an individual's ability to participate in the University's educational programs, services, or activities, or with an individual's ability to perform their job responsibilities.

"Essential Job Functions" is the fundamental, basic job duties performed in a position. A function may be essential because: the position exists to perform that function; there are a limited number of employees available who could perform that function; and/or the function is highly specialized, and the incumbent is hired for special expertise or ability to perform it.

"Interactive Process" is ongoing communication between the employee and employer, or the student and instructor or other University personnel, for the express purpose of providing a reasonable accommodation.

"Qualified Employee" is an employee with a disability who meets the legitimate skills, experience, education, or other requirements of a job and who can perform the essential job functions of the position with or without reasonable accommodation.

"Qualified Student" is a student with a disability who meets the academic and technical standards requisite for admission to or participation in the programs, services, or activities of the University with or without reasonable accommodation.

"Reasonable accommodations for Students" are adjustments including academic assistance, modifications to rules, policies, or practices; environmental adjustments, such as the removal of

architectural, communication, or transportation barriers; or auxiliary aids and services necessary for a student to participate in University programs, services, or activities. Adjustments must address the particular disability and shall not fundamentally alter the academic objectives of an individual course, curriculum, program, or degree. Examples of accommodations include: extended time for timed exams, reduced distraction environments for exams, sign language interpreters, transcribers, alternate texts and reading materials, recorded lectures, and assistive technologies. This is not an exhaustive list.

"Reasonable accommodations for Staff and Faculty and Student Employees" are any changes to a job, the work environment, or the way things are usually done that allow an individual with a disability to apply for a job, perform job functions, or enjoy equal access to benefits available to other individuals in the workplace. Modifications must address the particular disability and should not fundamentally alter the employee's essential job functions.

"Retaliation" is action taken against an individual solely because of seeking an accommodation related to disability, filing a complaint of discrimination based on disability, or participating in an investigation or proceeding concerning allegations of discrimination based on disability.

III.   ACCOMMODATION REQUEST PROCEDURES

A. Student Accommodation Request Procedures

This Policy requires the University and its agents to engage in an interactive dialogue with the student in order to implement reasonable accommodations. The provision and coordination of accommodations for students registered with the Accessibility & Disability Service (ADS) shall not require the University to fundamentally alter the academic objectives of an individual course, curriculum, program, or degree.

1. **Accommodation Request**
    It is the responsibility of the ADS to determine reasonable accommodations for students. To receive an accommodation, students must register with the ADS. Students must provide supporting documentation that demonstrates how their disability limits participation in courses, programs, services, jobs, activities, and/or access to facilities of the University. Documentation of the disability should be current and from appropriate professionals who are credentialed to diagnose the student's particular disability. The type of required documentation will vary depending on the nature of the disability and accommodations requested. *See the ADS website (**https://www.counseling.umd.edu/ads/prospective/** ~~https://www.counseling.umd.edu/ads/forms/~~) for documentation requirements*. All documentation related to a student's disability shall be kept confidential and retained by the ADS. The ADS file shall be maintained separately from other student records maintained by the University.

    a. Timeliness
        Requests for accommodations should be made far enough in advance to allow the ADS adequate time to review registration documentation, establish whether the student is qualified, and determine a reasonable accommodation through an

interactive process with the student. Generally, it is best to request accommodations several weeks before a semester begins or as soon as a disability becomes known.

2. **Eligibility Determination**

Students are responsible for scheduling an in-person meeting with the ADS and submitting all necessary supporting documents prior to that meeting. The purpose of the meeting is for the ADS to engage the student in an interactive process to determine whether the student is: 1) a qualified individual, and 2) eligible for the specific requested accommodation(s). Once the student contacts the ADS to schedule an appointment, and submits all necessary supporting disability documentation, the ADS will work in good faith to determine and meet a qualified student's reasonable accommodation needs within ten (10) business days.

3. **Implementation**

After eligibility has been established, the ADS will determine reasonable accommodations required by the student. An *Accommodations Letter* will be developed for the student with directions for sharing the letter with instructors. After receiving the *Accommodations Letter* via email, students are expected to meet with each course instructor, in person, to provide them with a copy of the *Accommodations Letter* and to obtain their signature on the *Acknowledgment of Student Request* form. Students and instructors will discuss a plan for how the accommodations will be implemented throughout the semester for the course. Specific details regarding implementation of the ADS approved accommodations agreed upon between the student and the individual course instructor must be documented and added to the *Acknowledgment of Student Request* form, and signed by the instructor. The student is responsible for submitting the signed original form to the ADS, and retaining a copy of the signed *Acknowledgment of Student Request* form for their individual records.

It is the responsibility of the ADS to work with the student and the instructor (and Department Chair or Dean as appropriate) to facilitate effective and timely implementation of reasonable accommodation(s). If a student believes they are being denied reasonable accommodations or that reasonable accommodations are not being implemented in an effective and timely manner, the student should contact the ADS immediately. All parties will prioritize accommodation implementation meetings requested by the ADS. The University will use good faith efforts to resolve any outstanding issues within five (5) business days. If the student is not satisfied with the results of good faith efforts to resolve this issue, they may file a complaint with the University's Office of Civil Rights & Sexual Misconduct (OCRSM) (See Part IV Complaint Procedures for contact information).

Academic Objections

If the instructor, Department Chair, or Dean believes the accommodation fundamentally alters the academic objectives of the course, curriculum, program, or degree, they are obligated to notify the ADS immediately, in writing, and provide an explanation of the reasoning. Within ten (10) business days, the ADS in consultation

with the student and instructor, Department Chair, or Dean will work to identify an alternative solution to ensure the student's accommodation needs are met whenever possible. When necessary, the ADS will seek further review at a higher administrative level. If the student is an undergraduate, the ADS shall request review and resolution by the Associate Provost and Dean for Undergraduate Studies or designee.

If the student is a graduate student, including graduate assistants, the ADS shall request review and resolution by the Associate Provost and Dean of the Graduate School or designee. The Office of the Provost will make good faith efforts to review and respond to concerns within ten (10) business days of notification.

B. Staff Accommodation Request Procedures

This Policy requires the University and its agents to engage in an interactive dialogue with the employee in order to implement reasonable accommodations.

It is the responsibility of the Office of Staff Relations in University Human Resources (Staff Relations) to determine reasonable accommodations for staff. As necessary, Staff Relations shall consult with the ADA Coordinator regarding the determination of eligibility and the accommodation request(s). Staff Relations is responsible for documenting approved accommodations in an *Accommodation Plan*. A record of the *Accommodation Plan* shall be retained in the employee's departmental/unit personnel file and in Staff Relations. All supporting disability documentation shall be kept confidential and maintained by Staff Relations separately from the employee's other personnel records.

1. **Accommodation Request**
   To receive an accommodation, an employee must obtain and complete a *Staff Accommodation Request* form from Staff Relations. The employee must document on the form the specific accommodation request and return it to Staff Relations. Additional supporting disability documentation may be requested when necessary.

2. **Eligibility Determination**
   Staff Relations will review the completed *Staff Accommodation Request* form and supporting documentation, and meet with the employee to determine if the employee is a qualified individual with a disability and therefore eligible for accommodations. Staff Relations will consult with the ADA Coordinator, as appropriate, in making this determination.

3. **Accommodation Determination**
   Staff Relations, in consultation with the ADA Coordinator and relevant supervisor/unit head, will review the employee's accommodation request in relation to their position, and facilitate an interactive dialogue with the employee, supervisor, and/or unit head, to determine and implement a reasonable accommodation.

4. **Implementation**

Once eligibility and the reasonable accommodation are approved, Staff Relations will develop an *Accommodation Plan*, which will be shared with the employee and supervisor. It is the responsibility of the supervisor (or unit head) to work in coordination with the employee to ensure appropriate implementation of reasonable accommodations. The University will use good faith efforts to implement reasonable accommodations within thirty (30) business days of receipt of the required documentation for the requested accommodations.

It is the responsibility of Staff Relations to work with the employee, supervisor and/or unit head, in consultation with the ADA Coordinator, as necessary, to facilitate a resolution that ensures effective and timely implementation of the accommodation. If an employee believes they have been denied reasonable accommodations or that reasonable accommodations are not being implemented in an effective and timely manner, the employee should contact Staff Relations immediately.

If Staff Relations' efforts to resolve implementation concerns are unsuccessful, the ADA Coordinator shall seek review and resolution by the Assistant Vice President for Human Resources. If the employee is not satisfied with the results of good faith efforts to resolve the issue, they may file a complaint with the University's OCRSM (See Part IV – Complaint Procedures for contact information).

C. Faculty Accommodation Request Procedures

This Policy requires the University and its agents to engage in an interactive dialogue with faculty in order to implement reasonable accommodations.

It is the responsibility of the Office of Faculty Affairs (Faculty Affairs) to determine reasonable accommodations for faculty. As necessary, Faculty Affairs shall consult with the ADA Coordinator regarding the determination of eligibility and the accommodation request(s). Faculty Affairs is responsible for documenting granted accommodations, in an *Accommodation Plan*. A record of the *Accommodation Plan* shall be retained in the faculty member's departmental file and in Faculty Affairs. All supporting disability documentation shall be kept confidential and maintained by Faculty Affairs separately from the faculty member's other personnel records.

1. **Accommodation Request**
   To receive an accommodation, a faculty member must obtain and complete a *Faculty Accommodation Request* form from Faculty Affairs. The faculty member must document on the form the specific accommodation request and return it to Faculty Affairs. Additional supporting disability documentation may be requested when necessary.

2. **Eligibility Determination**
   Faculty Affairs will review the completed *Faculty Accommodation Request* form and supporting documentation, and meet with the faculty member to determine if the faculty member is a qualified individual with a disability and therefore eligible for

accommodations. Faculty Affairs will consult with the ADA Coordinator, as appropriate, in making this determination.

3. **Accommodation Determination**
Faculty Affairs, in consultation with the ADA Coordinator and relevant Dean or Department Chair, will review the faculty member's accommodation request in relation to the essential job functions of the position, and facilitate an interactive dialogue with the faculty member and Department Chair/Dean, to determine and implement a reasonable accommodation.

4. **Implementation**
Once eligibility and the reasonable accommodation are approved, Faculty Affairs will develop an *Accommodation Plan* which will be shared with the faculty member and Dean/Department Chair. It is the responsibility of the next level administrator (Dean, Department Chair, etc.) to work in coordination with the faculty member to ensure appropriate implementation of reasonable accommodations. The University will use good faith efforts to implement reasonable accommodations within thirty (30) business days of receipt of the required documentation for the requested accommodations.

It is the responsibility of Faculty Affairs to work with the faculty member and Dean/Department Chair in consultation with the ADA Coordinator, as necessary, to facilitate a resolution that ensures effective and timely implementation of the accommodation. If a faculty member believes they have been denied reasonable accommodations or that reasonable accommodations are not being implemented in an effective and timely manner, the faculty member should contact Faculty Affairs immediately.

If Faculty Affairs' efforts to resolve implementation concerns are unsuccessful, the ADA Coordinator shall seek review and resolution by the Senior Vice President and Provost. If the faculty member is not satisfied with the results of good faith efforts to resolve the issue, they may file a complaint with the University's OCRSM (See Part IV – Complaint Procedures for contact information).

D. **Accommodation Request Procedures for Third Parties**

1. **Accommodation Request**
Third party individuals (visitors, volunteers, applicants for admission or employment, vendors, and contractors) with a disability, who are visiting the University, and seek an accommodation to facilitate their visit or access to University programs, must contact the ADS.

   a. Timeliness
   Third parties are expected to provide reasonable notice in order for the University to facilitate the provision of a requested accommodation in a timely manner.

   b. Documentation

Depending on the nature of the disability and accommodation request, third parties may be subject to the same supporting documentation requirements as students, faculty, and staff.

2. **Accommodation Implementation**
   It is the responsibility of the host department or unit on campus to implement reasonable accommodations, as communicated by the ADS, to third parties.

IV.   COMPLAINT PROCEDURES

Individual students, staff, faculty members, or visiting third parties who believe that they have been denied reasonable accommodations or otherwise discriminated against on the basis of disability or retaliated against in violation of this Policy may file a complaint with the OCRSM. All such complaints will be reviewed in accordance with VI-1.00(B) University of Maryland Non-Discrimination Policy and Procedures http://www.president.umd.edu/administration/policies/section-vi-general-administration/vi-100b

Office of Civil Rights & Sexual Misconduct (OCRSM)
3101 Susquehanna Hall
4200 Lehigh Road
College Park, MD 20742
Phone: 301.405.1142
Fax: 301.405.2837
Email: civilrights@umd.edu
Website: https://www.ocrsm.umd.edu/

You may report online at **https://www.ocrsm.umd.edu/file-report**
https://www.ocrsm.umd.edu/discrimination/index.html.

Time Limits
Complaints of discrimination or retaliation in violation of this Policy must be made within ninety (90) calendar days following an incident of discrimination or retaliation. The OCRSM may waive the time limit upon a showing of good cause.

Discontinue the Upper-Division Certificate in Science, Technology and Society (PCC 21005)

PRESENTED BY	Valerie Orlando, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – September 20, 2021	SENATE – October 7, 2021
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

The A. James Clark School of Engineering proposes to discontinue its Upper-Division Certificate in Science, Technology and Society. Students interested in the topics of this undergraduate certificate program will be directed to the new minor in Science, Technology, Ethics, and Policy, which was approved during the 2020-2021 academic year. No students are currently in the certificate program, and the last term in which the program had students was Spring 2020. Because it is a certificate program, it appears on the state of Maryland's official academic program inventory of University of Maryland programs, and will require a request to the University System of Maryland Chancellor and Maryland Higher Education Commission to remove the program from the inventory.

This proposal was approved by the Senate Programs, Curricula, and Courses committee on September 3, 2021.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this proposal to discontinue the certificate program.

COMMITTEE WORK

The committee considered this proposal at its meeting on September 3, 2021. A presentation was not required for the proposal because it followed last spring's approval of the new minor program and because there are no students in the certificate program. The proposal was approved by the committee.

ALTERNATIVES

The Senate could decline to discontinue this new certificate program.

RISKS

If the Senate declines to approve this certificate program, the university will lose an opportunity to remove an obsolete certificate program from the state's academic inventory.

FINANCIAL IMPLICATIONS

There are no significant financial implications for this proposal.

545: SCIENCE, TECHNOLOGY, AND SOCIETY CERTIFICATE

In Workflow

1. ENGR PCC Chair (mcbell@umd.edu; nroop@umd.edu; sash1@umd.edu)
2. ENGR Dean (kkiger@umd.edu; mcbell@umd.edu; nroop@umd.edu; sash1@umd.edu)
3. Academic Affairs Curriculum Manager (mcolson@umd.edu)
4. Senate PCC Chair (mcolson@umd.edu; vorlando@umd.edu)
5. University Senate Chair (mcolson@umd.edu)
6. President (mcolson@umd.edu)
7. Chancellor (mcolson@umd.edu)
8. MHEC (mcolson@umd.edu)
9. Provost Office (mcolson@umd.edu)
10. Undergraduate Catalog Manager (lyokoi@umd.edu)

Approval Path

1. Mon, 28 Jun 2021 19:01:54 GMT
   Suzanne Ashour-Bailey (sash1): Approved for ENGR PCC Chair
2. Tue, 29 Jun 2021 17:41:47 GMT
   Ken Kiger (kkiger): Approved for ENGR Dean
3. Fri, 27 Aug 2021 19:45:07 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
4. Fri, 03 Sep 2021 14:52:20 GMT
   Valerie Orlando (vorlando): Approved for Senate PCC Chair

History

1. Oct 18, 2019 by William Bryan (wbryan)

Program Inactivation Proposal

Date Submitted: Mon, 24 May 2021 17:20:09 GMT

Viewing: 545 : Science, Technology, and Society Certificate

Last approved: Fri, 18 Oct 2019 19:32:19 GMT

Last edit: Mon, 24 May 2021 17:20:07 GMT

Changes proposed by: David Tomblin (dtomblin)

Final Catalog

2020-2021

Suspension or Discontinue

DISC

Explain the reason for discontinuing the program.

A new minor, Science, Technology, Ethics and Policy, will fulfill the same functions as the STS certificate, plus allow for broader participation.

Indicate how many students are currently in the program. How will these students be accommodated so that they can finish the program?

0 - I stopped taking students in Fall 2020 in anticipation that the STEP minor would replace it. All students that were in the certificate program have completed it.

Program Name

Science, Technology, and Society Certificate

Program Status

Active

Effective Term

Spring 2021

Catalog Year

2020-2021

Program Level

Undergraduate Program

Program Type

Undergraduate Certificate

Delivery Method

On Campus

Departments

Department
The A. James Clark School of Engineering

Colleges

College
The A. James Clark School of Engineering

Program/Major Code

9Z003

MHEC Inventory Program

Science, Technology, and Society

CIP Code

309999 - Multi-/Interdisciplinary Studies, Other.

HEGIS

499908

Degree(s) Awarded

Degree Awarded
Certificate, Upper Division

Program and Catalog Information

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

The undergraduate University Certificate program in Science, Technology, and Society (STS) enables students to learn about the dynamic, interactive and creative relationships among science, technology, and society. This 21-credit program helps structure a student's general education and elective requirements into a unifying theme. The end product of the program is a research project of the student's own choosing, which is developed under faculty mentorship. The STS University Certificate is especially helpful to students who are seeking jobs that require understanding policy decisions as they relate to scientific and engineering endeavors, those students hoping to seek a graduate degree that integrates science, technology, and policy, or students simply interested in developing a greater understanding of social issues related to science and technology.

STS is an interdisciplinary field that has been taught for more than 30 years at universities in the United States and Europe, notably in those with strong engineering and public policy programs. In recent years, STS University Certificate students have chosen to write their capstone term papers about timely topics, including the interactions among science, technology and society related to nanotechnology, fuel cell applications, physics research funding, climate change modeling, religious principles as a basis for climate action, integration of SONAR into underwater vehicles, nuclear power in developing countries, and interpersonal impacts of social networking.

Catalog Program Requirements:

The STS program requires 9 credits of Lower Level (100-200) and 9 credits of Upper Level courses (300-400) and the ENES440. Students must obtain prior approval of the director before counting courses toward their individualized STS curriculum. Many of these credits may overlap with major and minor requirements. For guidance, see the website for a list of approved courses, and note that students may ask the director to approve a course not listed on the website.

Course	Title	Credits
Lower Level Courses		
CPSS225	College Park Scholars Capstone: Science, Technology, and Society	3
Select 6 additional credits of Lower Level (100- and 200-level) Courses [1]		6
Upper Level Courses		
ENES440	Science, Technology and Society: Certificate Program Capstone	3
Select 9 additional credits of Upper Level (300- and 400-level) Courses [2]		9
Total Credits		**21**

[1]   Three courses that relate science to society, technology to society, or science to technology.

[2]   These courses have an interdisciplinary orientation that demonstrates inter-relationships between science and society, between technology and society, or between science and technology. Students choose three courses.

Joining the Program and Program Requirements

Students interested in STS should contact the director to obtain advice and approval prior to enrolling in courses that fulfill the program. Students record their progress with the STS program office as they complete requirements, participate in a semi-annual advising meeting, and write a brief evaluation upon completing the program. Students must earn a minimum grade of "C-" in each course they wish to credit toward the STS University Certificate. A student's individual course of study may not exceed these maximums: 9 credits of courses applied to the student's major; 3 credits of Special or Selected Topics courses; 9 credits of courses taken outside UMCP; and 6 credits of courses with the AREC, ECON and GVPT prefixes. Once all requirements are met and the director affirms that the student has completed the program, the Registrar includes a notation of this University Certificate on the student's transcript.

New Program Information

Mission and Purpose

Program Characteristics

Faculty and Organization

Resource Needs and Sources

Reviewer Comments

Michael Colson (mcolson) (Thu, 01 Jul 2021 17:48:31 GMT): PCC Log Number 21005

Key: 545

UNIVERSITY OF MARYLAND PRIVACY POLICY
Approved by the President [December X, 2021]

I.   Introduction

The University of Maryland, College Park ("University") values and embraces the ideals of freedom of inquiry, freedom of thought, and freedom of expression, all of which must be sustained in a community of scholars. The University encourages, supports, and protects freedom of expression, an open environment to pursue scholarly inquiry, and the open exchange of ideas and information. These values lie at the heart of our academic community.

The University must balance free expression with the institutional obligations of each member of the campus community to collect and use Personally Identifiable Information ("PII") responsibly, ethically, transparently, and in a manner that both accords with the law and respects the rights of individuals. The University depends on a shared spirit of mutual respect and cooperation in order to create and maintain a culture of respect, equity, transparency, and responsibility.

In order to uphold these values, this Policy has been established as a framework for compliance, responsibility, and accountability as it relates to an individual's privacy rights, with regard to the collection, use, and protection of PII.

II.   Definitions

A. "Personally Identifiable Information (PII)" means information that is created, received, processed, stored, or transmitted by or on behalf of the University that, alone or in combination with other information, enables the identification of an individual. PII includes but is not limited to a person's:

   1. Full name;

   2. Social Security Number;

   3. Driver's License or other State Identification Number;

   4. Passport Number;

   5. Biometric information including physiological, biological, or behavioral characteristics, including an individual's DNA, that can be used alone or in combination with other identifying data to establish an individual's identity;

   6. Geolocation Data;

   7. Internet or network activity, including browsing history, search history, and information regarding an identifiable individual's interaction with an internet

website, application, or advertisement;

8. Financial account number, credit card number, or debit card number that, in combination with any required security code, access code, or password, would permit access to an individual's account; and

9. Identifiable health information related to the past, present, or future physical or mental health or condition of an individual.

III.   Applicability

A. This Policy applies to all PII, regardless of the relationship an individual may have with the University, including but not limited to current, past, and prospective students, parents, employees, and human research data subjects.

B. This Policy applies regardless of the origin of the PII, including but not limited to existing UMD data sets, new UMD-collected data, and data sets received from or created by third parties.

C. This Policy applies to all members of the University community, visitors to the University, and users of University information systems with access to PII, including but not limited to students, faculty, staff, and third-parties. All members of the university community who have access to PII must adhere to this policy and related standards and guidelines.

D. This Policy also applies to all locations and operations of the University including but not limited to applications, projects, systems, or services that seek to access, collect, or otherwise use PII.

IV.   Policy

A. Principles

The following principles will guide the University and its units when making business decisions that may impact an individual's privacy rights. These principles provide a framework based upon respect, equity, transparency, responsibility, and limitations. It is the University's intent to use proportionate and effective measures to ensure that the campus community will protect and respect an individual's privacy rights within the framework and limitations of applicable law and applicable policies.

1. RESPECT: The collection, use, and storage of PII will be balanced with the interests of impacted individuals. Privacy risks, including an individual's rights, dignity, and expectation of privacy, must be considered prior to such collection, use, or storage.

2. EQUITY: The educational and work environment should be one rich in diversity, inclusive, and supportive of all members of the campus community. Collection

and use of PII will be consistent with the furtherance of these values.

3. TRANSPARENCY: Information regarding the collection, use, and storage of PII will be made available to individuals. Individuals will have the ability to discover the purpose for which their data is used.

4. RESPONSIBILITY: The collection, use, and storage of PII involves risk, including but not limited to risks related to the appropriate collection of data, use of data, security of data, sharing of data, and data ownership. University activities must be proactively reviewed to ensure that such risks are understood and mitigated.

5. LIMITATION: PII that is collected, stored, and used will be limited to information that is relevant to accomplish clearly defined outcomes that support the University's mission. (E.g., legitimate educational, research, public service, or administrative purposes). PII will be securely deleted when no longer needed, subject to the University's Records Retention Schedule.

B. Expectation of Privacy

1. The University recognizes a reasonable expectation of privacy in the data of its employees, affiliates, and students, in the interest of promoting academic freedom and an open, collegial atmosphere. This expectation of privacy is subject to applicable state and federal laws in addition to University policies and regulations, including this Policy, our Acceptable Use Policy, and all associated standards and guidelines.

2. Some PII may be subject to disclosure under the Maryland Public Information Act.

3. The University Reserves the right to access and use PII in its sole discretion to investigate actual or suspected instances of misconduct or risk to the University, students, faculty, staff, and third parties, subject to applicable law, University policy, and associated standards and guidelines.

C. Regulatory Obligations and Interpretations

1. As referenced above, the University must comply with Federal, State, and/or local laws and regulations related to privacy. This Policy and its associated Standards and Guidelines establish a framework for the University's compliance with privacy-related regulations. This framework governs the University's implementation of regulation-specific policies and standards, to address the collection and use of PII in compliance with structures including, but not limited to the Health Information Portability & Accountability Act (HIPAA), Gramm-Leach-Bliley Act (GLBA), Family Educational Rights and Privacy Act (FERPA), General Data Protection Regulation (GDPR), and Maryland's Protection of

Personally Identifiable Information by Public Institutions of Higher Education law.

V. Implementation

A. This Policy, the associated Privacy Standards and Guidelines, and the implementation of those instruments are overseen by the University's Chief Data Privacy Officer (umd-privacy@umd.edu).

B. Standards and Guidelines

1. This Policy is supplemented by Privacy Standards and Guidelines that are maintained by the Chief Data Privacy Officer. These Standards and Guidelines address the operationalization of the University's privacy principles, including but not limited to access to specified data types, vendor engagement, and incident response.

2. The Vice President for Information Technology & Chief Information Officer (VPIT & CIO) or designee may issue, amend, or rescind such Privacy Standards and Guidelines as required to comply with legal obligations and University policy, or to meet the needs of the University Community.

3. The current Privacy Standards and Guidelines can be found at: [[insert hyperlink]]

C. Exceptions

1. Where a legitimate need has been demonstrated (e.g., academic integrity investigations), the VPIT & CIO or designee, in consultation with appropriate stakeholders, may grant exceptions to this Policy and its Standards and Guidelines. The exceptions process can be found at: [[insert hyperlink]]

2. When considering requests for exceptions, the VPIT & CIO or designee, in consultation with appropriate University stakeholders, will evaluate the documented business purpose for the exception and the privacy risks to the individuals affected.

3. Subject to the University's legal obligations or circumstances that necessitate immediate access, the University may provide advance notification to an individual prior to providing access to the individual's PII pursuant to an exception request. In certain instances, an individual may be unavailable to receive such advance notification, or such notification may not be reasonably practicable. In such cases access may be permitted without notification, consistent with applicable law.

VI. Policy Violations

A. Policy violations that result in, lead to, or are responsible for a reportable security incident or other penalties imposed by government regulators or agencies may result in the responsible unit being required to cover all University costs and/or government penalties associated with the violation.

B. University employees or students who are found responsible for violating this Policy and/or the associated Privacy Standards and Guidelines may be subject to disciplinary action in accordance with relevant University policies. Furthermore, certain violations may result in civil penalties and/or criminal prosecution.

UPDATE ON UMD'S PRIVACY POLICY

Personal Privacy

- The right to be left alone, or freedom from interference or intrusion.
- The right to have some control over how your personal information is collected and used.

Organizational Privacy

- The duty to respect an individual's personal privacy.
- Organizational Privacy programs ensure the appropriate collection and use of an individual's information.

WHAT IS PRIVACY?

PRIVACY POLICY AT UMD

UMD does not have a Privacy Policy

From UMD's Acceptable Use Policy:

- "To the extent possible in the electronic environment and in a public setting, a user's privacy will be preserved."

WHAT ARE WE MISSING?

Articulated principles

Expectations

Implementation process

Rules for exceptions

Consequences for violations
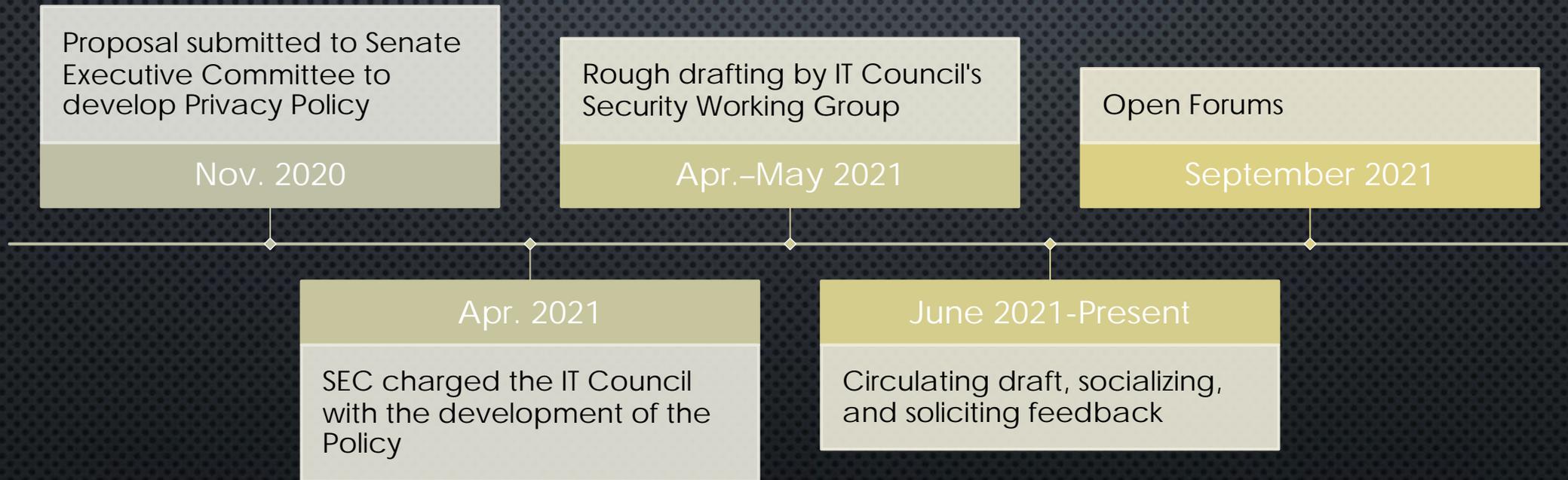
BENCHMARKING: WHERE IS UMD COMPARED TO ITS BIG10 PEERS?

- 7 INSTITUTIONS IN THE BIG TEN ACADEMIC ALLIANCE HAVE INDIVDUAL/DIRECT PRIVACY POLICIES

- OF THE REMAINING INSTITUTIONS, 4 INCORPORATE THEIR PRIVACY POLICY INTO OTHER POLICIES (2 IN THE ACCEPTABLE USE POLICY, 1 IN THE SECURITY POLICY, AND 1 IN A SYSTEM-LEVEL POLICY)

- ONLY 1 SCHOOL DOES NOT HAVE AN ENTERPRISE-LEVEL POLICY THAT GOVERNS PRIVACY

PRIVACY PRINCIPLES

Respect

Equity

Transparency

Responsibility

Limitation

RESPECT

- The collection, use, and storage of PII will be balanced with the interests of impacted individuals. Privacy risks, including an individual's rights, dignity, and expectation of privacy, must be considered prior to such collection, use, or storage.

EQUITY

- The educational and work environment should be one rich in diversity, inclusive, and supportive of all members of the campus community. Collection and use of PII will be consistent with the furtherance of these values.
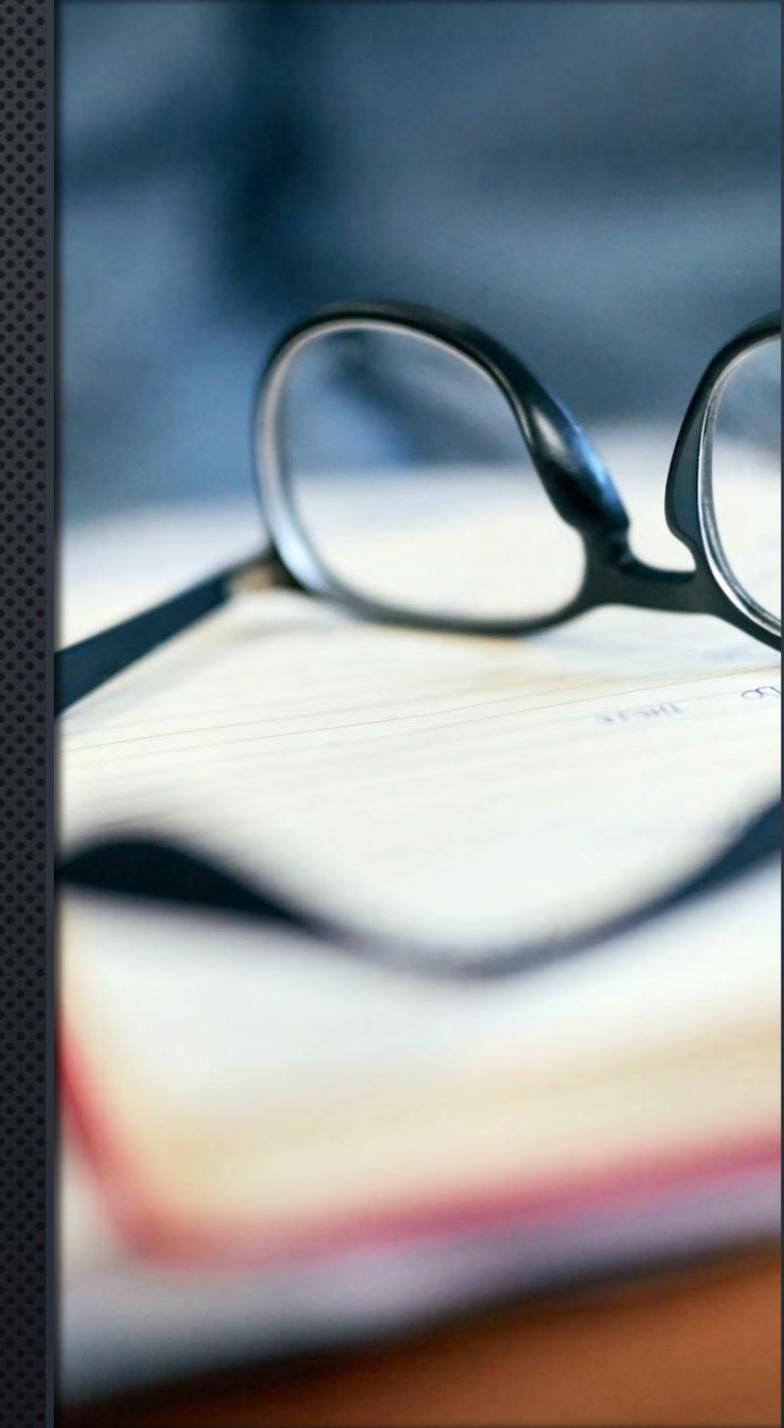
TRANSPARENCY

- Information on the collection, use, and storage of PII will be made available to individuals. Individuals will have the ability to discover the purpose for which their data is used.

RESPONSIBILITY

- Collection, use, and storage of PII involves risk, including but not limited to risks related to appropriate collection of data, use of data, security of data, sharing of data, and data ownership. University activities must be proactively reviewed to ensure such risks are understood and mitigated.

LIMITATION

- PII THAT IS COLLECTED, STORED, AND USED WILL BE LIMITED TO INFORMATION THAT IS RELEVANT TO ACCOMPLISH CLEARLY DEFINED OUTCOMES THAT SUPPORT LEGITIMATE EDUCATIONAL, RESEARCH, PUBLIC SERVICE, OR ADMINISTRATIVE PURPOSES. PII WILL BE SECURELY DELETED WHEN NO LONGER NEEDED, SUBJECT TO ANY UNIVERSITY RECORDS RETENTION REQUIREMENTS.

EXPECTATION OF PRIVACY

- A <u>REASONABLE</u> EXPECTATION OF PRIVACY

- SUBJECT TO REGULATORY AND UNIVERSITY OBLIGATIONS (EX. MARYLAND PUBLIC INFORMATION ACT)

- MISCONDUCT INVESTIGATIONS

- CYBERSECURITY

STANDARDS

- Turning Principles into Action
- Making Privacy work
- Built by the Community

EXCEPTIONS

Exceptions granted based on a process involving many stakeholders

- Consistent Criteria
- Transparent
- Documented/Recorded

Examples of exceptions:

- COVID Compliance

POLICY VIOLATIONS

- WHERE APPLIED TO INDIVIDUALS:

  - EXACT SAME PROCESS AS OTHER VIOLATIONS OF UNIVERSITY POLICY

- WHERE APPLIED TO UNITS:

  - NEW AT UMD

  - UNIT MAY HAVE TO PAY SOME OF COST FOR A BREACH OR FINE

- EXAMPLE OF UNIT POLICY VIOLATION:

  - COLLECTING/USING SOCIAL SECURITY NUMBERS TO MATCH IDENTITIES

WHAT'S NEXT?

- SEND QUESTIONS/COMMENTS/CONCERNS TO:

  - [JGRIDLEY@UMD.EDU](mailto:jgridley@umd.edu)

  - [UMD-PRIVACY@UMD.EDU](mailto:umd-privacy@umd.edu)

- FINAL PRESENTATION FOR VOTE AT DECEMBER SENATE SESSION

- DEVELOPMENT OF STANDARDS TO BEGIN SPRING 2022

Course Evaluation Implementation Update

Student Feedback on Course Experiences

Agenda

- **Background**

- **Psychometrics**

- **Feedback from the Pilot**

- **Conclusions**

Background

Work of the Committee

- Drafted items

- Cognitive interviews with students

- Revised items to increase clarity and remove feelings & emotions

- Rinse & repeat until no more revisions were necessary

- Pilot
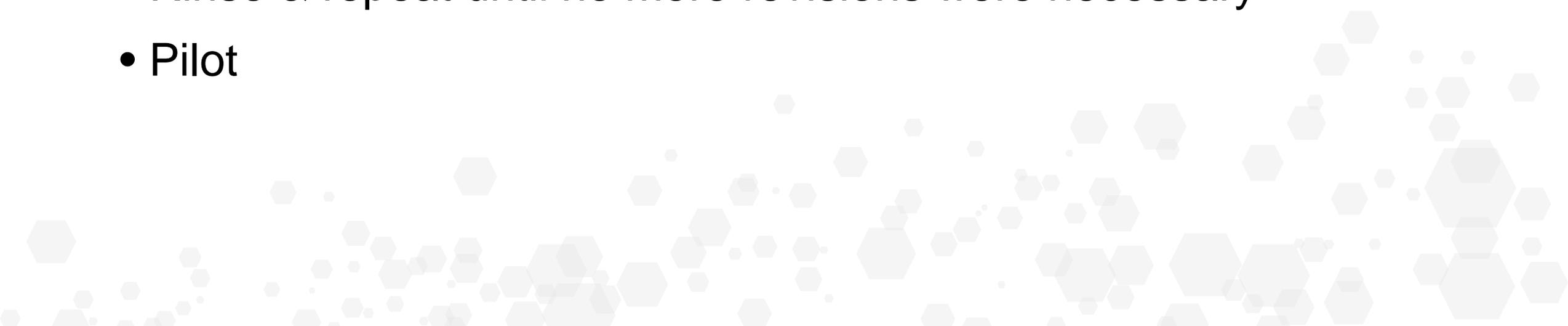
Sample

- 146 course sections

- 120 instructors

- Each college participated

- 2,137 students submitted an evaluation (178 graduate, 1,959 undergraduate)

  - 29% response rate (2,703 evaluations / 9,274 invitations)
  - Official evaluation had a 37% response rate.
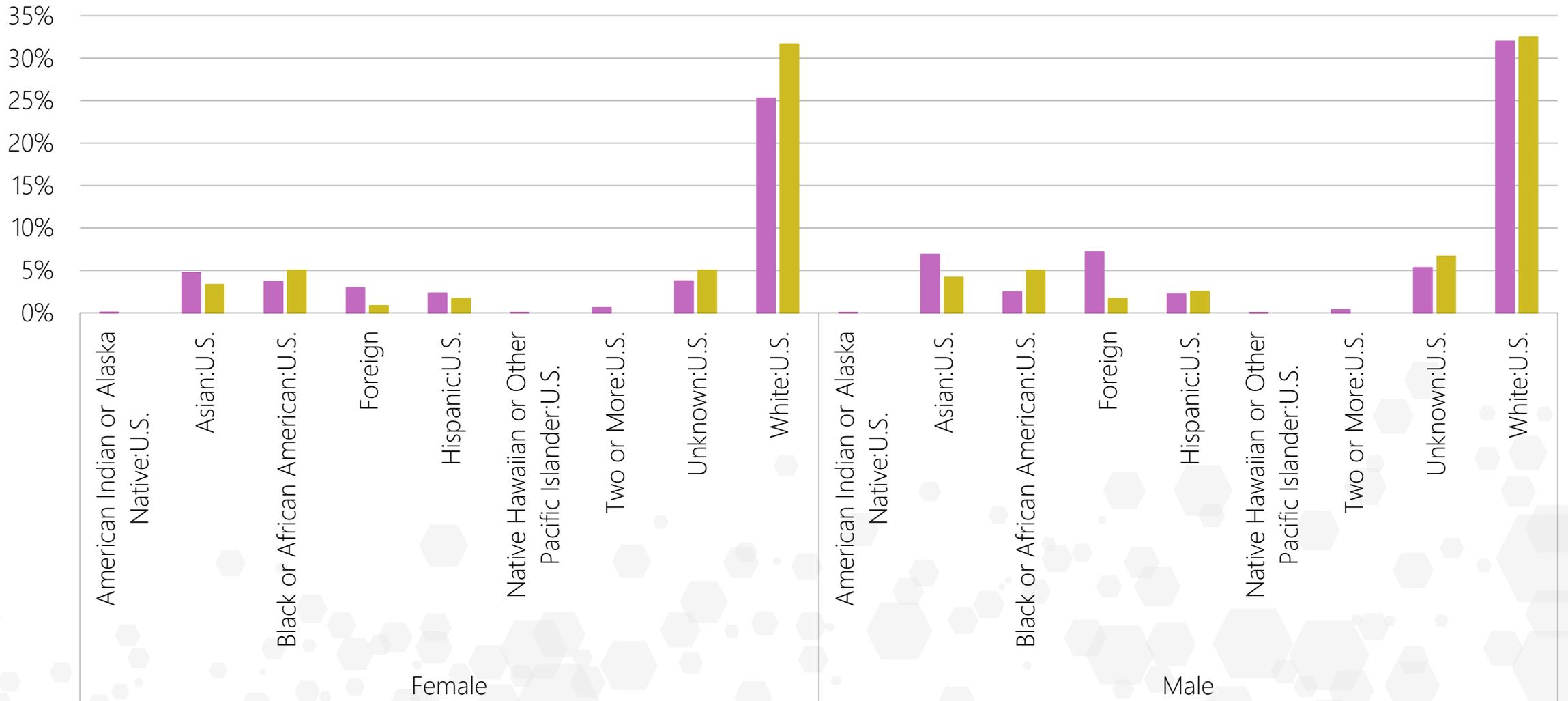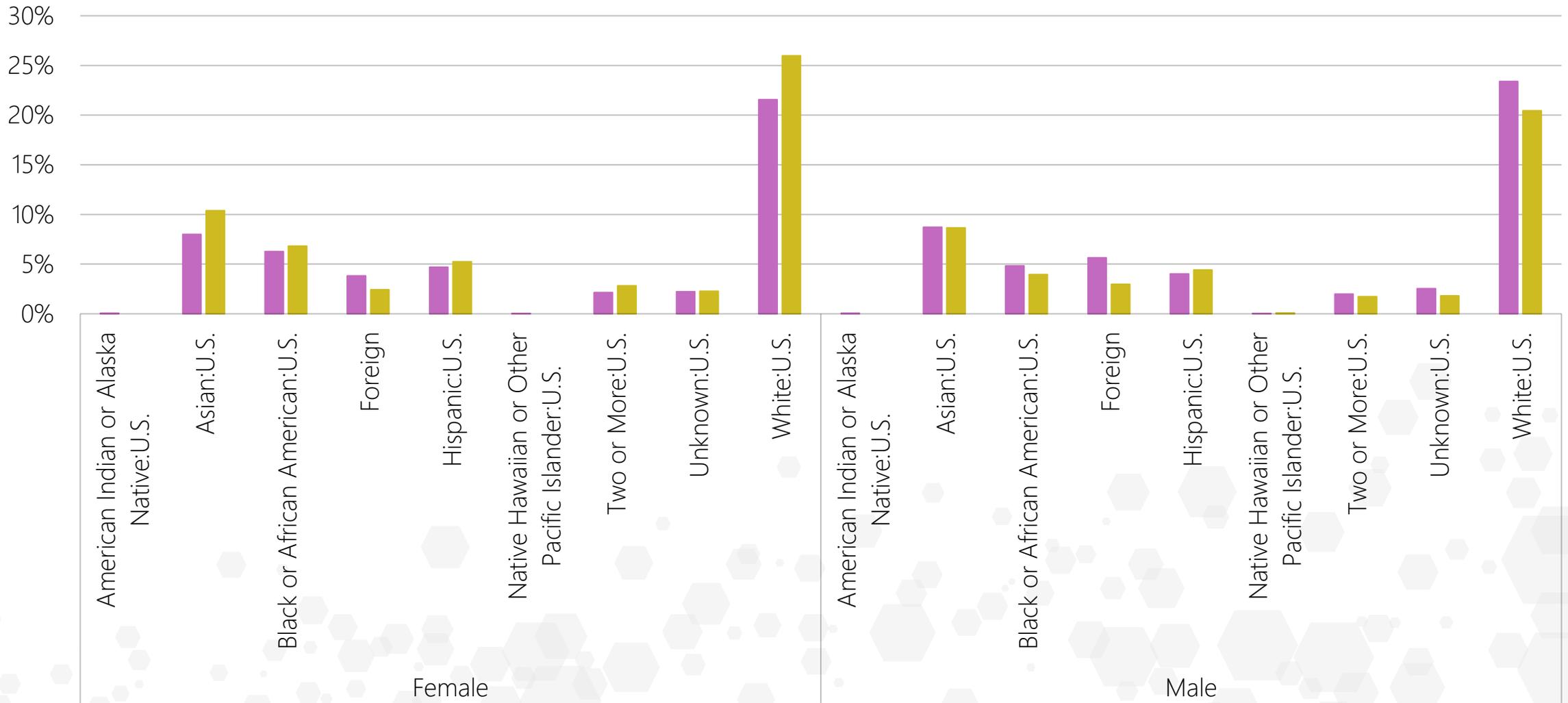
Psychometrics

Reliability

- The course items have a Cronbach alpha of 0.90

- The instructor items have a Cronbach alpha of 0.95

- Inter-item correlations all moderate and positive (course items: .49-.82, instructor items: .54-.84)

- New evaluation is multifaceted
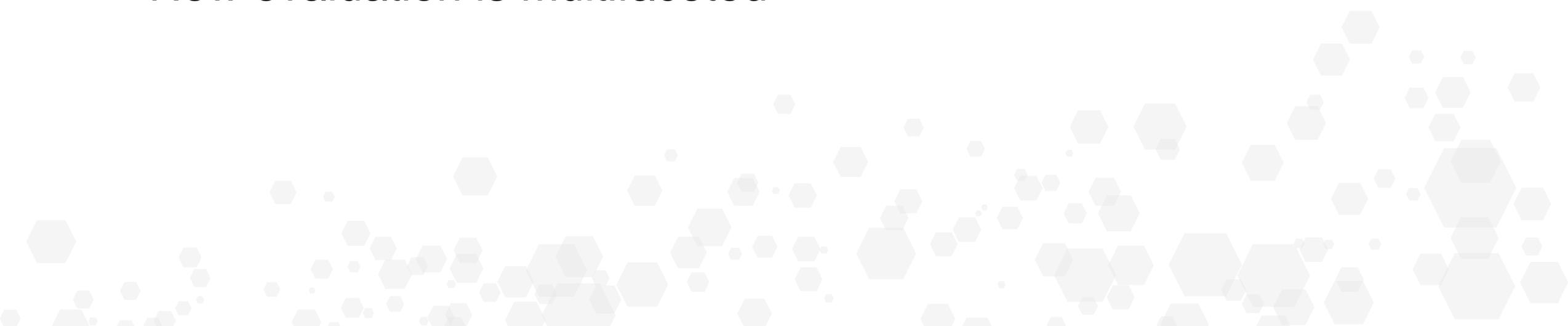
Method

- DIF occurs when the average response to an item varies across subgroups once controlling for overall group impact

- Multilevel IRT models do not ignore the measurement error associated with test scores in modeling DIF
  - Items nested within students nested within group (i.e., course or instructor)

- Course model: student level, student sex, student white/POC, interactions

- Instructor model: student level, student sex, student white/POC, instructor sex, instructor white/POC, partially crossed grouping factors
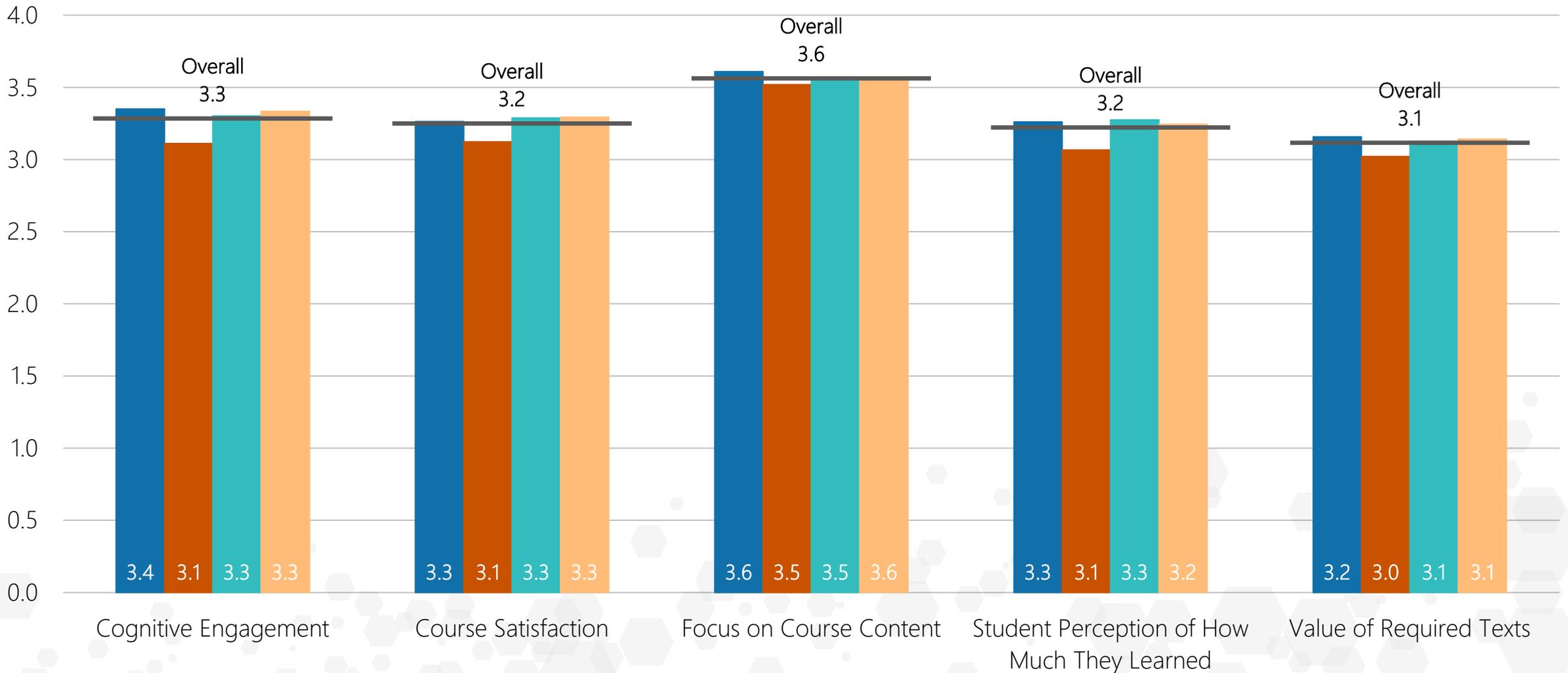
Instructor Item Averages by Instructor Sex
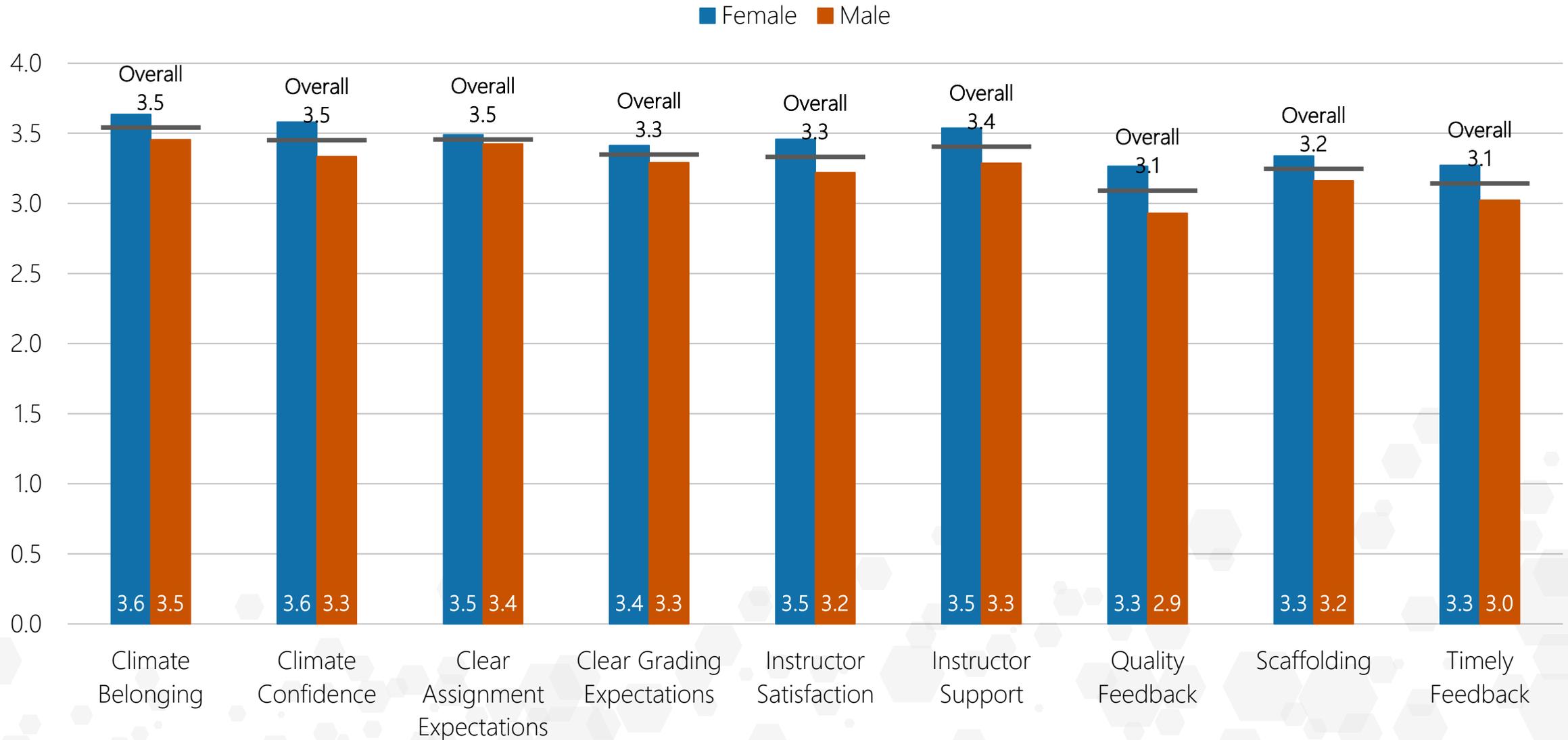
Feedback from the Pilot

Student Feedback

- 528 students provided feedback
  - 327 positive, 46 negative, 81 neither positive nor negative, rest were random/addressed the course and not the instrument

- 38 commented about specific items
  - Some were for things in scope for the future (e.g., lack of TA items, lack of dept items)
  - Some talked about overthinking the item, question clarity, evaluation length

- Some said questions were too vague, some said questions were too specific, and some said they liked the framework and focus

Student Feedback

Example Negative Comments

- "I prefer the other course eval format"

- "some questions are too vague or could be worded better"

- "I think the open ended questions are a little broad, but that's my only criticism."

- "I don't like the new questions; I liked the old evaluation questions much better because they seemed more upfront and made more sense to me."

Example Positive Comments

- "All questions were clear."

- "The new survey is much better than the other one."

- "The questions were relevant to my course and quite thorough. I believe everything asked on this course evaluation was comprehensive and necessary to providing sufficient feedback on the course."

- "All of the questions were very clear, and the format is neat. Though I did not technically have any tests for this course, I do still feel as though "assessment" could loosely refer to the homework assignments"

- "This is a great survey! I felt like the old one didn't ask enough questions, especially about things like feedback and the creation of inclusive spaces. I like how much more detailed this one it…"
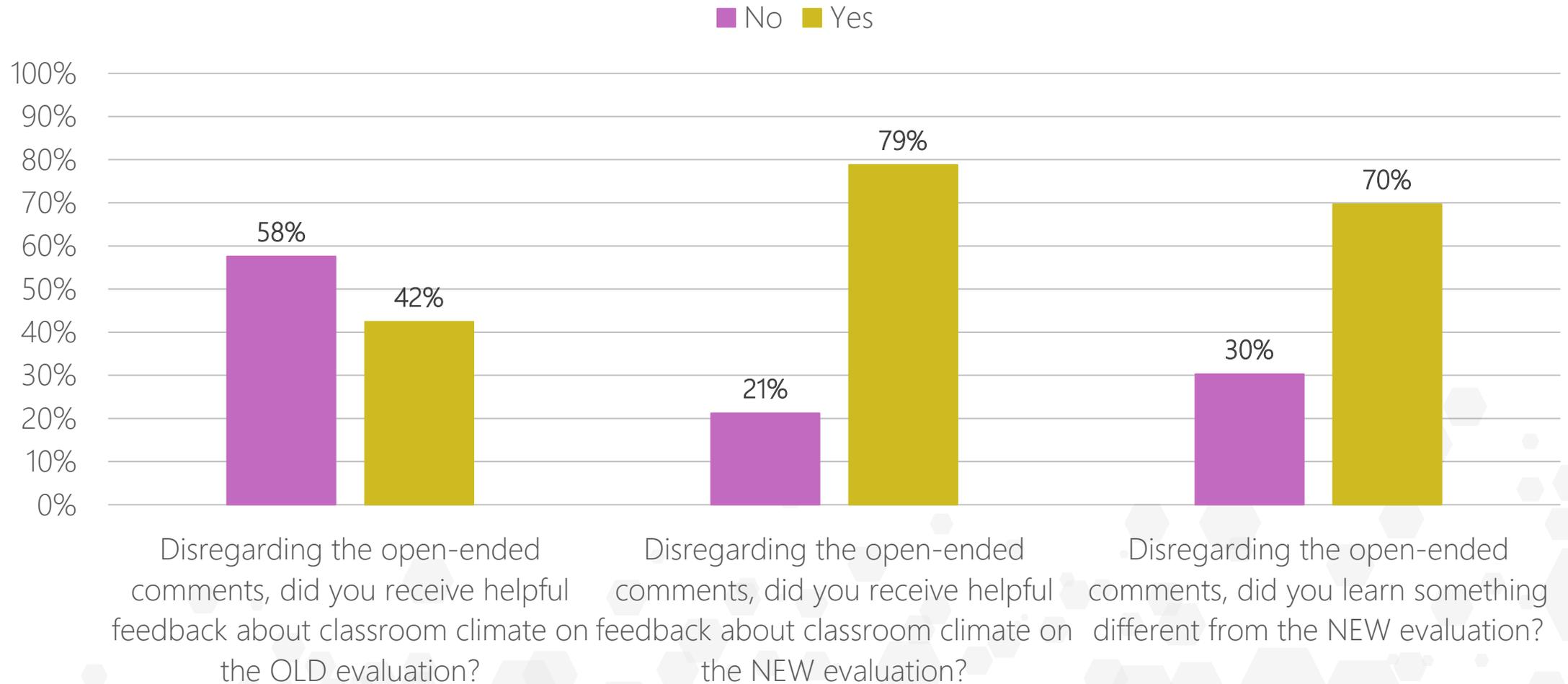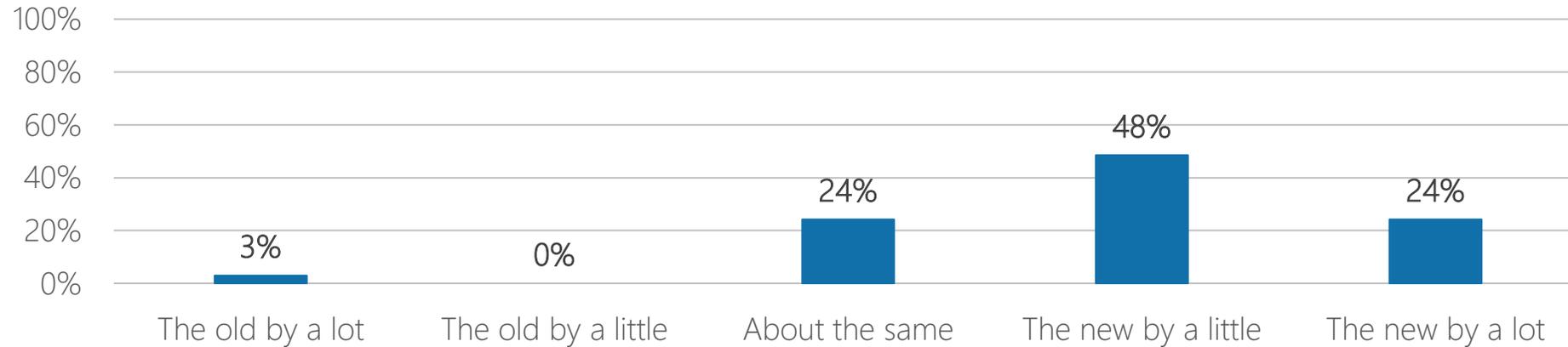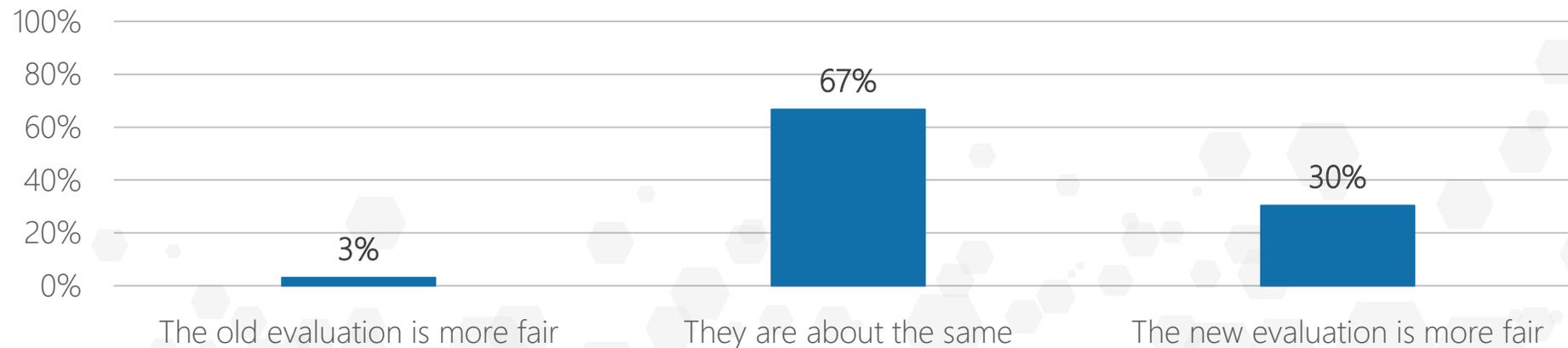
Open-Ended Comments

- Some instructor concerns over student personal bias and student understanding of what they're evaluating still exist but is better than the existing evaluation.

  - *"...I don't really see how this creates less bias on the basis of gender and race (I say this as a white male who benefits from student bias)."*

  - *"...We're relying on students to objectively measure pedagogical quality, but they can't…"*

- Overall, instructors feel the items are more specific and therefore give better information.

  - *"...Overall, I think it is better and more reflective of what our instructional goals should be."*

  - *"The more nuanced questions are quite helpful…"*

  - *"…I find that these types of questions provide much more "actionable" feedback that I can address, in comparison with the old evaluation form."*

  - *"Many of the new questions were worded much more specifically and concretely than those of the old evaluation, with the result that scores were decisively in one category and thus very illuminating…"*

Conclusions

Conclusions

- Overall, students rate courses and instructors very positively.
- Differences, while statistically significant, appear to be within 3 tenths of a point at most.
  - Course Eval reports report averages to one decimal and don't slice by demographics
- Students provided mostly positive feedback about the new evaluation.
- Instructors who had the opportunity to review results from both evaluations provided mostly positive feedback about the new evaluation.

Future Work

- Informing the campus community

- Finalize the TA items

- College/department item bank work

- Documentation and training for instructors and chairs, administrators, and review committees on how to interpret the results

- Training resources for students

- Continued monitoring of the new evaluation

Thank you!

Office of Institutional Research, Planning and Assessment

Alan Socha

Assistant Director for Assessment

asocha@umd.edu

(301) 405-4431

UNIVERSITY OF MARYLAND

Student Feedback on Course Experiences
Proposed & Piloted Course Evaluation Items

Subject	Constructs Approved by Senate	Item
Course	Focus on course content	The content covered in the course was directly related to the course goals and objectives.
Course	Alignment of instruction to assessment	The assessments (e.g., tests, quizzes, papers) were directly related to what was covered/practiced in the course.
Course	Value of required texts	The required texts (e.g., books, course packs, online resources) helped me learn course material.
Course	Cognitive engagement and/or rigor	The course pushed and expanded my ability to think deeply about the subject.
Course	Course satisfaction	I believe the content of this course was a valuable part of my education.
Course	Student perception of how much they learned in the course	I believe I learned a lot from this course.
Instructor	Quality feedback	The instructor provided constructive feedback on my work that helped me learn.
Instructor	Timely feedback	The instructor provided feedback in the course in time to apply it.
Instructor	Clear grading expectations	The instructor clearly communicated **grading criteria** for my work throughout the course.
Instructor	Clear assignment expectations	The instructor clearly communicated the **purpose, instructions,** and **deadlines** for my graded work throughout the course.
Instructor	Scaffolding	The instructor helped me understand new content by connecting it to things I already knew.
Instructor	Climate	The instructor created an inclusive environment where **everyone** belonged.
Instructor	Climate	The instructor demonstrated confidence in **everyone's** potential to succeed in the course.
Instructor	Instructor support	I felt like the instructor cared about my learning in the course.
Instructor	Instructor satisfaction	I would recommend this instructor to other students for this course.

Note: All items on this page use the following response scale: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree; Not Applicable

Subject	Constructs Approved by Senate	Item
Student registration	Time invested	On average, how many hours each week did you spend in this course (e.g., attending class, doing homework, studying, completing assignments)? • Less than 3 hours • 3 up to 6 hours • 6 up to 9 hours • 9 up to 12 hours • 12 up to 15 hours • 15 hours or more
Student registration	Major/non-major	How did this course fit into your academic plan and/or educational goals? Select all that apply: • Required for program/major/minor/certificate, or as a prerequisite • Elective for program/major/minor/certificate • To satisfy an undergraduate General Education requirement • In preparation for research, employment, or future program/degree • Personal interest in content • Other/It doesn't
Open-ended	Positive aspects (open-ended)	*In order to help instructors and administrators best use your feedback to improve teaching and learning at the university, please be thoughtful and constructive when writing comments. Inappropriate or offensive comments do not reflect the civil engagement we value as an institution, and they are generally not effective in stimulating improvements to instruction. Should any comments take the form of actual threats, they will be forwarded, with the student's identifying information, to campus police for threat assessment.* What about the course and/or instruction most enhanced your learning?
Open-ended	Areas for improvement (open-ended)	*In order to help instructors and administrators best use your feedback to improve teaching and learning at the university, please be thoughtful and constructive when writing comments. Inappropriate or offensive comments do not reflect the civil engagement we value as an institution, and they are generally not effective in stimulating improvements to instruction. Should any comments take the form of actual threats, they will be forwarded, with the student's identifying information, to campus police for threat assessment.* What about the course and/or instruction can be improved the next time it is offered?