Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

This standard addresses the institution's commitment to its faculty, staff, and students, creating a productive and welcoming work environment, and a fair and stimulating academic environment. The university is very strong in most areas covered by this standard. Effective policies and procedures are in place, and the campus leadership on issues of ethics and integrity is forceful and committed. The university continues to improve its policies and procedures, within a system of shared governance.

Criterion 1: Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

Commitment is manifested both by campus leadership, and through campus policies that are rigorously enforced. President Loh and Provost Rankin exercise leadership through communication on difficult issues related to academic freedom, intellectual freedom, and freedom of expression. The university also has a longstanding Freedom of Expression policy and an accompanying pamphlet. Intellectual property is protected and promoted through the policy on Acceptable Use of Information Technology Resources and the policy on Intellectual Property. As part of ongoing assessment, modifications and updates to the 2005 IP policy are currently being debated in the University Senate.

The Senate Faculty Affairs Committee has, within its published mission: "… to ensure that policies related to, but not limited to, employment, academic freedom, morale, and perquisites are kept in high standards and within the principles of shared governance." The UMD Libraries provides online training and individual assistance on ensuring and protecting copyright and fair use (including special collections) as well as author rights and information on open access publishing.

Questions of academic, personal, and constitutional freedoms are also infused throughout the curriculum, with special resonance in the Civicus living-learning program. The Code of Academic Integrity ensures that the principle of academic honesty is upheld by students. The Code of Student Conduct prevents students from interfering with the freedom of expression of others and upholds the values of free speech and freedom of assembly.

The university has met the elements of this criterion by demonstrating strong commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights through policies, processes, communication, and action.

Criterion 2: A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

The University of Maryland is committed to creating a climate that fosters respect among all members of the community from a range of diverse backgrounds, ideas, and perspectives. The commitment to freedom of expression referenced in criterion 1 is one example. Additional evidence can be found across campus. Examples include the College of Arts and Humanities Civility Statement; the University of Maryland Code of Student Conduct, effective 1980, latest changes 2015); the policy on Diversity in Educational Programs; Interim Non-Discrimination Policy and Procedures; Disability and Accessibility Policy and Procedures; Sexual Misconduct Policy & Procedures. In particular, the university has professionalized the Office of Civil Rights and Sexual Misconduct, and hired a Director and Title IX Officer (an attorney with experience in the field) along with professionally trained investigators.

A commitment to diversity in every aspect of the university is one of the goals of the 2008 Strategic Plan and led to the creation of a Diversity Strategic Plan. To that end, the university has created a number of offices and processes to address diversity in the past several years. Examples are the Diversity Advisory Council, the University Senate Equity, Diversity, & Inclusion Committee, the ADVANCE program, and the Office of Diversity and Inclusion.

The Office of Diversity and Inclusion provides active oversight, coordination, and evaluation of the University's equity, diversity and inclusion activities. The position of Chief Diversity Officer, headed by an Associate Vice President, was established in 2012. Each college and major division also has a Diversity Officer to work with their respective dean or vice president and other constituents to develop and implement annual diversity goals. One program sponsored by the Office of Diversity and Inclusion is the annual "Rise Above –isms Week", which provides an opportunity for the campus community to examine identity and stereotypes and to develop strategies to overcome structural discrimination and to enhance inclusion. Another significant effort is the Maryland Dialogues, beginning in the spring of 2016; a series of events, lectures, symposia, discussions and listening sessions for faculty, staff, students and alumni to help advance discussions of identity, difference and commonality.

The ADVANCE program, which focuses on issues of women faculty, was originally funded by a five-year NSF grant; the university is providing continued funding for an ADVANCE office for another five years. ADVANCE projects include ADVANCE professors, who are senior women faculty in each college who provide mentoring to junior faculty and advice to the dean; Keeping Our Faculties, a peer network for pre-tenure women; Advancing Together, a workshop for women associate professors; and Advancing Faculty Diversity, a year-long career development program and peer network for assistant and associate professors of color.

Four longstanding President's Commissions – on Disability Issues, Ethnic Minority Issues, LGBT Issues and Women's Issues – provide ongoing education for the campus community, propose policies and practices to support inclusion, and advise the President.

Recent revisions of the Appointment, Promotion, and Tenure (APT) Policy and Guidelines, include changes designed to increase fairness and transparency and to reduce bias (including implicit bias) in the process. A particular focus over the last few years has been to enhance efforts in the recruitment and retention of underrepresented minority faculty continues (see the discussion under Criterion 5). The university is also working to create a more inclusive

environment for Professional Track Faculty (those not on the tenure track) through new policies and procedures for promotion and engagement in faculty governance (see Criterion 5).

The university has met this criterion by creating, through actions, policies, and leadership, a climate that fosters respect among students, faculty, staff and administration across a range of diverse backgrounds, ideas, and perspectives. Particularly noteworthy are the university's strong commitment to diversity and the leadership of President Loh.

Criterion 3: A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

The university is subject to federal and state anti-retaliation and whistle-blower laws, and all USM and university policies comply. For example, the university has grievance policies for undergraduate students, for faculty, and for staff. There is an ombuds office for faculty, staff, undergraduate, and graduate students, and grievance procedures for graduate assistants. The university has policies, for both undergraduate and graduate students, for the review of alleged arbitrary and capricious grading. The university also has effective policies in place to address workplace violence and risk assessment; sexual misconduct; research compliance; and animal care and use.

The university also trains relevant campus constituents in various topics of professional conduct. Annual orientations are held for newly appointed academic administrators, led by the Office of Faculty Affairs. Provost Rankin instituted quarterly Academic Leadership Forums, attended by chairs, deans, and associate deans, during which key new policies and procedures are featured and discussed. In 2015, the university required all faculty, staff, and students to participate in training in civil rights and sexual misconduct. Each semester, all faculty receive information on the Behavior Evaluation & Threat Assessment (BETA) Team. The university disseminates information on alcohol use to students via AlcoholEdu. While it is possible that not all campus constituents are aware of all policies and procedures related to their functions, ongoing efforts track areas that require additional emphasis to ensure that these will reach widely across the campus community.

The university has met this criterion through documented and disseminated grievance policies for students, faculty, or staff, as well as through proactive training opportunities.

Criterion 4: The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

The university has policies and procedures addressing conflict of interest and conflict of commitment. Each year, all full-time faculty and staff are required to complete an Outside Professional Activities form, which documents any activity outside the university appointment. These are annually reviewed by all supervisors. In addition, the university has recently been studying these issues through a task force on Commitment, Alternative FTE, and Consulting Arrangements (CAFCA) and via the Flagship 2020 work group on Innovations and Efficiencies in Education and Research.

The Division of Administration and Finance has established a portal for Principles of Ethical and Responsible Conduct, which includes guidance on avoidance of conflict of interest as well as access to relevant USM and UMD policies, in addition to a number of other topics related to

professional and responsible conduct. It also includes a link with resources for reporting inappropriate or unethical behavior.

The university has met this criterion by creating policies on conflict of commitment and conflict of interest or the appearance of such conflict, and addressing any concerns brought forward by the community and the public.

Criterion 5: Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.

The university has procedures and guidelines for the search and selection of new employees. All university job postings contain an equal opportunity statement. Equity Administrators are involved in every search, working with the Hiring Official and with the search committee (when there is one) to recruit a diverse candidate pool and to assure fairness and equity in the search process. There is an expectation that finalist pools are diverse with respect to race, ethnicity, and gender. UHR's eTerp2 Applicant Tracking and Position Description system provides uniform information for job postings and supports fair and impartial practices in the review of candidates.

The university recently revised its policies and guidelines on appointment, promotion, and tenure (APT) of faculty; these changes have resulted in processes that are more transparent and inclusive, are more focused on mentoring, and that have a more robust emphasis on the evaluation of teaching. Units are encouraged to be proactive in recruiting minority faculty, including the use of the minority postdoc and graduate student networks created by the Big Ten Academic Alliance (BTAA) **[contributes to recommendation #3].**

The ADVANCE office and the Office of Diversity and Inclusion (both described in criterion 2) have been instrumental in facilitating processes that are fair and impartial in hiring, evaluation, promotion, discipline, and separation of employees.

Over the past few years, the university has worked to become more inclusive in its treatment of faculty in all three groups--tenure track (TTK), professional track (PTK), and librarians—and to ensure their full participation and collaboration in the mission of the university. For example, after a study by a joint Senate/Provost Task Force, the university in 2014 developed a new policy for PTK faculty (those not on the tenure track). Although still in the process of being implemented, this policy more fully integrates PTK faculty into the fabric of the university, improves title uniformity, and provides a tiered system for promotion. Appointment agreements for TTK and PTK faculty have been standardized. A policy on appointment, promotion, and permanent status of librarians was developed in 2007, and the relationship between this policy and the revised policies for tenure-track faculty is currently under review and discussion. The office of the Associate Provost for Faculty Affairs supports all three categories of faculty; for example, the office's Director for Faculty Initiatives has primary responsibility for PTK faculty, and the Director of Faculty Leadership has responsibility for mentoring and has given presentations on mentoring to the librarians.

The university has a policy on Periodic Review of Faculty Performance (often referred to as post-tenure review). In 2014, the Provost gave implementation guidelines for this policy, which is now being widely implemented. While having made significant progress, the university should continue to integrate and clarify the roles of tenure track faculty, professional track faculty, and librarians **[contributes to recommendation #4].**

The Office of Civil Rights and Sexual Misconduct provides guidance on the disciplining of employees found responsible for sexual misconduct, civil rights violations, etc. That office also publicizes its annual summary of activity, to address issues of transparency in reporting.

This criterion has been met. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees are ensured by strong policies, procedures, and guidelines for conducting searches, for appointment, promotion, and tenure of faculty, for evaluation and promotion of professional track faculty, for merit review, and for sexual misconduct and civil rights violations.

Criterion 6: Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

The university as a whole, and University Relations in particular, are committed to the code of professional ethics as set forth by the Public Relations Society of America (PRSA).

The university's Undergraduate Admissions Web site provides tools for students and parents to understand its recruitment and admissions strategies. Information includes a statement of admission philosophy and factors taken into consideration for admission. Accessibility for special audiences is also articulated, for example, for veterans, transfer students, home-schooled students and the "Golden ID" program for individuals who are 60 or older. The university has stated policies concerning qualifications for admission for both undergraduate and graduate programs.

The university has met this criterion by having clear policies and procedures that support honesty and truthfulness in searches and job postings, student admissions and recruiting, accessibility, and internal and external communications.

Criterion 7: As appropriate to mission, services, or programs in place:

   a. *to promote affordability and accessibility;*
   b. *to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.*

In 2015, Kiplinger's Personal Finance magazine ranked UMD as 7th among "best values" in public higher education for Maryland residents and 11th for out-of-state students.

The University System of Maryland, and in alignment UMD, have a number of relevant policies related to affordability and accessibility. These include statements on student classification for admission and tuition purposes (VIII-2.70), tuition and fees (VIII-2.01), financial aid for undergraduate students (VIII-2.41), on tuition fellowships for graduate students (VIII-2.60), and on waiver of application fees due to financial hardship (VIII-2.80).

The university has clear policies and procedures (VI-1.00(D)) concerning accessibility for individuals with disabilities. The Counseling Center provides support services for disabled students, providing "reasonable accommodations to qualified individuals to ensure equal access to services, programs, and activities" across the campus. These include a testing office, an adaptive technology lab, and deaf and hard of hearing services. Support is also provided for programs delivered off-site. At the Universities at Shady Grove where UMD offers several graduate and undergraduate programs, UMD has a memorandum of understanding with the facility to ensure delivery of required services.

Information for students and parents regarding tuition, fees, and financial aid are concentrated on three web sites: the Office of Undergraduate Admissions, the Office of Financial Aid, and the Office of the Bursar. The Office of Financial aid provides a number of resources and tools for students to estimate their expenses, apply for aid, or seek advice. Two specific examples include a partnership with iGrad to promote financial literacy to current and prospective students, and participation in the Yellow Ribbon GI Education Enhancement Program provide resources for veterans. The promotions of affordability and accessibility are further evidenced in all financial aid announcements and publications.

Criterion 8: Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

    a. *the full disclosure of information on institution-wide assessments, graduation, retention, certification, and licensure or licensing board pass rates;*
    b. *the institution's compliance with the Commission's Requirements of Affiliation;*
    c. *substantive changes affecting institutional goals, programs, operations, sites, and other materials issues which must be disclosed in a timely and accurate fashion;*
    d. *the institution's compliance with the Commission's policies;*

This criterion is met through the separate Compliance Report and in references throughout the Self-Study Report.

Criterion 9: Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Periodic evaluation of the role of ethics and integrity in policies, practices, and institutional leadership is embedded within the many assessments and evaluations that are carried out throughout the campus, largely due to the institution's strong culture of shared governance. Several examples follow.

Changes in university policies occur for a variety of reasons, but one avenue for change is through the University Senate. Any member of the campus community can propose legislation to institute or change policy. Proposals are first taken up by the Senate Executive Committee (SEC), who identify whether the proposed legislation is clear enough and actionable enough to refer to a Senate committee. If it is, then the appropriate committee is provided with a formal charge that normally includes a request to review relevant existing policy, consult with experts, review peer practices, identify issues or resource needs, and provide a set of recommendations to the full Senate. This is reviewed by the SEC, and if determined to be appropriate, the legislation is then presented at a full Senate meeting for further deliberation and vote on whether to send recommendations forward to the President for action. This process allows for wide campus participation and consideration of all aspects of the implications of policy changes. Recent pieces of legislation that reflect consideration of ethics and integrity include Revisions to the Code of Academic Integrity (Fall 2014), Proposal to Expand Responsible Action in Medical Emergencies (Jan 2013), and Review of the Maryland Undergraduate Student Grievance Procedure (Spring 2016).

In other instances, periodic assessment is initiated by the university's administrative leaders. The Provost's office took the initiative of updating the APT policies and procedures through the work of a joint Provost/Senate task force and subsequent passage by the University Senate. Included

is a requirement that each unit's APT criteria be reviewed no less frequently than once every five years.

In 2012-13, a task force led by the Chief Diversity Officer undertook the work of revising campus procedures and guidelines on search and selection. The task force solicited feedback from the campus community, reviewed the practices of peer institutions, and considered national "best practices" in faculty and staff search and selection. The changes take into account contemporary social, technological and workforce realities and aim to create a more nimble and flexible process, while safeguarding and promoting the university's commitment to equity and diversity. After significant campus input, President Loh approved changes that went into effect on February 1, 2014.

Another example can be found in the processes used for search and selection, and for periodic review, of deans. The search committee for a new dean is usually chaired by a sitting dean or experienced administrator, and includes faculty, staff, and students from within the college as representative stakeholders. The search committee identifies a short list of finalists, who are then invited to campus for meetings with deans and division heads, with the Provost and senior staff, but most importantly for an open meeting with college stakeholders. All college stakeholders and senior administrators are invited to provide confidential feedback to the Provost prior to final selection. Similarly, periodic reviews of deans involve committee of unit stakeholders, and confidential surveys and interviews of all parties within the college and with peers. The surveys and interviews routinely include questions related to professional conduct, support for constituents, commitment to diversity and inclusion, and transparency in leadership. Sample survey questions used as part of the review are included as Appendix II.2.

The university has met this criterion by having policies on the review of administrators and programs. Our current policies are firmly grounded in ethics and integrity. While the university has effective policies and procedures regarding ethics and integrity in place, there are areas for improvement with regards to dissemination and awareness for all campus citizens **[contributes to recommendations #1 and #2].**

Conclusions:

The university meets this standard. Ethics and integrity are central to the activities of the institution. President Loh and Provost Rankin regularly communicate with the university community about freedom of expression and respect for all members of the university community. The creation of a Diversity Strategic plan, the role of Chief Diversity Officer, and new programs to develop and support faculty and staff who are members of under-represented groups reflect the dedication of the university to be an inclusive environment.

While the university has effective policies and procedures regarding ethics and integrity in place, there are areas for improvement. It is recommended that the university create a "policy on policies and procedures" that explains the university's policy creation and revision process **[contributes to recommendation #1]**. An example of such a policy is that of Towson University. While many policies and procedures are reviewed periodically on an ad hoc basis, it is recommended that policies and procedures be reviewed more regularly. For example, the Provost's office took the initiative of updating the APT policies and procedures through the work of a joint Provost/Senate task force and subsequent passage by the Senate. These recent

revisions of the APT policy also require that each unit's APT criteria be reviewed no less frequently than once every five years **[contributes to recommendation # 1]**.

It is recommended that the university find better ways of disseminating and increasing awareness of important policies and procedures, particularly those involving ethics and integrity, to all of its constituencies **[contributes to recommendation # 2]**.

Our current policies are firmly grounded in ethics and integrity. However, as discussed by President Loh (and under Criteria 2 and 5), issues remain in the hiring and retention of underrepresented minority faculty, which the university continues to address **[contributes to recommendation # 3]**. These efforts, including review of existing policies and practices, should be continued and strengthened if there is to be significant progress.

While having made significant progress, the university should continue to integrate and clarify the roles of tenure track faculty, professional track faculty, and librarians **[contributes to recommendation # 4]**.

Documents and Appendices for Standard II: Ethics and Integrity

Appendix II.1 – Document List

a) Freedom of Expression: Policy and the Law Pamphlet
   www.president.umd.edu/policies/docs/foe.pdf
b) UMD Policy on the Acceptable Use of Information Technology Resources
   http://it.umd.edu/aup
c) UMD Policy on Intellectual Property
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/IV-320A.pdf
d) UMD Code of Academic Integrity
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf
e) UMD Code of Student Conduct
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/V-100B.pdf
f) UMD Policy on Diversity in Educational Programs
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-900A.pdf
g) UMD Non-Discrimination Policy and Procedures
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/VI-1.00B_2.pdf
h) UMD Disability & Accessibility Policy and Procedures
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/VI-1.00D_3.pdf
i) UMD Sexual Misconduct Policy & Procedures
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/Sexual%20Misconduct%20Policy%20%26%20Procedures%20A-C%2013May2016.pdf
j) Transforming Maryland: Expectations for Excellence in Diversity and Inclusion. The Strategic Plan for Diversity at the University of Maryland
   http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf
k) UMD Guidelines for Appointment, Promotion and Tenure (APT)
   https://www.faculty.umd.edu/policies/documents/APTManual.pdf
l) UMD Policy on Appointment, Promotion, and Tenure of Faculty
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/II-100A.pdf
m) List of recent changes to APT Policy and Procedures
   https://faculty.umd.edu/policies/changes.html
n) UMD Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure
   http://president.umd.edu/sites/president.umd.edu/files/documents/policies/V-1.00A.pdf
o) UMD Policies and Procedures Governing Faculty Grievances
   http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/II-400a.pdf

p) USM Policy on Grievances for Exempt and Nonexempt Staff Employees
http://www.usmd.edu/regents/bylaws/SectionVII/VII800.html

q) Graduate Catalog: Grievance Procedures for Graduate Assistants
http://apps.gradschool.umd.edu/Catalog/policy.php?assistantship-policies

r) UMD Policy and Procedures for Review of Alleged Arbitrary and Capricious Grading-Undergraduate Students
http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-120B.pdf

s) UMD Graduate Policies and Procedures for Review of Alleged Arbitrary and Capricious Grading http://www.president.umd.edu/policies/2014-iii-120a.html

t) UMD Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures
http://president.umd.edu/sites/president.umd.edu/files/documents/policies/VII-1100A.pdf

u) UMD Policy on Conflict of Interest and Conflict of Commitment
http://president.umd.edu/sites/president.umd.edu/files/documents/policies/II-310A.pdf

v) UMD Procedures on Conflict of Interest and Conflict of Commitment
http://president.umd.edu/sites/president.umd.edu/files/documents/policies/II-310B.pdf

w) Principles of Ethical and Responsible Conduct http://www.responsibleconduct.umd.edu/

x) Procedures and Guidelines for Conducting Searches at the University of Maryland
http://www.president.umd.edu/EqCo/docs/Guidelines.pdf

y) Approved Substantive Changes to the University Search and Selection Guidelines
http://umd.edu/commissions/EqCo/docs/Substantive_Changes.pdf

z) UMD Policy on Full-time and Part-time Professional Track Instructional Faculty
http://www.president.umd.edu/sites/president.umd.edu/files/II-100F.pdf

aa) UMD Policy on Appointment, Promotion, and Permanent Status of Library Faculty
http://www.president.umd.edu/sites/president.umd.edu/files/II-100B.pdf

bb) UMD Policy on Periodic Evaluation of Faculty Performance
http://www.president.umd.edu/administration/policies/section-ii-faculty/ii-120a

cc) Guidelines for Implementing the Current Post-Tenure Faculty Evaluation Policy
https://faculty.umd.edu/policies/documents/PTRGuidelines0414.pdf

dd) UMD Policy on Undergraduate Admissions
http://www.president.umd.edu/administration/policies/section-iii-academic-affairs/iii-400

ee) UMD Graduate Admission Policy http://www.president.umd.edu/policies/2014-iii-400c.html

ff) USM Policy on Student Classification for Admission and Tuition Purposes
http://president.umd.edu/sites/president.umd.edu/files/documents/policies/VIII-270.pdf

gg) USM Policy on Tuition
http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII201.html

hh) USM Policy on Institutional Student Financial Aid for Undergraduate Students
http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII241.html

ii) USM Policy on Tuition Fellowships for Graduate Students
http://president.umd.edu/sites/president.umd.edu/files/documents/policies/VIII-260.pdf

jj) USM Policy on Waiver of Application Fees
http://www.usmh.usmd.edu/regents/bylaws/SectionVIII/VIII280.html

kk) Code of Academic Integrity Changes (University Senate Legislation)
http://senate.umd.edu/meetings/materials/2014to2015/110514/SCC_Academic_Integrity_13-14-26.pdf

ll) Expansion of Promoting Responsible Action in Medical Emergencies (University Senate Legislation)
senate.umd.edu/meetings/materials/2012to2013/021413/SCC_RAP_Expansion_11-12-22.pdf

mm) Revision of the University of Maryland Undergraduate Student Grievance Procedure (University Senate Legislation)
http://senate.umd.edu/meetings/materials/2015to2016/042016/Ed_Affairs_Grievance_Procedure_14-15-22_spring2016.pdf

Appendix II.2: Sample survey questions for a review of academic dean

<u>FACULTY SURVEY QUESTIONS</u>   <u>FACULTY AFFAIRS</u>

Likert-Scale Responses -- From Very Good to Very Poor, and No Opinion

LEADERSHIP
1. The Dean's creation and communication of a vision for the College.
2. The Dean's effectiveness in fostering excellence in undergraduate and graduate education.
3. The Dean's effectiveness in fostering high quality teaching in the College.
4. The Dean's effectiveness in fostering mentoring, advising, and other academic support in the College.
5. The Dean's effectiveness in fostering high quality research and scholarship in the College.

CAMPUS CITIZENSHIP
6. The Dean's fostering of an inclusive environment for individuals, regardless of gender, race or ethnicity, sexual orientation, ability, socio-economic status, or discipline.
7. The Dean's promotion of free and open expression of ideas.
8. The Dean's engagement as a campus citizen.
9. The Dean's effectiveness in recruiting and retaining faculty, especially women and underrepresented minorities.

HUMAN RESOURCES MANAGEMENT
10. The Dean's encouragement and support of creativity and innovation by the faculty.
11. The Dean's fairness in treatment of faculty.
12. The Dean's recognition of faculty achievements.
13. The Dean's effectiveness in promoting faculty morale.
14. The Dean's effectiveness in mentoring of faculty.
15. The Dean's inclusion of faculty in developing a vision for the College.

COMMUNICATION
16. The Dean's effectiveness in communicating with faculty.
17. The Dean's engagement in shared governance, such as encouragement of faculty participation in decision---making.
18. The Dean's communication with external private and government constituents.
19. The Dean's relations with external donors.
20. The Dean's interaction with other academic institutions.
21. The Dean's effectiveness in improving the visibility of the College.
22. The Dean's representation of the College to other campus constituencies.

RESPONDING TO WORK DEMANDS
23. The Dean's responsiveness to faculty issues and concerns.
24. The Dean's follow---through on commitments to individuals and groups within the College.
25. The Dean's adaptability to change.
26. The Dean's skill in handling difficult situations.

BUDGETING AND USE OF RESOURCES
27. The Dean's making of budget decisions consistent with the goals of the College.
28. The Dean's effectiveness in negotiating resources for the College.
29. The Dean's effectiveness in fund raising for the College.

30. The Dean's management of financial resources in the College.
31. The Dean's allocation of human and other resources for teaching, advising, and mentoring.
32. The Dean's effectiveness in improving the information technology within the College.
33. The Dean's effectiveness in improving the quality of the facilities and equipment within the College.

FUNCTIONING OF THE O FFICE OF THE DEAN
34. The Dean's oversight of her office and supervision of her staff.
35. The Dean's appointment of effective Assistant and Associate Deans.

SUMMATIVE
36. The overall performance of the Dean.
37. The Dean's performance as champion for the College and its people.

QUESTIONS ABOUT THE DEAN 'S OFFICES
38. The effectiveness of development and external relations efforts.
39. The quality of undergraduate and graduate student services.
40. The management of budgeting and personnel responsibilities.
41. The effectiveness of grant administration and support.
42. The performance of College administrative and IT services.
43. The courtesy and respect provided by the Dean's Offices.
44. The responsiveness of the Dean's Offices to faculty needs.
45. The timeliness of services provided by the Dean's Offices.

Text Responses
46. What do you consider to be the areas of strength for the Dean and her Offices?
47. What do you consider to be the areas of weakness for the Dean and her Offices?
48. The Committee is interested in hearing any other comments about the Dean's performance and leadership that you might have.

Affiliation Responses
I am: 1) Tenured or Tenure-Track; 2) Instructional Professional Track; 3) Research Professional Track
The Committee is interested in hearing any other comments about the Dean's performance and leadership that you might have. Please contact _____ if you wish to have a private interview with a committee member external to the College.

Appendix II.3 – Referenced Campus Offices, Committees, and Groups

a) University Senate Faculty Affairs Committee
http://senate.umd.edu/committees/facaffairs/index.cfm
b) Office of Civil Rights & Sexual Misconduct http://www.umd.edu/ocrsm/about/
c) Diversity Advisory Council http://diversity.umd.edu/dac.html
d) University Senate Committee on Equity, Diversity, and Inclusion
http://senate.umd.edu/committees/edi/index.cfm
e) ADVANCE Program http://www.advance.umd.edu/
f) Office of Diversity and Inclusion http://www.provost.umd.edu/diversity/
g) University of Maryland Ombuds Services http://www.umd.edu/ombuds/index.cfm
h) Institutional Review Board http://www.umresearch.umd.edu/RCO/New/index.html
i) Behavior Evaluation and Threat Assessment (BETA) Team
http://www.studentaffairs.umd.edu/staff-faculty/beta-team
j) Office of Undergraduate Admissions http://www.admissions.umd.edu/
k) Office of Student Financial Aid http://financialaid.umd.edu/
l) Office of the Bursar http://bursar.umd.edu/index.php

Appendix II.4 – Other References

a) University Libraries Copyright Guidelines for Course Reserves
http://www.lib.umd.edu/access/reserves-copyright
b) University Libraries Copyright and Publication Information
http://www.lib.umd.edu/scpa/copyright-and-publication
c) University Libraries Author Rights http://lib.guides.umd.edu/authorrights
d) University Libraries: What is Open Access? http://www.lib.umd.edu/oa/what-is
e) CIVICUS Living and Learning Program http://civicus.umd.edu/
f) College of Arts and Humanities College Civility Statement
https://www.arhu.umd.edu/news/college-civility-statement
g) Maryland Dialogues on Diversity & Community http://umd.edu/MarylandDialogues/
h) Institutional Animal Care and Use Committee Regulatory Information
http://www.umresearch.umd.edu/IACUC/regulatory.html
i) AlcoholEdu http://www.studentaffairs.umd.edu/student-life/alcoholedu
j) Responsible Conduct Reporting Resources
http://www.responsibleconduct.umd.edu/UMD_Whistleblower_Poster.pdf
k) University of Maryland College Park Employment Website https://ejobs.umd.edu/
l) Big Ten Academic Alliance http://www.btaa.org/home
m) Faculty Handbook: Faculty Appointment Agreements
https://faculty.umd.edu/appointment/agreement.html
n) Office of Civil Rights and Sexual Misconduct Guidance http://www.umd.edu/ocrsm/
o) Public Relations Society of America (PRSA) Member Code of Ethics
https://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/index.html
p) Statement of Philosophy of Undergraduate Admissions
http://www.admissions.umd.edu/page_documents/Statement_of_Philosophy.pdf
q) Undergraduate Admission Review Factors
https://www.admissions.umd.edu/apply/factors.php
r) Undergraduate Admissions: Special Audiences
https://www.admissions.umd.edu/apply/specialaudiences.php
s) iGrad http://www.igrad.com/
t) Office of Undergraduate Admissions: Finance https://www.admissions.umd.edu/finance/
u) Office of Student Financial Aid: Yellow Ribbon Program
http://financialaid.umd.edu/osfa/yellow_ribbon_program.php
v) Towson University Policy Process
https://inside.towson.edu/generalcampus/tupolicies/process.cfm