



1. Call to Order
2. Announcing new Executive Secretary & Director of the University Senate (Information)
3. Approval of the December 7, 2022 Senate Minutes (Action)
4. Report of the Chair
5. Technical Revisions to the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (Senate Document #22-23-17) (Information)
6. Special Order  
    Jack Blanchard  
    Associate Provost for Enterprise Resource Planning  
    *Elevate Project Update*
7. Discussion of Zoom or Hybrid Modality for 2023-2024 Senate Meetings
8. New Business
9. Adjournment



## CALL TO ORDER

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Senate Chair Newman called the meeting to order at 3:18 p.m.

## APPROVAL OF THE MINUTES, NOVEMBER 2, 2022 MEETING

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Chair Newman asked for additions or corrections to the minutes of the November 2, 2022, meeting. Hearing none, she declared the minutes approved as distributed.

## REPORT OF THE CHAIR

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### Spring 2023 Senate Meetings

Chair Newman reported that the first Senate meeting of the spring semester will be on February 7, 2023; a complete schedule is available at <https://senate.umd.edu/senate-meetings>. Newman noted that she expects to have a very busy semester with much of the work that is currently in the various committees coming forward for a vote.

### Senator Elections

Chair Newman announced that 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.

Newman reported that 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, so elections for those seats should be underway. She added that the deadline for Faculty Senate elections is February 3, 2023.

### Campus Transportation Advisory Committee

Chair Newman said that a replacement staff representative needed to be selected for the Campus Transportation Advisory Committee (CTAC). Since there was no staff vacancy when the elections were held in May 2022, there was no alternate to fill the vacancy, and a special election was necessary. She reported that staff Senators elected Miriam Sharpe to be the staff representative to the committee.

## NOMINATIONS COMMITTEE SLATE (SENATE DOCUMENT #22-23-16) (ACTION)

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Chris Jarzynski, Chair of the Committee on Committees, presented the Nominations Committee Slate (Senate Document #22-23-16) and provided background information on the proposal.

Newman asked whether there was discussion on the slate; seeing none, she called for a vote on the slate. The result was 98 in favor, 2 opposed, and 4 abstentions. **The motion to approve the slate was approved.**

## PCC PROPOSAL TO ESTABLISH A POST-BACCALAUREATE CERTIFICATE IN CLIMATE POLICY AND ACTION (SENATE DOCUMENT #22-23-14) (ACTION)

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Piotr Swistak, Chair of the Program, Curricula, and Courses (PCC) Committee, presented the PCC Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action (Senate Document #22-23-14) and provided background information on the proposal.

Newman asked whether there was discussion on Proposal to Establish a Post-Baccalaureate Certificate in Climate Policy and Action; seeing none, she called for a vote on the proposal. The result was 105 in favor, 0 opposed, and 4 abstentions. **The motion to approve the proposal was approved.**

### **PCC PROPOSAL TO ESTABLISH A MASTER OF ARTS IN HEARING AND SPEECH SCIENCES (SENATE DOCUMENT #22-23-15) (ACTION)**

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Piotr Swistak, Chair of the Program, Curricula, and Courses (PCC) Committee, presented the PCC Proposal to Establish a Master of Arts in Hearing and Speech Sciences (Senate Document #22-23-15) and provided background information on the proposal.

Newman asked whether there was discussion on the Proposal to Establish a Master of Arts in Hearing and Speech Sciences; seeing none, she called for a vote on the proposal. The result was 109 in favor, 1 opposed, and 1 abstention. **The motion to approve the proposal was approved.**

### **PROPOSAL TO PROMOTE MENTAL HEALTH AND EQUITY IN THE EXCUSED ABSENCE POLICY (SENATE DOCUMENT #21-22-04) (ACTION)**

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Chair Newman welcomed Amy Karlsson, Chair of the Academic Procedures and Standards (APAS) Committee, to present the proposal.

Karlsson presented the Proposal to Promote Mental Health and Equity in the Excused Absence Policy (Senate Document #21-22-04) and provided background information on the proposal.

Chair Newman opened the floor to discussion of the proposal.

Senator Berit, undergraduate, CMNS, introduced M Pease, graduate student, BSOS, to speak.

Pease explained that she was the creator of this proposal and thanked the Senate for moving forward with this report. Pease noted that the issue of excused absences is a systemic issue at the University, even though members of the community take pride in the University being a community that raises up the marginalized. While the changes proposed by the committee are helpful, the policy does not address equitable access to healthcare and education. Pease stated that the goal of this proposal had been to promote structural changes in teaching and education and to change the onus of equity in education to the University and away from the individual student. Pease asked the Senate to remember when they were younger and what they went through during their own education, and to ensure that the University treats students equitably and with compassion.

Karlsson commented that Pease's comments were in line with APAS discussions. She stated that the challenge that APAS faced is that it is questionable whether a policy change is the correct course of action for this proposal. Karlsson agreed that the University needs to address these issues through education of faculty. These issues should also be explored through the mental health task force.

Senator Straub, T/TK faculty, BSOS, asked that Chair Newman go back to the slide showing the actual policy so that the Senate could see the policy on screen during the discussion. The slide was shown to Senators.

Senator Jacobs, undergraduate, BSOS, introduced Mariam Khan, undergraduate, ARHU, who collaborated with Pease on the original proposal.

Khan stated that she was disappointed in how APAS interpreted this proposal, going on to state that APAS did not have enough diversity of views on the committee. Kahn said the policy recommendations from APAS do not prioritize mental health and instead focus on not placing a burden on faculty. Kahn noted that current policy focuses on obtaining documentation for absences but does not eliminate the barriers for getting those excused absences. She stressed that practicing compassion should be a priority.

Karlsson clarified that APAS is made up of faculty and students and had consulted with students about the proposal. She found that the faculty had great concern for students and they understood the issues at stake. However, Karlsson said that resolving the problem would be a complicated balance between education for faculty and accommodation for any health issues.

Karlsson introduced John Buchner, PTK, CMNS, to speak as a member of the APAS committee.

Buchner noted that he sets a maximum number of absences but maintains flexibility and does not require documentation for absences. He also observed that he provides a live stream for lectures, does not take attendance, and records lectures. However, he stated that he does not have the budget for additional labs and it is important for students to attend labs because of the experiential learning that happens. He said that learning is about being in the classroom and if a student is in crisis, having health problems, or has a family or mental health crisis, they still need to be in the classroom if that is what the expectations are for that class. He stated that this is an issue of equity, and while the University cannot solve all equity issues, faculty have to be educated on what is allowed with regard to the attendance policy. He suggested that faculty should be educated on how to make their classes more available and accessible to students who are having issues.

Senator Oates, T/TK faculty, JOUR, asked for clarification on the policy, asking whether the Senate is voting for the policy, and whether the Senate is asking the University to move forward with all the recommendations specified.

Karlsson pointed out that the policy was intended to cover mental health when it was written, but that the changes proposed by the committee were due to the fact that there did not seem to be a firm understanding on campus that “mental health” was a part of “health.” Karlsson stated that by explicitly adding “mental health” as a part of “health” the policy was made clearer to the community and also helped to destigmatize the need for mental health care.

Senator Oates agreed that it was important to destigmatize the issue of mental health and stated that she had the strongest support for her students. She also noted that the reality of mental health on campus is that there is a lot of suffering and that good intentions are not enough.

Senator Moaddel, T/TK faculty, BSOS, stated that he fully supported this policy language change, but asked if there was any empirical data on mental health issues at the University. He asked whether there had been any studies to see if mental health issues are more prevalent by year in school, or at

certain times of the year. He suggested that the University sponsor studies on these questions. He also suggested that the university needs to change our behavior and/or structure of the institution to make education more accommodating to our students.

Chair Newman stated that there have been many studies showing that mental health issues have been increasing over the past decade.

Karlsson said that she did not know if any studies had been conducted on our campus on mental health issues, but indicated that this could be something that the mental health task force could look into. She added that when APAS was discussing this policy, it did not have access to any studies on this topic.

Senator Gandhi, PTK, BSOS, asked if APAS had consulted the Counseling Center to see if getting documentation for excused absences was a problem, especially for marginalized communities. Gandhi noted that she had asked the head of the Counseling Center if there were problems with students getting notes for excused absences. She said that the director said that there was not a documentation problem because students did not go to the Counseling Center. Gandhi said that giving students an option to write as many excuses as they wanted to, it may exacerbate the problem that remained unaddressed because the students were not going to the Counseling Center.

Karlsson said that one of the reasons APAS included the recommendation for education components for faculty is so they could better design and adjust their courses to what students needed, based on what the Counseling Center had to suggest. She noted that the University must support the students in their courses instead of exacerbating the challenges students are experiencing.

Newman asked whether there was any more discussion on the Proposal to Promote Mental Health and Equity in the Excused Absence Policy. Hearing none, she called for a vote on the proposal. The result was 109 in favor, 9 opposed, and 7 abstentions. **The motion to approve the proposal was approved.**

## **AGNR PLAN OF ORGANIZATION REVIEW (SENATE DOCUMENT #19-20-39) (ACTION)**

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Gene Ferrick, Chair of the Elections, Representation, and Governance (ERG) Committee, presented the AGNR Plan of Organization Review (Senate Document #19-20-39) and provided background information on the proposal.

Newman opened the floor to discussion of the AGNR Plan of Organization. Hearing none, she called for a vote on the Plan. The result was 107 in favor, 1 opposed, and 4 abstentions. **The motion to approve the Plan was approved.**

## **SPECIAL ORDER OF THE DAY**

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**Suzanne Ashour-Bailey, Chair of the Student Conduct Committee**  
***Preliminary Report and Discussion on Review of Code of Academic Integrity***  
***and Code of Student Conduct Presentation***

Chair Newman invited Suzanne Ashour-Bailey, Chair of the Student Conduct Committee (SCC), to provide her presentation on the Preliminary Report and Discussion on Review of Code of Academic Integrity and Code of Student Conduct Presentation.

Ashour-Bailey began her presentation by stating that the Code of Student Conduct has not been substantively changed since 2019. Ashour-Bailey said that in October 2021, the Office of Student Conduct submitted a proposal to the Senate Office requesting that the Codes be reviewed. The proposal included several proposed revisions to the Codes that addressed three primary areas: better alignment between the structures of the Codes and less legal terminology; a clearer indication of potential sanctions; and to modify processes to allow for expeditious resolution of matters.

Ashour-Bailey explained that 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. The proposers requested that the sanctioning process in student adjudications provide an opportunity for the consideration of the cumulative impact of a sanction. Among the potential consequences identified in the proposals were impact on visa status, non-University housing insecurity, and loss of access to medical insurance.

Ashour-Bailey described that the SCC reviewed the Codes and other student conduct guidance from several peer institutions. The committee focused on resolution processes; the sanctioning options and how sanctions are described; and whether there were provisions for considering “exceptional circumstances” and mitigating and aggravating factors during sanctioning.

Ashour-Bailey told the Senate that the committee has engaged in ongoing consultation with the Director of Student Conduct and also met with representatives for the “exceptional circumstances” proposal.

In reviewing the proposals and the current Codes, Ashour-Bailey shared that the committee has developed several principles to guide its review and recommendations: the Codes should provide campus community members with awareness and guidance on student conduct expectations; processes for addressing violations; and potential consequences for violations.

Ashour-Bailey also noted that for minor misconduct, processes such as initial screenings should be available to allow early assessments and possible resolution of alleged violations. She added that resolution options incorporating restorative justice practices should also be made available at the discretion of the Director of Student Conduct.

Ashour-Bailey said that sanctions should be consistent whether addressed through instructor intervention, initial assessment, informal resolution, or adjudication. She stated that 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. Ashour-Bailey also said that it was important for students to be aware of potential sanctions for violations so they have sufficient notice, but that sanction options also should be flexible to be responsive to specific circumstances. She stressed that 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.

Ashour-Bailey and the committee suggested the following proposed revisions.

In the 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 a sanction to the Office of Student Conduct (OSC) instead of determining the 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).

For the 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 the 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.

Ashour-Bailey explained that the committee will consult with representatives of Undergraduate and Graduate Student Legal Aid Offices; University Student Judiciary (USJ); Academic Integrity Liaisons; SGA and GSG, and with the Office of Faculty Affairs and the Office of Undergraduate Studies.

Ashour-Bailey stated that the committee will return to the Senate in the spring semester with its final recommendations, after the Office of General Counsel has reviewed them. She welcomed any feedback that the Senate may have to offer.

Chair Newman thanked Ashour-Bailey for her presentation and opened the floor to questions or comments.

Senator Lloyd, T/TK faculty, ENGR, stated that what she heard was reasonable. She emphasized the importance of the Codes and conduct process being fair for all students.

Senator Cleaveland, T/TK faculty, CMNS, noticed that there was a focus on the academic integrity section of the Code, but not necessarily on the other sections of the Code of Student Conduct. He asked if Ashour-Bailey will be evaluating the other sections of the Code.

Ashour-Bailey answered that the committee will be looking at each section that is given to them to evaluate.

Cleaveland commented that the prospect of leniency may be acceptable in academics, but not in harassment.

Senator Clegg, T/TK faculty, INFO, asked whether honor reviews take place only when transcript notation is available and, in the event transcript notation is not applied, what information is left out. She asked whether this is a common issue.

Ashour-Bailey asked if James Bond, exempt staff, OSC, could answer that question.

Bond stated that an “XF” is placed on a transcript for high level or serious offenses, which are geared toward honor hearings, such as suspension and expulsion. If the student is only dismissed, they will go to a hearing, otherwise lower level cases are discussed with staff members. He stated that the OSC wanted to limit the number of cases that go to a hearing while allowing students to be heard.

Senator Stairs, T/TK faculty, ARHU, mentioned that it is going to be very important that faculty understand which cases they should and should not put forward. He said that it is very different from twenty years ago and that faculty are not necessarily aware of changes that have occurred in practice. Stairs suggested that education needed to be provided to faculty on these issues.

Ashour-Bailey agreed that clarity and guidance on what has changed needs to be given to faculty.

Senator Mark, T/TK faculty, BMGT, stated that, as someone who has served on honor boards and the Student Conduct Committee, he is concerned about consistency with the charges and sanctions.

Bond said that this was a type of alignment issue. He said that under the Code of Conduct, staff get sanction recommendations and they are put in place. He stated that staff do not currently have the ability to tailor the sanctions so that they are consistent between like violations.

Mark replied that with regard to adequate notice, his concern is that the OSC is entitled to change the charges up until the moment of hearing. He stated that this does not provide adequate notice, and asked if the committee had looked at this.

Ashour-Bailey said that sufficient and adequate time is one of the guiding principles for the committee. She said that the committee wanted to ensure that students are adequately informed of charges. She recognized this may have been an issue before, but agreed that it needs to be addressed.

Mark also asked about consistency in sanctioning and said that it was very difficult for the honor board to have consistency across circumstances. He added that this was difficult because there is often no awareness of what came before.

Bond said that some cases can go to a hearing where the same type of violation is resolved with a staff member. In the hearing, the more information, the more thoroughly vetted the case is by the board. Bond stated that the OSC does not want to ignore the sanction that is recommended, but would like to be able to suggest minor changes.

Senator Zenginoglu, PTK faculty, CMNS, asked if there will be guidance about AI chatbots in regard to plagiarism and cheating.

Bond noted that the topic has come up many times, but that it might fall outside the purview of the Codes. He recommended that this topic be part of a collective conversation. Bond said that OSC wants faculty to refer any possible cheating to the OSC to determine if academic misconduct has occurred. Bond added that there is no answer right now, but the topic needs to be addressed and a plan of action determined.

Senator Herman, PTK faculty, CMNS, asked for clarification about the term restorative justice.

Ashour-Bailey responded that restorative practices are listed under the Code of Student Conduct and asked Senator Bond to explain more fully what restorative practices are.

Bond said that when it comes to restorative practices regarding behavioral issues occurring on campus, UMD needs to catch up with the rest of the country. Bond said that restorative justice



process information is being integrated into the Code of Student Conduct so that the community is aware that these practices can be used and can take the place of a traditional disciplinary process.

Chair Newman thanked Ashour-Bailey for her presentation.

## **NEW BUSINESS**

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There was no new business.

## **ADJOURNMENT**

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The meeting was adjourned at 4:35 p.m.



**Technical Amendments to the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B])**

**TO Darryll J. Pines | President**

**FROM Rochelle Newman | Chair, University Senate**

I am pleased to forward the accompanying legislation for your consideration and approval. Patrick O'Shea, Chair, Conflict of Interest Committee and Beth Brittan-Powell, Director, Conflict of Interest Office presented the Technical Amendments to the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B]) which the University Senate Leadership approved. Please inform the Senate Leadership of your decision and any administrative action related to your conclusion.

**Approved:**

**Date:**

**12-16-2022**

**Darryll J. Pines  
President**

Copies of this approval and the accompanying legislation will be forwarded to:

- Jennifer King Rice**, Senior Vice President and Provost
- Gregory Ball**, Vice President for Research
- Willie Brown**, Interim Executive Secretary and Director, University Senate
- Jen Gartner**, Interim Vice President and General Counsel
- Dylan Baker**, Associate Vice President for Finance and Personnel
- John Bertot**, Associate Provost for Faculty Affairs
- Elizabeth Beise**, Associate Provost for Academic Planning & Programs
- Rhonda Smith**, Director, Division of Academic Affairs
- Michele Eastman**, Assistant President and Chief of Staff
- Christopher Jarzynski**, Chair-Elect, University Senate
- Ellen D. Williams**, Past Chair, University Senate
- Patrick O'Shea**, Chair, Conflict of Interest Committee
- Beth Brittan-Powell**, Director, Conflict of Interest Office



## **Technical Amendments to the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B])**

**PRESENTED BY** Rochelle Newman, Senate Chair

**REVIEW DATE** SEC – November 16, 2022 | SENATE – February 7, 2023

**VOTING METHOD** N/A

**RELEVANT POLICY/DOCUMENT** [II-3.10\(B\) – University Of Maryland University of Maryland Procedures on Conflict of Interest and Conflict of Commitment](#)

**NECESSARY APPROVALS** University President

### **ISSUE**

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The University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B]) was last approved by the President on February 4, 2021. Currently, the Research Council is reviewing both the University of Maryland Policy and Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[A]);II-3.10[B]) ([Senate Document #20-21-14](#)). The current review stems from a lack of clarity of written guidelines for what constitutes a conflict of interest which could lead to inconsistencies in application of the policy across units or result in undeclared conflicts.

On November 9, 2022, Patrick O'Shea, Chair, Conflict of Interest Committee, and Beth Brittan-Powell, Director, Conflict of Interest Office, sent the Senate Office a proposal to update the Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B]) to reflect the current Conflict of Interest review procedures. ([Senate Document #22-23-17](#)). The procedures have been converted from paper and form submissions to an electronic process through the Kuali Conflict of Interest (KCOI) disclosure system. The electronic system allows faculty and staff to disclose their outside activities and/or Significant Financial Interests in outside organizations related to their University Responsibilities by submitting a timely disclosure. The disclosure is then sent electronically to the relevant reviewers and the Conflict of Interest Committee. This new process makes the references to forms and paper submissions in the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (II-3.10[B]) obsolete. The policy also includes out-of-date web links that need to be updated to reference the new system.

The revisions to the procedures include removing the word “forms,” incorporating terminology to align with the current practice through the KCOI system, and updating the title for an Office of Research administrator. Additional revisions address removing outdated and typographic errors.

These revisions are all non-substantive and technical. Without the proposed revisions, the procedures are causing confusion for campus community members who are required to comply with the procedures.

The Senate Executive Committee was advised of the proposed technical revisions at its November 16, 2022 meeting. No committee members objected to submitting the technical amendments for approval.

## **RECOMMENDATION**

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The technical revisions should be approved as reflected.

## **COMMITTEE WORK**

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N/A

## **ALTERNATIVES**

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N/A

## **RISKS**

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There are no risks to the University posed by these technical revisions.

## **FINANCIAL IMPLICATIONS**

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There are no financial implications involved in these technical revisions.



## **II-3.10(B) UNIVERSITY OF MARYLAND PROCEDURES ON CONFLICT OF INTEREST AND CONFLICT OF COMMITMENT**

(Approved by the President May 20, 2003; Amended and approved on an interim basis by the President February 4, 2021, pending University Senate Action; Technical revisions approved by the President on December 16, 2022)

### **I. Purpose**

These procedures implement the Board of Regents (BOR) Policy on Professional Commitment of Faculty (II-3.10), the Board of Regents Policy on Conflicts of Interest in Research or Development (III-1.11); the University of Maryland Policy on Conflict of Interest and Conflict of Commitment (II-3.10[A]); and the University of Maryland Policy and Procedures on Financial Conflicts of Interest in Public Health Funded Research (II-3.10[C]). These procedures outline the mechanisms by which the University will manage the process of identifying, assessing, and responding to potential conflicts of interest or commitment, consistent with State Ethics Law<sup>1</sup> and University policies. They are intended to guide officers and other Employees at the University of Maryland, College Park (“University”) in reviewing and managing the disclosure and resolution of conflicts of interest and commitment—real, apparent, or potential.

Neither these procedures, nor the law and Board of Regents’ policies under which they have been adopted, exempt any University official or employee from any provision of State Ethics Law, except as specifically provided. Approvals granted under these procedures do not affect the application of other University and BOR policies or the obligation to adhere to other provisions of State Ethics Law.

These procedures do not apply to relationships of the President, Vice Presidents, or similar official designated by the Board of Regents. Such relationships must be approved by the Board of Regents in accordance with its Policy on Conflicts of Interest in Research or Development.

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<sup>1</sup> Among other things, State Ethics Law generally prohibits University Employees from having financial interests in or employment relationships (including consulting) with entities under the authority of the University or entities that have or are negotiating contracts or subcontracts with the University. Other employment relationships (including consulting) prohibited under State Ethics Law include those which would impair the impartiality or independent judgment of the Employee and those involving an entity which is a party to a State contract (greater than \$1000) if the Employee’s duties include matters which substantially relate to the subject matter of the contract. State Ethics Law also prohibits State Employees from: participating in matters in which they (or certain family members or business entities) have an interest; soliciting and accepting gifts, including payment of travel and lodging expenses; using the prestige of their office or confidential information for private gain; and representing parties in State matters for contingent compensation. The conflict of interest provisions of Maryland State Ethics Law are codified in Maryland Code Annotated, General Provisions Article, Title 5, as amended from time to time. (To find this online, go to <http://www.lexisnexis.com/hottopics/mdcode/>.)

## II. Definitions

- A. Unit Head.** The term “Unit Head” typically means the chair or director in an academic department, or a similar official in a non-academic unit, unless a different individual is designated by proper authority.
- B. Relationship.** The term “Relationship” includes any interest, activity, service, employment, gift, or other benefit or relationship with an individual or entity not part of State government that would be prohibited by State Ethics Law if not disclosed and approved pursuant to UMD and Board of Regents policy and these procedures. An interest or relationship of the spouse or other relative (e.g., parent, child, or sibling) of an officer or Employee is included if it would create restrictions on the officer or Employee under the conflict of interest provisions of State Ethics Law.
- C. Research or Development.** The term “Research or Development” means basic or applied research or development, and includes the development or marketing of University-owned technology, the acquisition of services of an official or Employee by an entity for research and development purposes, or participation in State economic development programs.
- D. Employee.** The term “Employee” means all University personnel, including faculty, staff, and graduate research assistants except for the President, Vice Presidents, or similar officials designated by the Board of Regents.
- E. Significant University Resources.** The term “Significant University Resources” means gifts received by the University or an affiliated foundation or corporation, funds received by the University or an affiliated foundation or corporation under a contract or grant, direct or indirect support from other funds administered by the University or an affiliated foundation or corporation, assistance of Personnel or Students from outside one’s home department or unit; assistance of Personnel or Students in one’s home department or unit or specialists (e.g., graphic designers, instructional designers, multimedia and other specialists) beyond the level of support that is generally provided to Personnel in one’s home department or unit. In general, salary, office space, use of University Libraries, personal computers and facsimile machines that are customarily provided campus wide or are typically made available to all Personnel in one’s home department will not qualify as Significant University Resources.

## III. Disclosure Procedures

University Employees are required to disclose outside activities and potential conflicts of interest or commitment through three means, as expressed in the University’s Conflict of Interest and Conflict of Commitment Policy.

First, Employees must timely disclose in writing to their Unit Heads any professional activities they intend to undertake outside the University or outside the unit; disclosure is required whenever there is the potential for a conflict or the perception of a conflict. This disclosure

should be made before participating in the outside activity. This mechanism provides an opportunity to protect both the University and the Employee from adverse consequences that conflicts of interest or commitment can produce.

Second, Employees who are faculty or exempt staff must complete an Annual Report on Outside Professional Activities (“OPA”), which provides appropriate context in which the Unit Head can evaluate individual conflict issues and from which the University can gauge broader trends.

Third, during the proposal process for sponsored research grants and contracts, the Principal Investigator, Co-Investigator, or senior personnel (if required by sponsor) must certify that no conflicts exist in the routing certification process and/or disclose required information about commitments or conflicts and certify the proposal contents, as required by the sponsor, in sponsored research proposals.

The following sections describe how the University will resolve any concerns related to conflicts of interest or commitment; note that the procedures for conflicts of commitment are different than the procedures for conflicts of interest and may vary based on different types of conflicts.

#### **IV. Resolving Conflicts of Commitment**

Questions about potential conflicts of commitment (not conflicts of interest) will normally be resolved at the level of the Unit Head, who is best prepared to judge whether the outside activity may jeopardize the Employee’s ability to perform their University responsibilities. If the Unit Head is unable to resolve the conflict, the Unit Head should elevate the question to the next higher level of supervision for resolution.

#### **V. Mitigating Conflicts of Interest**

##### **A. Initial Determination by Unit Head**

Based upon an Employee’s written disclosure to the Unit Head of an intended outside professional activity or other possible conflicts of interest, the Unit Head typically will determine whether there are any concerns about possible conflicts of interest. If neither the Unit Head nor the Employee identify potential, real or apparent conflicts of interest, the Employee may not need to take further action. If the existence of a potential, real, or apparent conflict of interest is uncertain, Employees and Unit Heads may consult informally with appropriate administrators (e.g., the Conflicts of Interest (COI) Administrator, the Chair of the COI Committee, and/or the Office of General Counsel). Whenever there is reason to believe an activity, Relationship, or other situation may involve potential, real, or apparent conflicts of interest, the University must take appropriate action to resolve such conflicts, in accordance with the procedures below.

##### **B. Resolving Conflicts of Interest Not Involving Research or Development**

When a conflict of interest not involving Research or Development arises (e.g., having a financial interest in a business supply company that provides goods to the University), University policies and procedures do not apply, and the Employee must consult with the State Ethics Commission. The State Ethics Commission has the sole authority to interpret State Ethics Law outside of the Research and Development exception. At the request of

the Unit Head or State Ethics Commission, the Employee's consulting work or other activities may be suspended pending an opinion from the State Ethics Commission. Employees or a Unit Head may seek guidance about consulting with the State Ethics Commission from the University's Office of General Counsel.

## C. Resolving Conflicts of Interest Involving Research or Development

### 1. Activities Related to Research or Development

In recognition of the University's role in promoting economic and technological development in the State, the Maryland General Assembly has authorized the University (under State law and BOR policy) to consider and approve certain Research or Development activities, notwithstanding State Ethics Law conflict of interest constraints.

Thus, certain Relationships that would otherwise violate conflict of interest provisions of State Ethics Law (and/or University policies) may be permitted under certain circumstances.<sup>2</sup> First, the Relationships must involve entities engaged in, or having an interest in the outcome of, Research or Development. Second, they must have been disclosed in writing, reviewed, and approved in accordance with University policy and the following procedures.

### 2. Conflict of Interest **Disclosure Form**

If the Unit Head, the potentially-conflicted Employee, or another University Employee expresses a concern, or if there is reason to believe that an activity, Relationship, or other situation may involve or appear to involve a conflict of interest in Research or Development, the potentially-conflicted individual(s) involved must submit a Conflict of Interest Disclosure **through the Kuali COI (KCOI) system** <https://usmd.kuali.co/coi>. ~~Form~~ ([https://research.umd.edu/sites/default/files/documents/coi/COI%20Disclosure%20Form%20101519\\_0.docx](https://research.umd.edu/sites/default/files/documents/coi/COI%20Disclosure%20Form%20101519_0.docx)) Additional information regarding **how to submit a disclosure** ~~the form~~ and conflicts of interest can be found at <https://research.umd.edu/resources/research-compliance/conflicts-interest-coi/complete-disclosure>. ~~<https://research.umd.edu/coi> The Employee must submit a complete, signed disclosure form to the Unit Head and then to the Dean of the College/School, who each review and sign the form before forwarding to the President's Advisory Committee on Conflict of Interest ("COI Committee"), a group composed of University faculty and administrators that report to the Vice President for Research.~~

Please note that submitting a disclosure **form** is in the best interests of the Employee concerned, as well as the University. In an era of increasing levels of outside

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<sup>2</sup> The State Ethics Law that exempts institutions of higher education from certain conflict of interest provisions is codified at §15-523 of the State Government Article of the Annotated Code of Maryland. Maryland Code Annotated, General Provisions Article, § 5-525(e). (To find this online, go to <http://www.lexisnexus.com/hottopics/mdcode/>.)



professional activity and interaction with non-University entities, complicated situations can arise with regard to possible conflicts of interest. In some cases, review of a disclosure ~~form~~ by the Conflict of Interest Committee may serve to guide and protect the Employee while they pursue outside ~~activities interactions~~ and Relationships.

If an activity or Relationship has been approved by the University's Conflict of Interest Committee, the Employee must ~~timely~~ submit an ~~updated KCOI disclosure within 30 days follow-up report~~ whenever circumstances concerning the activity or Relationship change in a manner that impacts the earlier disclosure. The University will request annual confirmation of any ~~continuing~~ activity or Relationship ~~that remains in place from year to year~~.

### 3. Review

#### a. General Background

After the disclosure ~~form~~ is submitted, the COI review and evaluation process may require additional involvement of the Employee(s) whose activities are being assessed. The Employee may be asked to provide further information to clarify the situation or may be asked to assist the University in exploring avenues to manage the conflict.

The COI evaluation process culminates in a written recommendation from the COI Committee, which may determine that (1) no conflict exists, (2) a conflict exists but can be managed via a proscribed management plan, or (3) a conflict exists and cannot be managed. The final approval of a waiver is made by the President. Copies of approvals and supporting documentation are forwarded by the University to the State Ethics Commission.

Because the University expects its Employees to disclose new outside professional activity or Relationship before commencing the activity, it is important that the disclosure be made in a timely fashion to allow sufficient time for consideration by the Unit Head and, if necessary, the COI Committee and the President. The University also expects the Unit Head and the COI Committee to provide timely feedback and action so as not unreasonably delay action by the Employee in pursuing the new outside activity.

#### b. Unit Heads

Unit heads are responsible for conducting the initial review of the disclosure ~~forms~~ submitted by Employees within their unit. As part of that initial review, a Unit Head should review the proposed conflict management plan, which should include any mechanisms that the Unit Head deemed appropriate for managing, reducing, or eliminating potential, real, or apparent conflicts of interest.

The Unit Head shall ~~complete their review sign~~ and ~~the system will route forward~~ the disclosure ~~form~~ and proposed management plan to the appropriate

dean for review ~~and signature~~ and then to the Conflict of Interest Administrator (COI Administrator). The COI Administrator is appointed by the Vice President for Research.

c. President's Advisory Committee on Conflict of Interest

The COI Administrator or their designee shall forward the disclosure documents for consideration to the COI Committee. The COI Committee shall have at least nine voting members: seven faculty members appointed by the President, one of whom shall be appointed by the President to Chair the COI Committee; the Director of UM Ventures, College Park, and the **Assistant Vice President Director, of the** Office of Research Administration. Additional members may include individuals with relevant expertise affiliated or unaffiliated with the University.

The COI Committee may require the disclosing Employee to provide further information, and the COI Committee is encouraged to seek information, advice and input from appropriate University personnel, including Unit Heads, deans, the University Office of General Counsel, and the conflicted or potentially-conflicted Employee(s). The COI Committee may also consult, as appropriate, with the Maryland Department of Business and Economic Development and with federal agencies that have imposed regulatory requirements on federally funded research as well as with individuals unaffiliated with the University.

**4. Recommendation by the COI Committee**

The COI Committee shall review the disclosure ~~form~~ and accompanying documents and recommend to the President whether the University should approve the disclosed Relationship. The COI Committee may not recommend approval of any Relationship that would:

- give improper advantage to the outside entity with whom the Employee has a Relationship;
- lead to misuse of University students or Employees for the benefit of such outside entities;
- otherwise interfere with the University duties and responsibilities of the Employee maintaining a Relationship with the outside entity;
- be so influential as to impair impartiality in conducting research, interpreting research results, or determining research or other professional and employment priorities;
- present an unmanageable or otherwise unacceptable conflict of interest or the appearance of an unmanageable or otherwise unacceptable conflict of interest; or
- otherwise violate state or federal laws, regulations, policies, or procedures, or create a situation that is not in the best interests of the University.

A recommendation for approval indicates the COI Committee's conclusion that any conflict or potential conflict is manageable, in accordance with these procedures and any approved management plan. A decision not to recommend approval indicates the

Committee's conclusion that a conflict of interest exists that cannot be properly managed, and that the Employee should refrain from participating in the activity or Relationship.

The COI Committee's recommendations shall be forwarded through the Vice President for Research to the President.

#### **5. Final Action by the President**

The President shall review the recommendations of the COI Committee and make a written determination. Approval may be subject to such conditions or restrictions as the President requires. The President's determination is final.

Notice of the President's decision will be provided in writing to the Employee(s), Unit Heads and deans or similar officials involved. Among other things, any notice of approval should inform Employees of their continuing obligations to:

- comply with any approved management plan;
- ensure that their activities, statements, evaluations, recommendations, and judgments do not improperly give advantage to an outside entity;
- ensure that unauthorized statistics, documents, reports, comparison information, and other data are not disclosed that would improperly give advantage to an outside entity;
- be aware that legal restrictions regarding misusing their position for personal gain or gain of another, soliciting or accepting improper gifts, and representing a party before the Board of Regents or the Board of Public Works, or other State or local agency for a contingent fee, continue to apply, notwithstanding any approval under these procedures; and
- continue to adhere to all University policies and procedures, including those concerning conflicts of commitment and professional commitment of faculty.

The President may withdraw approval if an employee misrepresented the nature of a Relationship, activity, interest in an entity, or other situation, or fails to comply with any management plan or any other conditions or restrictions on approval, or if circumstances change in such a way as to create an unacceptable conflict of interest or a violation of University policy or applicable legal requirements.

#### **6. External Reporting Procedures and Record Retention**

The COI Administrator shall submit quarterly reports of all approvals granted under these procedures to the Chancellor of the University System of Maryland. The COI Administrator shall assist the University System, as requested, in providing supplemental information or developing additional reports or analyses needed for compliance with the reporting requirements of State Ethics Law.

Upon completion of the process, the University shall file with the State Ethics Commission copies of all disclosures **forms** submitted in connection with Research and Development Relationships. The University, through the COI Administrator,

will develop and maintain a file, available for public review, that will contain all such approved Relationships with applicable disclosures ~~forms~~.

The COI Administrator is responsible for providing written notice, as appropriate, to the awarding agency in those cases involving sponsored projects. Information regarding all conflicts of interest identified by UMD will be made available to sponsors upon request, as required by agency regulations or other sponsor requirements. Conflicts that cannot be satisfactorily resolved must be disclosed ~~to~~ as required by agency regulations. In the case of ~~Public Health Service (“PHS”) awards, or~~ any awards where the agency so requires, the University must give notice to the agency for all conflicts of interest.

The COI Administrator will maintain records of all conflicts of interest disclosures and of all actions taken to resolve actual or potential conflicts of interest at least three (3) years after termination or completion of the sponsored project or after resolution of any government action involving those records or as required by applicable state and federal regulations whichever is longer.

## **VI. Effect of Non-Compliance**

### **A. In General**

Non-compliance with the University’s Conflict of Interest and Conflict of Commitment policy or these procedures may be a violation of State Ethics Law and may result in disciplinary action and/or other sanctions in accordance with University policies, State Ethics Law, or other applicable State or federal laws and regulations.

Failure to properly disclose outside professional activities when required on sponsored research proposals funded by the U.S. government could also result in a violation of U.S. federal law.

### **B. Additional Considerations for Conflicts of Interest in Research or Development**

All identified conflicts of interest must be satisfactorily managed, reduced or eliminated prior to the University’s expenditure of any funds under an award for any sponsored project. In addition to disciplinary action and/or other sanctions, non-compliance with the conflicts of interest policy or these procedures may result in the suspension or termination of a sponsored project. Non-compliance could also result in restrictions on Employees with respect to future proposal submissions.

Non-compliance, or questions and/or concerns about possible non-compliance, in connection with any conflict of interest in research or development should be reported in writing to the Associate Vice President for Research Administration, who will review the report and confer with other University personnel, including the Chair of the COI Committee, as needed, to determine whether further action is warranted including, but not limited to, referring the matter to a Compliance Subcommittee of the COI Committee (consisting of the Chair and two designees of the Chair) and/or invoking other University policies and procedures and implementing sponsor requirements, as appropriate.

If the failure of an investigator to comply with conflict of interest policies or procedures has biased the design, conduct, or reporting of funded research, the University must promptly notify the sponsoring agency of the corrective action taken or to be taken. The sponsoring agency will consider the situation and may take further action, which may include directions to the University on how to maintain appropriate objectivity in the funded project.

# Elevate Program Update

## Senate

February 7 2023

**Jack Blanchard**

Associate Provost for Enterprise Resource Planning

## Agenda :

1. Overview of Elevate
2. Timeline and progress
3. Go/No-Go decision
4. Training
5. Support
6. Student System

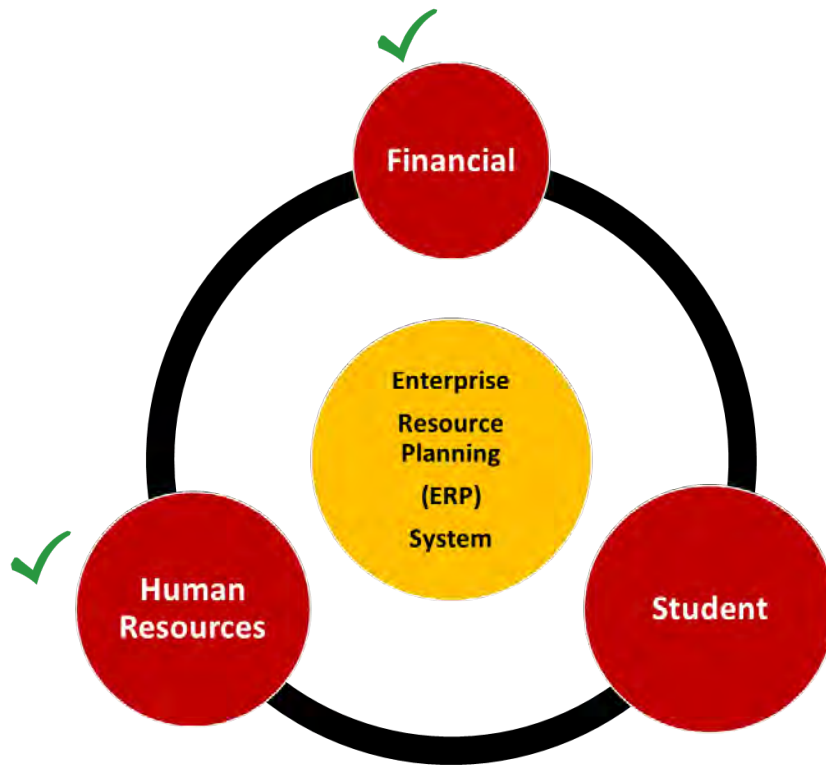
# Overview



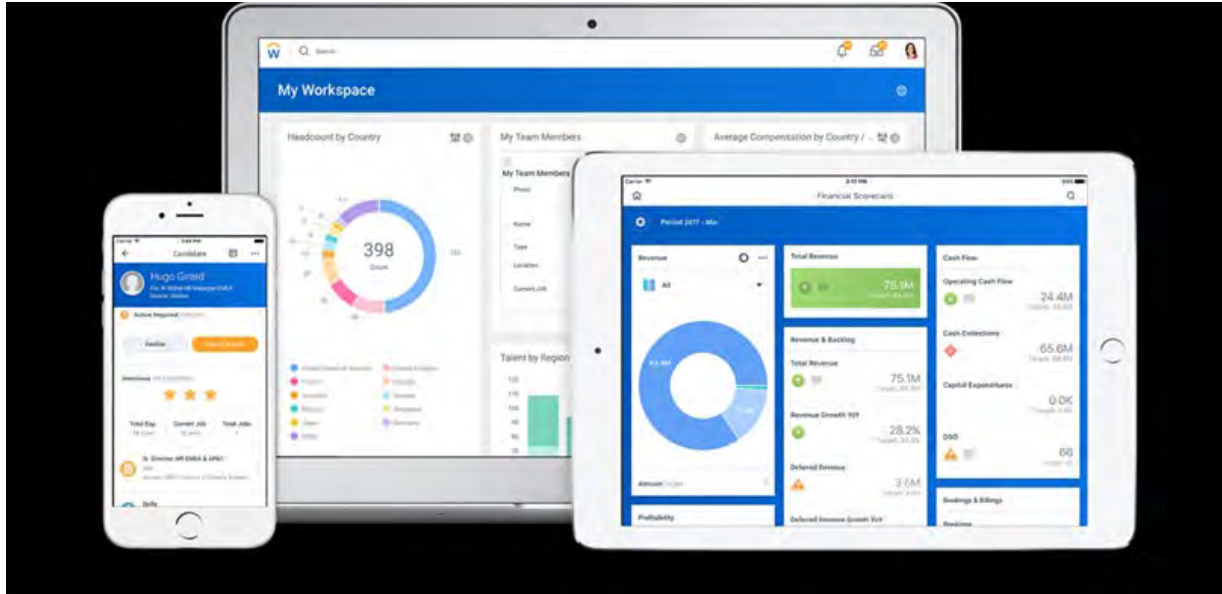


# Purpose of Elevate

To modernize our obsolete ERP system to better meet the complex needs of a flagship research university.



# Elevating our ERP to the cloud with Workday.



  
workday.  
Built for the future.™

## Ensuring Workday will work for Maryland.

### Over 360 staff with direct input to Elevate:

- Project Implementation Teams (PIT Crews)
- From across campuses (UMCP, UMES, UMCES, UMSO)
- Representing diverse perspectives from Divisions, Colleges, Institutes, Centers and Departments.
- Contributing *thousands of hours* of time to confirm configuration decisions, provide critical input, and communicate with their home units.

### Faculty Advisory Committee

- Twenty faculty from T/TT and PTK.
- Represents diverse roles including instructional, research, Chairs and Directors.

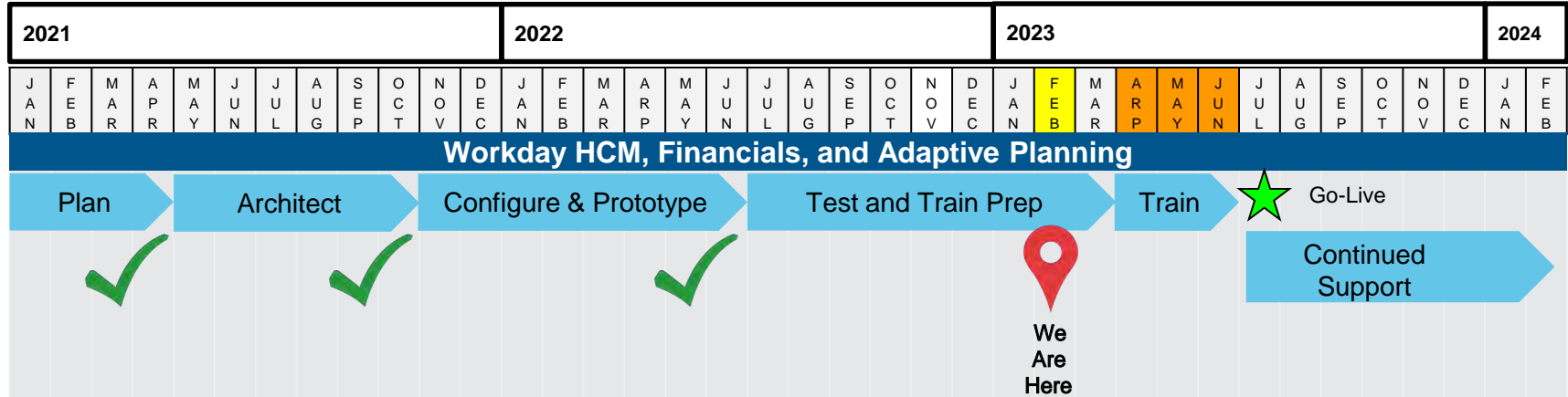
## Thank You!



# Progress & Next Steps

# Elevate Program Timeline - Phase I

## HCM and FIN



# Go/No -Go Decision

# What goes into a Go/No-Go Assessment?

- **Critical evaluation of key technical metrics (e.g., payroll testing with CPB), readiness of business units, and plans for cutover (from PHR/KFS to Workday).**
- **Go/No-Go Checklist covers eight categories and 278 items:**
  1. Workday Readiness - Functional Areas and Systems
  2. Process and Change Management Readiness
  3. Technical System Readiness
  4. Testing
  5. UMD Division and Tenant Partner Preparedness
  6. Service Team Preparedness
  7. Operational/Process Readiness
  8. Cutover



July

2023 Calendar

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

www.timeanddate.com

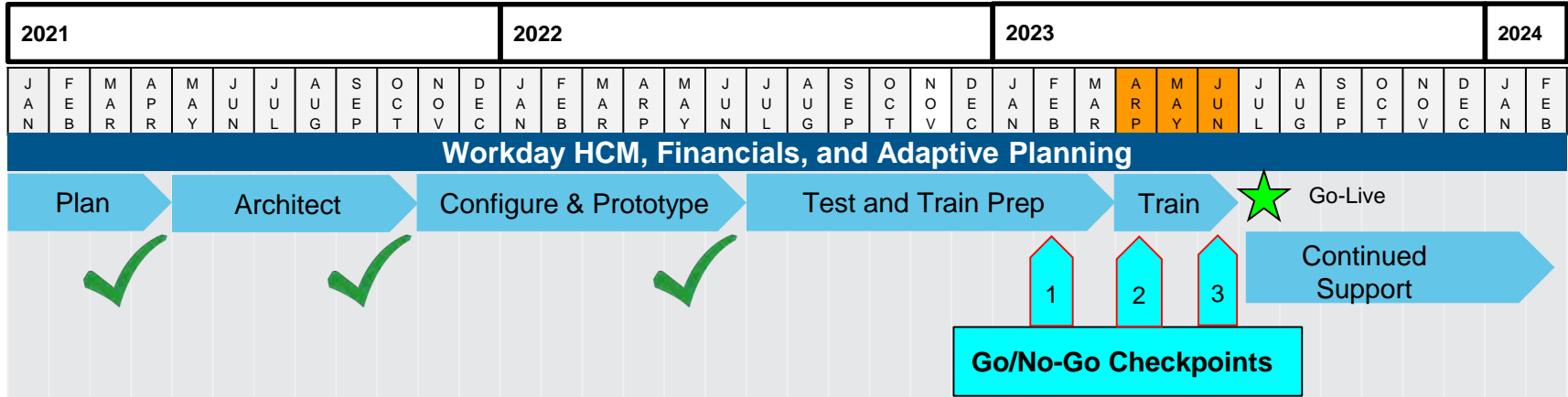
# Go/No-Go Decision

- **First key assessment in mid-February**
  - Based on metrics, Elevate Program team → ESC → Sponsors → President Pines
- **Impact of Decision - what would happen next?**
  - **GO**: Proceed as planned! Next check point in April.
  - **NO-GO**: Would mean not able to go live July. Elevate team and leadership would re-evaluate and determine new go-live date.





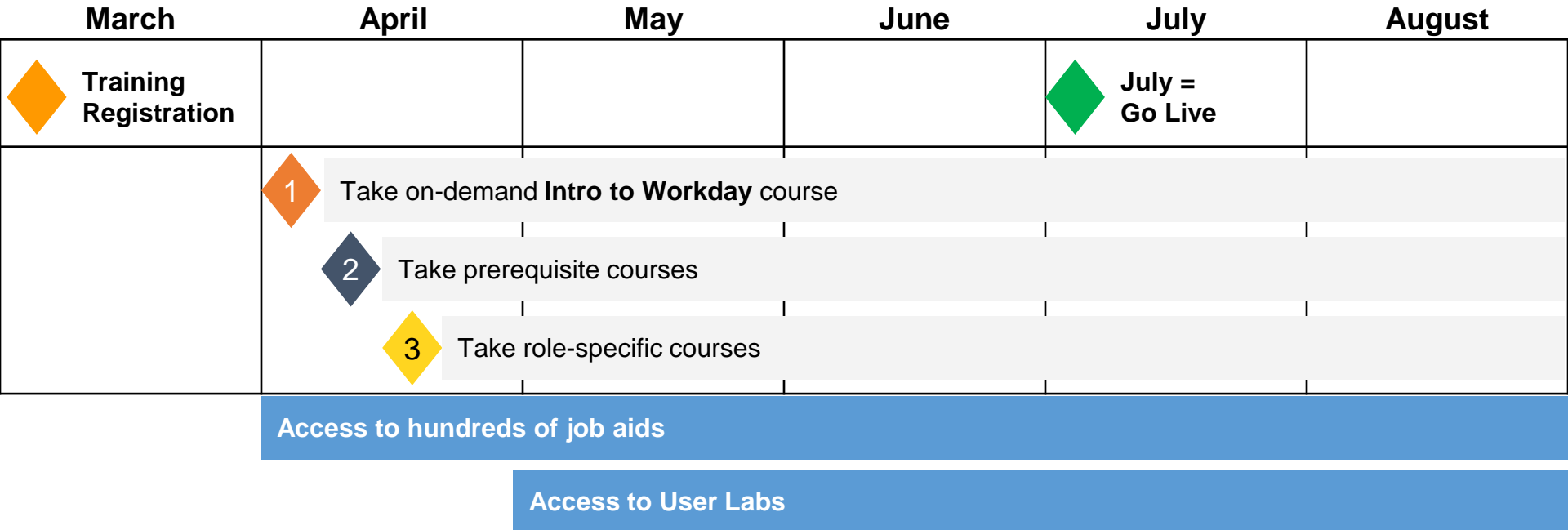
# Elevate Program Timeline - Phase I



# Training

# Timing of Training

Users will be able to take training starting in April.



## How will staff and faculty be trained?



**On-Demand Computer-  
Based Training**



**Instructor-Led  
Training (Zoom)**



**User  
Labs (Zoom)**

# Average Time for Training (est.)

Amount of training will differ by user.

	General User	HCM User	Finance User
<b>General Course</b>	~45 minutes	~45 minutes	~45 minutes
<b>Prerequisites Courses</b>	N/A	~2.25 hours	~1.5 hours
<b>Role-Specific Curriculum</b> <i>(includes both required and optional courses)</i>	N/A	Average: ~3 hours Shortest: ~1 hour Longest: ~10 hours	Average: ~3 hours Shortest: ~1 hour Longest: ~10.5 hours
	<b>Average = 45 mins</b> minutes + Job Aids	<b>Average = 6 hours</b>	<b>Average = 5.25 hours</b>

# Job aids will complement training

- Job aids are **simple, clear instructions** on how to do a task.
- The most up-to-date job aids will be available **anytime**, in **one repository**, for **all users**.
- Over 400 job aids will be available.

## Sample Job Aid

ELEVATE

### Add or Change Emergency Contacts

This job aid instructs users to add or change emergency contacts in Workday.

**Initiator:** All Workday users can add/change emergency contacts.

**Approver:** Approval is not required.

#### Add or Change an Emergency Contacts

To add or change emergency contacts, log in to Workday and complete the following steps:

1. Click **Profile**.
2. Click **View Profile**.
3. Click **Actions**.
4. Hover over **Personal Data**.
5. Click **Change Emergency Contacts**.

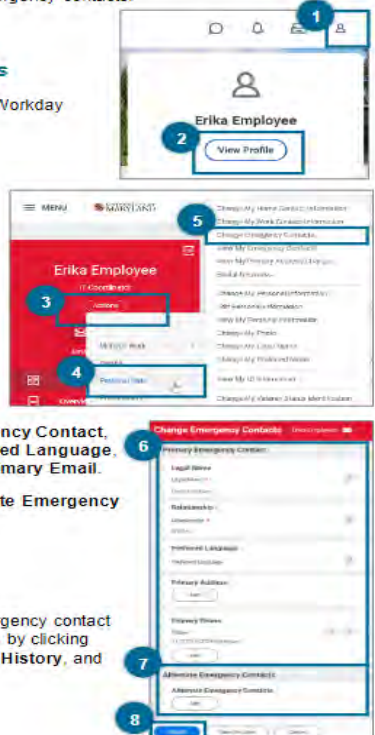
Note: You can also search and select the **Change Emergency Contacts** task from the Workday search bar.

On Change Emergency Contacts page:

6. Complete information under **Primary Emergency Contact**, including **Legal Name**, **Relationship**, **Preferred Language**, **Primary Address**, **Primary Phone** and/or **Primary Email**.
7. *Optional:* Complete information under **Alternate Emergency Contacts** to add an additional contact(s).
8. Click **Submit**.

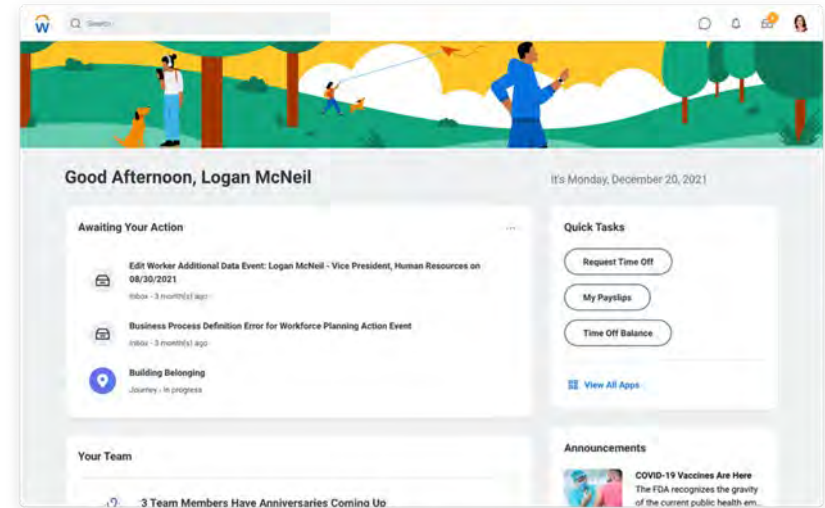
#### Next Steps

You have successfully added/changed your emergency contact information. You can view worker history changes by clicking **Actions** from your profile, hovering over **Worker History**, and selecting **View Worker History**.



## Early Piloting with campus PIT Crews

- Key stakeholders eager for “hands on keyboard” experience with the Workday system.
- Providing early access to Workday readiness tenant to **explore and familiarize** .
- Pilot training modules to get early exposure to training and provide feedback.



# Post Go -Live Support



## Support for New Users is Critical.

- Prior experience with implementing new technology confirms that **easy access to helpful support is essential** .
- Must ensure ability to address all user needs **long -term** .
- Also need to accommodate increased user requests during **initial months** .



## Levels of Support for Workday

1. New Workday Services Team
  - 32 new staff positions in DIT  
*Dedicated exclusively to Workday support.*
  - In place prior to go-live (20 hired to date)
2. Hypercare
  - To assist during stabilization phase  
additional Huron resources to be available for 6 months post-go-live (July – December).



# Workday Student System

# Getting Ready for Workday Student

2022

2023

2024

2025

2026

Student  
Transformation and  
Readiness

Student Implementation

Go Live  
Fall  
2026



## Phase II: Student Transformation and Readiness

- **Student-Centered**
  - a. Students as key stakeholders.
  
- **Initiating early work:**
  - a. Work began in January and will continue through end of 2023.
  - b. Initial meetings held with GSG and SGA.
  - c. Will engage every college's Student Advisory Council.
  - d. Scheduling with Administrators and Staff involved with undergraduate and graduate programs.



# Phase II: Student Transformation and Readiness

- **Individual and small group discussion underway . . .**
  - a. Assessing pain points in current Student Information System.
  - b. What do students and other stakeholders want in the new Workday system?
- Assessing current academic processes and policies to understand implications for new Workday system.
- Develop communication strategy for continuous engagement of students and other stakeholders throughout project lifespan (2024 – 2026)
- Results ready by end of calendar year and used to inform the start of the Student Implementation for January 2024.





# Stay Informed

# Next Elevate Update

All-campus Zoom Town Hall Meeting (two options – also recorded)

- Wednesday **February 22**
- Thursday **February 23**

Agenda to include:

- Go/No-Go decision outcome
- Training and readiness
- July transition specifics



## Town Hall Meeting





# Stay Connected with Elevate



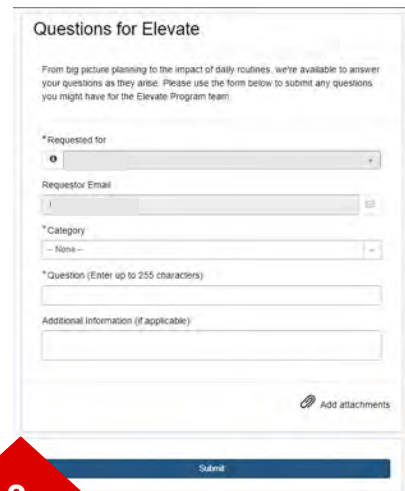
1

Visit our website:  
[elevate.umd.edu](http://elevate.umd.edu)



2

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3

Ask us a question:  
[elevate.umd.edu/contact](http://elevate.umd.edu/contact)

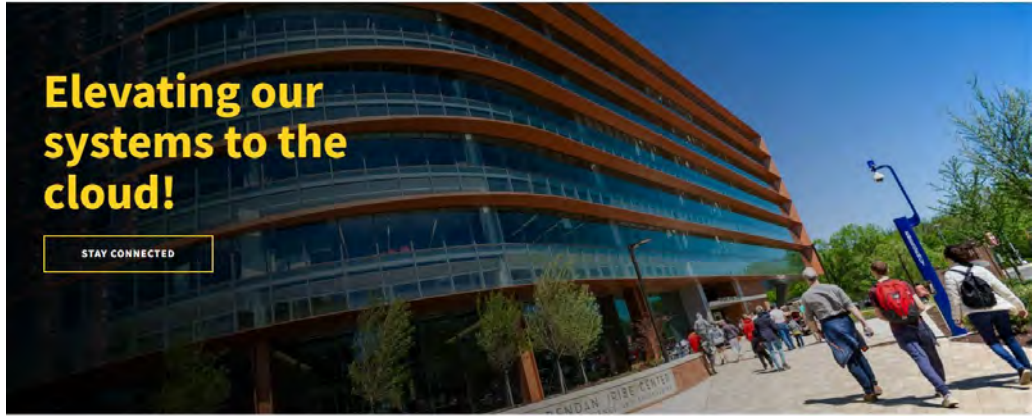
**Browse Elevate website for videos, newsletters, FAQs, glossary, other material: [elevate.umd.edu](http://elevate.umd.edu)**

**Demonstrations**

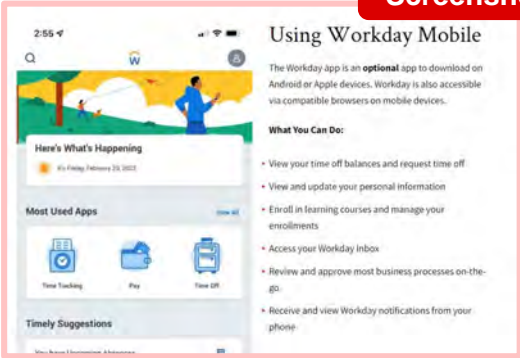
Add Your Pronouns:



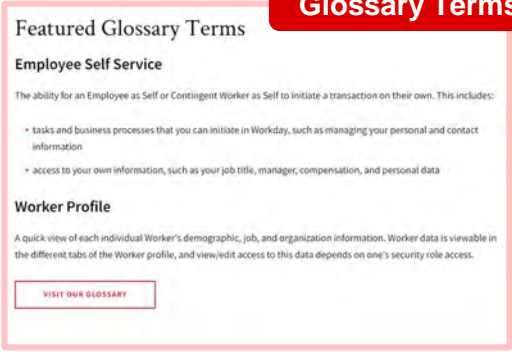
Workday Mobile:

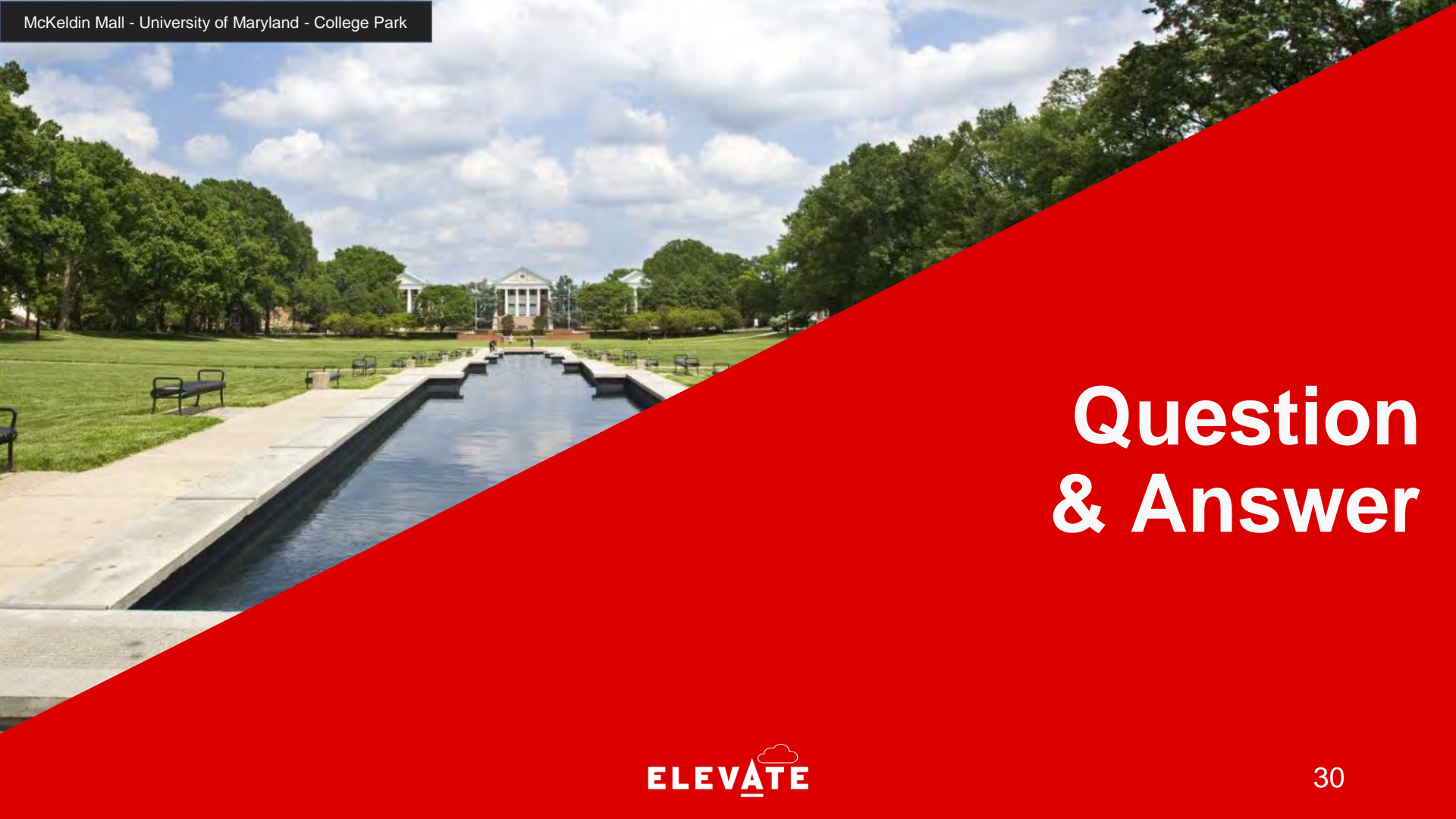


**Screenshots**



**Glossary Terms**





# Question & Answer