



Senate Meeting

December 7, 2022



Senators and Deans

- Log in to **PointSolutions** on your mobile device or web browser (<https://tppoll.com>).
- Enter the Session ID: **winter22**
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Go to **PointSolutions** on a mobile device or at <https://tppoll.com/>

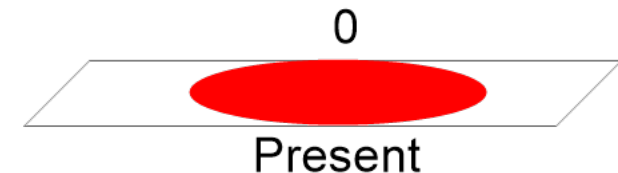
Session ID: winter22

Quorum 90

Senators & Deans: Press **1** in PointSolutions to indicate that you are present for quorum purposes.

The meeting will start once we reach the Quorum number above.

1. Present





Agenda

1. Call to Order



Agenda

2. Approval of the November 2, 2022 Senate Minutes (Action)



Agenda

3. Report of the Chair



Chair's Report – Spring 2023 Senate Meetings

- The first Senate meeting of the spring semester will be on February 7, 2023.
- You can find a complete schedule at <https://senate.umd.edu/senate-meetings>.



Chair's Report – Senator Elections

- The candidacy period for the staff, student, and single member constituencies for 2023-2024 will run from Tuesday, January 17, 2023 to Friday, February 3, 2023.
- The Senate Office has sent letters to all of the Deans with a request to hold elections to replace any outgoing Tenured/Tenure-Track and Professional Track Faculty Senators.
- The deadline for Faculty Senate elections is February 3, 2023.



Chair's Report – Campus Transportation Advisory Committee

- A replacement staff representative needed to be selected for the Campus Transportation Advisory Committee (CTAC).
- Since there was not a staff vacancy when the elections were held in May 2022, there was no alternate to fill the vacancy, and a special election was necessary.
- The Staff Senators elect Miriam Sharpe to be the staff representative to the committee.



Agenda

4. Nominations Committee Slate 2022-2023 (Senate Document #22-23-16) (Action)



Nominations Committee Slate 2022-2023 (Senate Document #22-23-16) (Action)

- The Bylaws of the University Senate state that by no later than the December Senate meeting, the Committee on Committees must present eight nominees from among Outgoing Senators to serve on the Nominations Committee.
- The Nominations Committee is responsible for soliciting candidates for next year's Senate leadership.
- The Committee on Committees met in November to discuss a process for collecting nominations and reviewed self-nominations submitted by several Outgoing Senators.
- A slate was created and approved by the committee.



Nominations Committee Slate 2022-2023 (Senate Document #22-23-16) (Action)

- In its final slate, the committee deviated from the Bylaws requirements for one seat; it placed a continuing Senator to represent non-exempt staff, due to the fact that no outgoing non-exempt staff Senators were available to serve on the Nominations Committee this year.
- Based on prior guidance from the Senate Parliamentarian that ensuring representation of all constituencies on the Nominations Committee was paramount and that non-exempt staff have a voice and a vote in the Nominations Committee's work, the candidate for that seat is an ongoing Senator.



Nominations Committee Slate 2022-2023

Name/Constituency	Department/Unit	College	Term
Chris Jarzynski, Faculty	Chem/Biochem	CMNS	2023
Jing Lin, Faculty	Counseling, Higher Ed/Special Ed	EDUC	2023
Valerie Orlando, Faculty	School of Lang/Lit/Culture	ARHU	2023
John Straub, Faculty	Economics	BSOS	2023
Rohan Tikekar, Faculty	Nutrition/Food Science	AGNR	2023
Judi Cohn Gorski, Exempt Staff	IREAP	CMNS	2023
Joanna Wiley, Non-Exempt Staff	University Libraries	LIBR	2023
Cholly Estes, Graduate Student	Public Policy	PUAF	2023
Kassidy Jacobs, Undergraduate Student	Government and Politics	BSOS	2023



Nominations Committee Slate 2022-2023 (Senate Document #22-23-16) (Action)

- The Committee on Committees moves that the Senate, as a body, vote to approve this slate of members for the 2022-2023 Nominations Committee.



Agenda

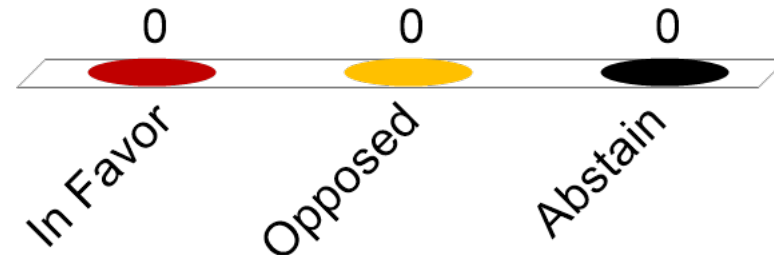
4. Nominations Committee Slate 2022-2023 (Senate Document #22-23-16) (Action)





Nominations Committee Slate 2022-2023 (Senate Document #22-23-16) (Action)

1. In Favor
2. Opposed
3. Abstain





Agenda

5. PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) (Action)



PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) (Action)

- The School of Public Policy proposes to establish a Post-Baccalaureate Certificate in Climate Policy and Action.
- This program will train professionals to assess, design, and implement effective strategies and actions to address climate change.
- Students are required to complete 12 credits, including 6 credits of core courses in climate policies and action, and 6 credits of electives from the School of Public Policy's various offerings in environmental and energy action, economics, and policy.



PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) (Action)

- The program will attract mid-career professionals from public agencies at the national and state level, multinational organizations, NGOs, and from private sector organizations such as energy and environmental companies.
- The program will be offered on campus and via online.
- The program will be supported by tuition revenue.



PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) (Action)

- The proposal was unanimously approved by the Senate Programs, Curricula, and Courses Committee at its meeting on November 4, 2022.
- The Program, Curricula, and Courses Committee moves that the proposal to establish a Post-Baccalaureate Certificate in Climate Policy and Action be approved.



Agenda

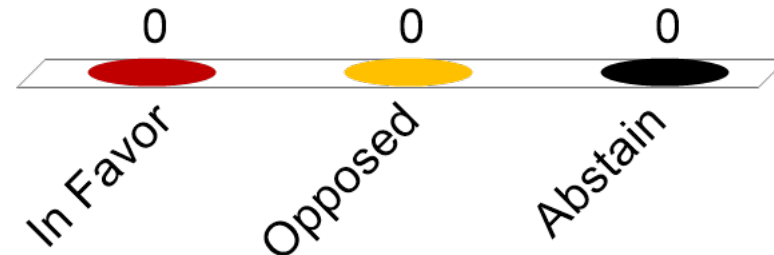
5. PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) (Action)





PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) (Action)

1. In Favor
2. Opposed
3. Abstain





Agenda

6. PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) (Action)



PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) (Action)

- The College of Behavioral and Social Sciences' Department of Hearing and Speech Sciences proposes to establish a Master of Arts (M.A.) in Hearing and Speech Sciences.
- This program will serve as an “exit” option for students enrolled in one of the department's two doctoral programs: the doctoral degree in Clinical Audiology (Au.D.) or the Ph.D. in Hearing and Speech Sciences.



PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) (Action)

- Occasionally, students choose to leave their doctoral program after two or more years. These students currently have no option other than leaving the program without a degree.
- The master's program will only be available to students enrolled in one of these doctoral programs.
- Students are required to complete 36 credits to earn the M.A. The courses that students have taken in pursuit of their specific doctoral program will constitute the course requirements for the M.A.



PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) (Action)

- Students who earn the M.A. will be more marketable for administrative and research positions in the hearing and speech sciences field.
- The proposal was unanimously approved by the Senate Programs, Curricula, and Courses Committee at its meeting on November 4, 2022.
- The Program, Curricula, and Courses Committee moves that the proposal to establish a Master of Arts in Hearing and Speech Sciences be approved.



Agenda

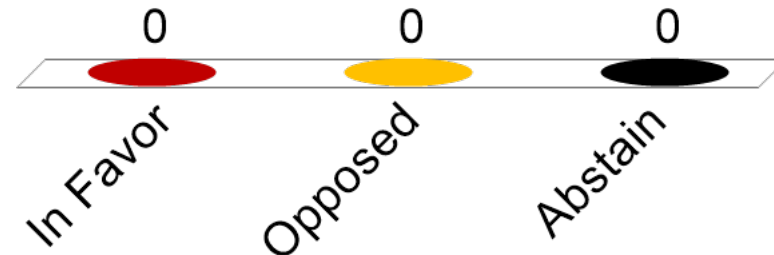
6. PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) (Action)





PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) (Action)

1. In Favor
2. Opposed
3. Abstain





Agenda

7. Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The current policy defines an excused absence as “an absence for which the student has the right to receive, and the instructor has the responsibility to provide, academic accommodation.”
- It specifies that "Excused absences do not alter the academic requirements for the course" and that "Students are responsible for information and material missed on the day of absence."



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- For health-related absences, students may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class that does not coincide with a major assessment or assignment due date.
- For all other health-related absences, a course instructor *may* request that students provide documentation from a health care provider.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- In August 2021, Senator M Pease, an Undergraduate from the College of Behavioral and Social Sciences, submitted a proposal (Senate Document #21-22-04) on behalf of themselves and Associate Professor John Cummings, Associate Professor in the A. James Clark School of Engineering regarding proposed changes to the current excused absence policy V-1.00(G).



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The proposal suggested that the current policy prioritizes physical health and, in so doing, disadvantages students who cannot receive respite due to mental health concerns, as the current excused absence policy does not name mental health as a reason for an excused absence.
- The proposal stemmed from concerns that Pease had cited from their constituency related to interest in improving leniency for mental health days.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- One of the proposal's main concerns is that the current policy devalues mental health and in so doing could contribute to higher rates of stress, anxiety, and depression.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- APAS was asked to consider whether any changes to the current excused absence policy or to any University procedures were necessary.
- Based on the information from consultations, the committee determined that “health” needs to be explicitly defined in the policy to include mental health.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

Section I

Events that justify an excused absence include religious observances; mandatory military obligation; **physical or mental health conditions of the student or an immediate family member** ~~illness of the student or illness of an immediate family member~~;

Section II.2.a

a. For **health-related** ~~medically necessitated~~ absences, **including mental and physical health**: **S**tudents may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other **health-related** ~~medically necessitated~~ absences, a course instructor may request that students provide documentation from a **health care provider** ~~physician~~ or the University Health Center to verify an absence



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The consultations also indicated that the excused absence policy delineates situations where faculty members are required to accommodate student absences, though the students still are responsible for making up any work that is missed.
- The policy does not prevent faculty members from providing additional flexibility beyond what the policy requires in their own courses.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The committee heard concerns from faculty members regarding students' ability to succeed in the course as well as an increased workload for faculty, should there be an increase in the number of excused absences added to the current policy.
- It was clear that the minimum number of excused absences that must be accommodated by the University policy needs to be a standard reasonable for faculty members teaching all sizes and formats of courses to accommodate.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The equity implications of the policy were of utmost concern to the committee.
- It was unclear to the committee that any substantive revisions to the policy would begin to help mitigate this crisis.
- The explicit addition of the term “mental health” can promote an equitable understanding of what constitutes a “health-related” absence.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on Excused Absence (V-1.00(G)), as shown in the report, be approved.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- In addition to the proposed revisions, the APAS committee has several administrative recommendations to be considered by the University:
 - The University should develop and disseminate resources and best practice guidelines for faculty on designing courses to improve the educational experience of students who are experiencing mental health difficulties, without creating undue burden on faculty, including: course-level excused absence policies that may be more flexible than the campus policy, designing flexible assignments, recording lectures, and other ways of making course materials available to students.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The committee recommends the University improve educational awareness centered around student and faculty understanding of the excused absence policy.
- The committee has heard positive sentiment regarding the addition of a fall break or associated mental health days. The committee recommends the University explore the benefits and complications of adding a fall break or mental health days.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The committee has heard the real complexity and challenges associated with the mental health crisis on faculty and students alike. The committee recommends the University continue to be cognizant of the mental health crisis, continue to incorporate practices that promote student mental health, and continue to avoid placing undue burden on faculty and staff members.



Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

- The APAS Committee moves that its recommendations be approved.



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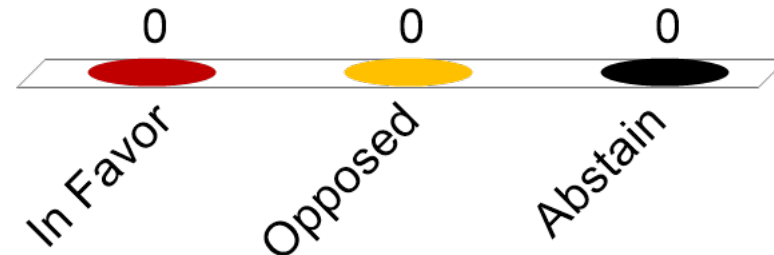
7. Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)





Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) (Action)

1. In Favor
2. Opposed
3. Abstain





Agenda

8. Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)



Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)

- Article 11 of the University's Plan of Organization for Shared Governance mandates that each College, School, and Libraries be governed by their own Plan of Organization.
- Plans of Organization must be reviewed and approved by the University Senate at least every 10 years.
- The ERG Committee is charged with conducting reviews of College Plans.



Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)

- The College of Agriculture & Natural Resources (AGNR) submitted revisions to its Plan of Organization to the University Senate for review in January 2020.
- The Faculty Affairs Committee reviewed the APT policy changes.
- The ERG Committee identified sections in the Plan that needed revision and informed AGNR.



Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)

- AGNR provided a revised Plan based on the feedback in early spring 2022.
- The ERG Committee reviewed the revised version of the AGNR Plan, noting that the points of concern were addressed.



Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)

- The ERG Committee approved the revised Plan by vote on March 29, 2022.
- The Faculty Affairs Committee voted to approve the APT section of the Plan on April 29, 2022.
- The AGNR Assembly approved the revised version of its Plan in a college vote concluding on September 30, 2022.



Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)

- The ERG Committee moves that the revised AGNR Plan of Organization be approved by the University Senate.



Agenda

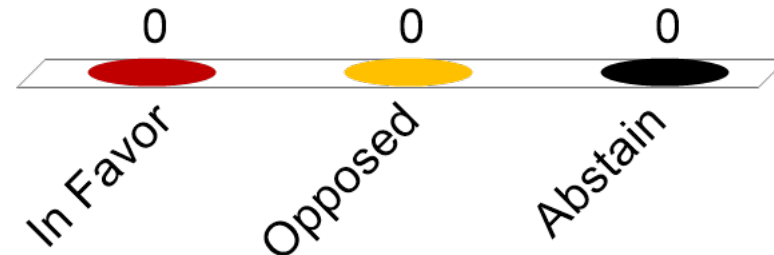
8. Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)





Revisions to the College of Agriculture & Natural Resources (AGNR) Plan of Organization (Senate Document #19-20-39) (Action)

1. In Favor
2. Opposed
3. Abstain





Agenda

9. Special Order:

Suzanne Ashour-Bailey

Chair, Senate Student Conduct Committee

Preliminary Report and Discussion on Review of Code of Academic Integrity and Code of Student Conduct



Background

- In August 2021, the Senate Office received a proposal from a group of students that requested that the *Codes* be amended to include an “Other Exceptional Circumstances” provision.
- In Sanctioning, consider whether the cumulative impact of a sanction would be grossly disproportionate than would occur in normal contexts because of an individual’s exceptional circumstance.
 - Impact on visa status
 - Non-University housing insecurity
 - Loss of access to medical insurance



Committee's Work

In October 2021, the SEC charged the Student Conduct Committee with reviewing both proposals.

- Reviewed peer institution Codes:
 - Resolution processes
 - Descriptions of Sanctions
 - Provisions for considering “exceptional circumstances” and mitigating and aggravating factors during sanctioning.
- Consultations
 - Office of Student Conduct
 - Representatives of Student Group Proposers



Committee's Preliminary Guiding Principles

- The *Codes* should provide campus community members with awareness and guidance on student conduct expectations, processes for addressing violations, and potential consequences for violations.
- The educational objectives of the *Codes* should be enhanced.
- The processes for addressing violations of the *Codes* should be streamlined and handled in an expeditious manner to provide resolution so students may move forward and staffing resources may be committed to address other significant matters.
 - For minor misconduct, processes such as initial screenings should be available to allow early assessments and possible resolution of alleged violations.
 - Resolution options incorporating Restorative Justice practices should also be made available at the discretion of the Director of Student Conduct.



Committee's Preliminary Guiding Principles

- Sanctions for violations based on similar conduct under similar circumstances should be consistent whether addressed through Instructor intervention, initial assessment, informal resolution, or adjudication.
 - Instructors should provide clear guidance on
 - What constitutes academic misconduct in the course, and
 - What work is a major assignment subject to sanctions under the *Code of Academic Integrity*.
 - It is important for students to be aware of potential sanctions for violations but sanction options also should permit flexibility to be responsive to specific circumstances.



Committee's Preliminary Guiding Principles

- The processes for addressing alleged violations should ensure that Respondents are adequately informed of the charges they face with sufficient notice before they participate in an investigation and adjudication process.
- Equity in sanctions and undue hardship based on unique circumstances of a Respondent is an appropriate consideration as a ground for appeal based on disproportionate sanction.



Proposed Process Revisions

Code of Academic Integrity

- Permit Honor Reviews and Appeals only for cases where transcript notation is possible sanction, e.g., major assignment infractions.
- Honor Board *recommends* sanction to OSC instead of determining sanction.
- “XF” referenced as a *typical* sanction instead of Normal Sanction for high value assignments.
- Provide greater flexibility as to limiting factors of “XF.”
- No additional appellate grounds for Complainant (usually Instructor).



Proposed Process Revisions

Code of Student Conduct

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



Next Steps

Additional Consultations:

- Representatives of Undergraduate and Graduate Student Legal Aid Offices
- Representatives of University Student Judiciary (USJ)
- Representatives of Academic Integrity Liaisons
- Representatives of Student Government Association and Graduate Student Government
- Representatives of the Office of Faculty Affairs and the Office of Undergraduate Studies

Report and Recommendations

- Reviewed by Office of General Counsel
- Senate Consideration – April 2023



Agenda

9. Special Order:

Suzanne Ashour-Bailey

Chair, Senate Student Conduct Committee

Preliminary Report and Discussion on Review of Code of Academic Integrity and Code of Student Conduct



Agenda

10. New Business

11. Adjournment