

March 30, 2009

MEMORANDUM

TO: University Senate Members

FROM: Kenneth G. Holum
Chair of the University Senate

SUBJECT: University Senate Meeting on Monday, April 6, 2009

The University Senate will meet on Monday, April 6, 2009. The meeting will convene at **3:15 p.m.**, in **Room 0200, Skinner Hall**. If you are unable to attend, please contact the Senate Office¹ by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

The meeting materials can be accessed on the Senate Web site. Please go to <http://www.senate.umd.edu/meetings/materials/> and click on the date of the meeting.

Meeting Agenda

1. Call to Order
2. Approval of the March 12, 2009, Senate Minutes (Action)
3. Report of the Chair
4. Report of the Senate Executive Committee
5. Special Order of the Day
*Interim Report of the Work of the Climate Action Plan Work Group
Matthias Ruth, Professor, Chair, Climate Action Plan Work Group*
6. Report of a Committee:
 - APAS Committee Report Regarding the Arbitrary & Capricious Grading Policy for Undergraduates (Senate Doc. No.06-07-51) (Action)
7. Report of a Committee:
 - PCC Proposals pertaining to the reorganization of the biological sciences graduate programs in the College of Chemical and Life Sciences; (Senate Document Number 08-09-23) (Action) including:
 - Proposal to rename the Ph.D. in Biology as the Ph.D. in Biological Sciences
 - Proposal to rename the Areas of Concentration in the Ph.D. in Biology

¹ Any request for excused absence made after 1:00 p.m. will not be recorded as an excused absence.

- Proposal to rename the M.S. in Biology as the M.S. in Biological Sciences, and eliminate all Areas of Concentration
- PCC Proposals to rename the M.S. and Ph.D. programs in Natural Resource Sciences as the M.S. and Ph.D. programs in Plant Sciences (Senate Document Number 08-09-24) (Action)
- PCC Proposal to establish a Master of Fine Arts in Performance (Senate Document Number 08-09-22) (Action)
- 8. Report of a Committee:
 - Human Relations Committee Report-Prayer at Commencement (Senate Doc. No. 07-08-34)
- 9. Report of a Committee:
 - Faculty Affairs Committee Report- Resolution on Open Access to Scholarly Publications. (Senate Doc. No. 08-09-25) (Action)
- 10. New Business
- 11. Adjournment

¹ Any request for excused absence made after 1:00 p.m. will not be recorded as an excused absence.

University Senate

March 12, 2009

Members Present

Members present at the meeting: 123

Call to Order

Senate Chair Holum called the meeting to order at 3:17 p.m.

Approval of the Minutes

Chair Holum asked for additions or corrections to the minutes of the February 9, 2009 meeting. Hearing none he declared the minutes approved as distributed.

Report of the Chair

Chair Holum welcomed everyone. He reminded the Senate of the remaining meetings left on the schedule and gave an overview of upcoming agenda items.

Committee Reports

PCC Proposal to Rename the B.A. in Spanish Language & Literature as the B.A. in Spanish Language, Literatures, and Cultures (Senate Document Number 08-09-17) (Action)

Carmen Balthrop, Chair of the PCC committee, gave an overview of the proposal. Holum explained that no second was needed for a committee's report and opened the floor to discussion.

Holum called for a vote. The result was unanimous in favor of the proposal.

PCC Proposal to Change designation of the Meyerhoff Center from "Center" to "Program" (Senate Document Number 08-09-18) (Action)

Carmen Balthrop, Chair of the PCC committee, gave an overview of the proposal.

Holum opened the floor to discussion. Hearing none he called for a vote. The result was unanimous in favor of the proposal.

PCC Proposal to Rename the Maryland Cooperative Extension as the University of Maryland Extension (Senate Document Number 08-09-19) (Action)

Carmen Balthrop, Chair of the PCC committee, gave an overview of the proposal.

Holum opened the floor to discussion. Hearing none he called for a vote. The result was unanimous in favor of the proposal.

Report of Annual Performance Review for Tenured Faculty Policy

Introduction

Holum explained that this was the report was a result of a joint taskforce created by the Provost and himself last summer. They were charged and worked through the Fall 2008 semester. Holum reminded the Senate of the forum held at the last Senate meeting regarding the topic. He explained that today we will discuss and vote on the proposed policy. Holum also thanked Adele Berlin, Chair of the Taskforce and her colleagues for their work.

Amendments

Holum explained that all Amendments to the policy would be discussed in the order they appear in the report. Each one must be moved on the floor. We will look at Amendments received prior to the meeting first and additional Amendments will be allowed from the floor. Holum explained that the entire report as amended would be voted on at the end of the meeting.

Procedure Motion

Holum stated that the SEC has approved a procedure motion. He explained that the aim of the procedure motion was to have a broad debate. The motion includes time limits of three minutes for the presenter and two minutes for everyone else speaking. There is also a 20 minute limit for each Amendment and no limit on debate of the document as a whole. He also explained that everyone may only speak a second time once everyone else has spoken. This procedure motion must be approved by the Senate and is similar to the one used during the Strategic Plan Senate Meeting last year. This procedure motion must be approved by the Senate and can be amended. Holum also explained that the Senate had the option of extending the meeting if needed.

Holum mentioned an Amendment to the procedure motion but Senator Grossman withdrew his Amendment.

Holum opened the floor to discussion on the procedure motion. Hearing none, he called for a vote. The result was 87 in favor, 15 against and 4 abstentions. **The motion to approve the procedure motion passed.**

Holum invited Berlin to give an overview of her taskforce's work.

Overview

Berlin thanked the members of the taskforce for their work. She also read the charge given to the taskforce and explained that faculty are involved at every level of the proposed review process.

Holum thanked Berlin for her work and called for discussion of Amendment #4.

Amendment #4

Proposed by: Eric S. Kasischke, Geography, BSOS

Seconded by: Denny Gulick, CMPS

Page#: 2

Paragraph: Paragraph 3 of referenced section

Original Text:

3. The Annual Review Committee gives the results of the reviews to the unit head, who, after noting his or her acceptance or non-acceptance of them, conveys them to individual faculty members. Every faculty member should be informed of the result of his or her Annual Performance Review, and should have an opportunity to respond to it.

Proposed Text (Amendment):

(Insert after first sentence of part 3:)

If the Annual Review Committee and the Chair disagree in their assessments, an independent committee composed of faculty from the unit of equal or higher rank should review the assessments and make the final determination.

Rationale:

Whereas earlier drafts did not give chairs sufficient authority this version seemingly gives too much, since a chair has the power to over-rule assessments of the Annual Review Committee. Thus any favorable review by the ARC could be changed to unsatisfactory by the Chair (and of course vice versa).

Senator Kasischke, Faculty, College of Behavioral & Social Sciences, gave an overview of his Amendment. Senator Gulick, Faculty, College of Computers, Mathematical & Physical Sciences, seconded the motion.

Holum opened floor to discussion.

Senator Doherty, Faculty, College of Arts & Humanities, stated that the Amendment seems reasonable.

Senator Gullickson, Faculty, College of Arts & Humanities, asked how the review committee is selected.

Senator Kasischke, Faculty, College of Behavioral & Social Sciences, stated that their proposal would be that all faculty at equal or higher rank would be included on the committee.

Senator Falvey, Task Force Member, made a motion to amend Amendment #4 to say "all" faculty.

Senator Unal, Faculty, Robert H. Smith School of Business, asked what is considered a unit because the School of Business does not have departments.

Holum stated that the meaning is clear in the framework of the University.

Hearing no further discussion, he called for a vote on Senator Falvey's Amendment to the Amendment #4. The result was a majority in favor and 5 opposed. **The motion to approve Senator Falvey's Amendment to Amendment #4 passed.**

Holum called for a vote on Amendment #4 as amended. The result was 92 in favor, 10 opposed and 7 abstentions. **The motion to approve Amendment #4 passed.**

Holum called for discussion on Amendment #3.

Amendment #3

Proposed by: Elise Miller-Hooks, Faculty Senator, College of Engineering

Seconded by: Elizabeth Smela, Faculty Senator, College of Engineering

Original Text:

6. If, in the Annual Performance Review following the establishment of the development plan, the Annual Review Committee finds that the faculty member's performance remains substantially below the expectations set for that faculty member, and that insufficient progress has been made to achieve the goals of the development plan, and if the unit head accepts this finding, the case will be brought to the attention of the dean...

7. Recommendation for appropriate action after two consecutive reviews in which the faculty member is found to be substantially below expectations may include actions such as more intense efforts to remedy weaknesses in performance, re-assignment of the faculty member's duties, or the reduction of privileges (such as travel funds). In determining the recommendations for appropriate action, the unit head should consider the needs and responsibility of the unit and the potential to ameliorate the faculty member's performance.

8. In a very small number of cases, when prior good-faith efforts to remedy performance have failed, and when other recommendations are deemed inappropriate or not considered likely to produce positive results, the recommendation may be a reduction of a faculty member's base salary, if the faculty member's performance has declined to such an extent as to no longer warrant the base salary that is attached to the position. The salary reduction may be permanent or for such time as the dean (or provost) believes appropriate.

Proposed Text (Amendment):

6. If, in the Annual Performance Review following the establishment of the development plan, *i.e. the third consecutive review*, the Annual Review Committee finds that the faculty member's performance remains substantially below the expectations set for that faculty member, and that insufficient progress has been made to achieve the goals of the development plan, and if the unit head accepts this finding, the case will be brought to the attention of the dean...

7. Recommendation for appropriate action after *two three* consecutive reviews in which the faculty member's *performance* is found to be substantially below expectations may include actions such as more intense efforts to remedy weaknesses in performance, re-assignment of the faculty member's duties, or the reduction of privileges (such as travel funds). In

determining the recommendations for appropriate action, the unit head should consider the needs and responsibility of the unit and the potential to ameliorate the faculty member's performance.

8. In a very small number of cases, when prior good-faith efforts to remedy performance have failed (*paragraphs 6 and 7*), and when other recommendations are deemed inappropriate or not considered likely to produce positive results, the recommendation may be a reduction of a faculty member's base salary, if the faculty member's performance has declined to such an extent as to no longer warrant the base salary that is attached to the position. The salary reduction may be permanent or for such time as the dean (or provost) believes appropriate.

Rationale:

In the original text, the sequence of events is not sufficiently clear and it might be thought that the penalty is applied before the faculty member has the opportunity to improve his/her performance following the guidelines set forth in the one-year development plan, because the one-year development plan is proposed only after two consecutive reviews in which the faculty member's overall performance has been found to be substantially below reasonable and equitable expectations (paragraph 5).

The addition of "s performance" in 7 is intended to address a minor typo.

Senator Miller-Hooks, Faculty, College of Engineering and Chair-Elect, gave an overview of the Amendment. A second to the Amendment was received from the floor because the original seconding Senator was unable to attend the meeting.

Holum opened the floor to discussion. Hearing none, he called for a vote. The result was 98 in favor, 0 against and 4 abstentions. **The motion to approve Amendment #3 passed.**

Holum called for discussion of Amendment #1

Amendment #1

Proposed by: Aaron Tobiason, Graduate Student Senator, College of Arts and Humanities
Seconded by: Elise Miller-Hooks, Faculty Senator, College of Engineering

Page#: 3

Paragraph: #8

Original Text: In a very small number of cases, when prior good-faith efforts to remedy performance have failed, and when other recommendations are deemed inappropriate or not considered likely to produce positive results, the recommendation may be a reduction of a faculty member's base salary, if the faculty member's performance has declined to such an extent as to no longer warrant the base salary that is attached to the position. The salary reduction may be permanent or for such time as the dean (or provost) believes appropriate.

Proposed Text (Amendment): In a very small number of cases, when prior good-faith efforts to remedy performance have failed, and when other recommendations are deemed

inappropriate or not considered likely to produce positive results, the recommendation may be a reduction of a faculty member's base salary, if the faculty member's performance has declined to such an extent as to no longer warrant the base salary that is attached to the position. *Any such reduction shall be reasonable and appropriate, but will in no cases amount to a reduction of more than 5% of the faculty member's base salary.* The salary reduction may be permanent or for such time as the dean (or provost) believes appropriate. *Because the goal of this policy is improved performance, salary reductions may not be imposed under this policy more than three times over the career of any tenured faculty member.*

Rationale: The draft Policy on Annual Performance Reviews of Tenured Faculty does not include any language describing or delimiting potential salary reductions. A maximum of 5% allows the Special Review Committee sufficient leeway when it comes to determining an appropriate figure, permitting a reduction significant enough to be an effective disincentive, yet not one so severe as to constitute an untenable encroachment on the security of the tenure system. Additionally, this revision would set at three the maximum number of reductions that can be imposed over the course of a faculty member's career.

Senator Tobiason, Graduate Student, College of Arts & Humanities, gave an overview of the Amendment and Chair-Elect Miller-Hooks seconded the motion.

Holum opened the floor to discussion.

Senator A'Hearn, Faculty, College of Computers, Mathematical & Physical Sciences, explained that without this Amendment, tenure can be revoked. He feels that the policy should not be adopted without the Amendment.

Senator Zuckerman, Undergraduate, College of Behavioral & Social Sciences, proposed an Amendment to Amendment #1. He would like the Amendment to be split into two parts.

Senator Rokita, Faculty, College of Life Sciences, seconded Senator Zuckerman's Amendment.

Senator Levermore, Faculty, College of Computers, Mathematical & Physical Sciences, stated that if we do not have a cap, it could leave a backdoor to revoke tenure.

Senator Haldey, Faculty, College of Arts & Humanities, stated that she was opposed to the Amendment to Amendment #1.

Senator Newhagen, Faculty, College of Journalism, asked what happened after a faculty member suffered a reduction.

Berlin, Chair of the Taskforce, responded that the taskforce considered a cap but did not discuss what would happen after first reduction.

Senator Newhagen, Faculty, College of Journalism, stated that a cap must be included.

Holum called for a vote on the Senator Zuckerman's Amendment to Amendment #1. The result was a majority against the Amendment. **The motion to approve Senator Zuckerman's Amendment to Amendment #1 failed.**

Senator Cadou, Faculty, College of Engineering, proposed to amend Amendment #1 so that instead of a percentage reduction of salary, the faculty member would receive negative or reverse merit.

Falvey, Task Force Member, stated that we should limit the salary reduction percentage to equal to the maximum merit but no higher than 5%.

Scholnick, Task Force Member, asked what if there is no merit in a given year.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that Cadou's Amendment to Amendment #1 makes it possible to nibble away at someone's salary and contradicts the Amendment.

Holum called for a vote on Cadou's Amendment to Amendment #1. The result was a majority opposed. **The motion to approve Senator Cadou's Amendment to Amendment #1 failed.**

Senator Thorne, Undergraduate, College of Engineering, proposed an Amendment to remove "in a very small number of cases" from the policy.

A point of order was called and the Chair agreed that the Amendment must wait until the appropriate section was discussed.

Senator Zlatic, Undergraduate, Arts and Humanities, proposed to amend Amendment #1 with "the decrease cannot occur more than once in a 3 year period".

Senator Levermore, Faculty, College of Computers, Mathematical & Physical Sciences, asked for the exact language.

Montfort, Director & Executive Secretary of the Senate projected the language on the amendment slide for clarification.

Holum called for a vote on Senator Zlatic's Amendment to Amendment #1. The result was 56 in favor, 31 against and 16 abstentions. **The motion to approve Senator Zlatic's Amendment to Amendment #1 passed.**

Senator Kruskal, Faculty, College of Computers, Mathematical & Physical Sciences, proposed to amend Amendment #1 to be a total of 15% instead of 3 times.

Senator A'Hearn, Faculty, College of Computers, Mathematical & Physical Sciences, stated that he does not think that the intent was a total of 15% over 15 years and should remain 3 times.

Holum called for a vote on Senator Kruskal's Amendment to Amendment #1. The result was a majority against. **The motion to approve Senator Kruskal's Amendment to Amendment #1 failed.**

Senator Thorne, Undergraduate, College of Engineering, asked for a clarification of the numbers in the policy regarding how often a reduction would be taken.

Senator Tobiason, Graduate Student, College of Arts & Humanities explained that the faculty member would have 3 years before each reduction.

Senator Zuckerman, Undergraduate, College of Behavioral & Social Sciences, asked if the faculty member is off the hook after 11 years because of the cap.

Senator Newhagen, Faculty, College of Journalism, asked if after the first reduction of 5% the clock resets.

Drew Baden, Chair of the Department of Physics, stated that the policy makes it easier to reduce salary more than once but that is not what we want. He gave a hypothetical of a faculty member doing the minimum teaching with a business on the side would be the one who could receive the 5% reduction. He encouraged everyone to defeat the amendment and move on to the policy.

Berlin, Chair of the Taskforce, explained that there should be reviews between each salary reduction.

Senator Miller-Hooks, Faculty, College of Engineering and Chair-Elect, explained that the cap was imposed so that a faculty member could not get a salary reduction every year after the first review. The intention of capping at 3 times is that there should be a better mechanism for those going beyond the 3 times.

Senator Zuckerman, Undergraduate, College of Behavioral & Social Sciences proposed to strike the last part of the Amendment and make the percentage 2%.

Holum called for a vote on Senator Zuckerman's Amendment to Amendment #1. The result was 31 in favor, 56 against and 16 abstentions. **The motion to approve Senator Zuckerman's Amendment to Amendment #1 failed.**

Holum called for a vote on the Amendment as amended. The result was 55 in favor, 40 against and 6 abstentions. **The motion to approve Amendment #1 passed.**

Holum called for discussion of Amendment #2.

Amendment #2

Proposed by: Elise Miller-Hooks, Faculty Senator, College of Engineering
Seconded by: Elisabeth Smela, Faculty Senator, College of Engineering

Original Text: 8. In a very small number of cases, when prior good-faith efforts to remedy performance have failed, and when other recommendations are deemed inappropriate or not considered likely to produce positive results, the recommendation may be a reduction of a faculty member's base salary, if the faculty member's performance has declined to such an extent as to no longer warrant the base salary that is attached to the position. The salary reduction may be permanent or for such time as the dean (or provost) believes appropriate.

Proposed Text (Amendment): 8. In a very small number of cases, when prior good-faith efforts to remedy performance have failed, and when other recommendations are deemed inappropriate or not considered likely to produce positive results, the recommendation may be a reduction of a faculty member's base salary, if the faculty member's performance has declined to such an extent as ~~to~~ no longer warrant the base salary that is attached to the position. The salary reduction may be permanent or for such time as the dean (or provost) believes appropriate. *Funds saved through the salary reduction shall be applied solely towards remediating the poor performance, such as by paying for the cost of training, and/or towards mitigating the impact on the unit of the poor performance, such as by paying for an adjunct professor to teach a class that the faculty member would otherwise have taught.*

Rationale:

1. *to* as crossed out is a typo.
2. If the funds are to be used for any other purpose, there may be a conflict of interest.

Senator Miller-Hooks, Faculty, College of Engineering and Chair-Elect, gave an overview of the Amendment. A second to the Amendment was received from the floor because the original seconding Senator was unable to attend the meeting.

Holum opened the floor to discussion.

Stephen Halperin, Dean of the College of Computers, Mathematical & Physical Sciences, asked if the funds reverted were base budget and if they would be used every year.

Senator Miller-Hooks, Faculty Senator, College of Engineering and Chair-Elect, stated yes, it would be used every year.

Senator Tian, Faculty, College of Behavioral & Social Sciences, asked if the delinquent faculty member also gets a teaching reduction.

Senator Miller-Hooks, Faculty Senator, College of Engineering and Chair-Elect, stated that some faculty are such poor teachers that they must be removed from teaching.

Ann Wylie, Interim Vice President for Administrative Affairs, stated that the funding reversion would be an administrative nightmare. We would have to tag the money. It would be impossible to identify money within budgets.

Senator Hill, Undergraduate, College of Education stated that she agreed with giving the bad faculty member's teaching to another faculty member but was not supportive of paying for the bad faculty member's training.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that she assumes that the faculty member will leave eventually and would not go on forever. She believes the Amendment has something positive. Docking pay will not make them want to improve.

Senator Thorne, Undergraduate, College of Engineering, asked if the salary reduction cost paid for a teaching replacement.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that it did.

Senator Johnson, Faculty, College of Engineering, stated that he was unhappy with the open-endedness of the Amendment.

Holum called for a vote of Amendment #2. The result was a majority against the Amendment. **The motion to approve Amendment #2 failed.**

Falvey, Task Force Member, made a motion to extend the meeting to 5:30.

Holum called for a vote on Falvey's motion. The result was 53 in favor, 39 against and 0 abstentions. **The motion to extend the meeting to 5:30pm passed.**

Holum called for discussion of Amendment #5.

Amendment #5

Proposed by: Nariman Farvardin, Senior Vice President for Academic Affairs and Provost
Seconded by: Willie Brown, Staff Senator, OIT

Page#: 3

Paragraph: #8

Original Text:

8. In a very small number of cases, when prior good-faith efforts to remedy performance have failed, and when other recommendations are deemed inappropriate or not considered likely to produce positive results, the recommendation may be a reduction of a faculty member's base salary, if the faculty member's performance has declined to such an extent as to no longer warrant the base salary that is attached to the position. The salary reduction may be permanent or for such time as the dean (or provost) believes appropriate.

Prior to implementing a salary reduction, in order to obtain an independent opinion that there are sufficient grounds for a salary reduction, the dean (or provost) shall appoint a three-member Special Review Committee composed of tenured faculty at or above the rank of the faculty member and knowledgeable of the faculty member's discipline, but not of the same unit as the person under review. The Special Review Committee shall consider the departmental report and may solicit such other information from the unit and the university as it may consider important. The committee shall also offer the faculty member an opportunity to respond in person and/or in writing to the departmental report and

recommendations. The committee shall provide the dean (or provost) its written recommendation concerning a salary reduction, namely, whether and why it agrees or not with the recommendation for salary reduction and for the amount and duration of the reduction. The recommendation of the Special Review Committee is advisory to the dean. The decision of the dean (or provost), along with the recommendation of the Special Review Committee, shall be submitted to the provost (or president) for approval. If approved, it shall be communicated to the faculty member, together with a copy of the Special Review Committee's recommendation.

Proposed Text (Amendment):

Prior to implementation of a salary reduction approved by the Provost (or President), the faculty member shall have an opportunity to seek a review of the reduction under the faculty grievance procedure, and the following special provisions shall apply:

1. The burden shall be on the University to demonstrate by a preponderance of the evidence that:
 - a. The faculty member's overall performance has been substantially below reasonable and equitable expectations; and
 - b. A salary reduction is reasonable under the circumstances; and
 - c. The amount of the reduction is reasonable under the circumstances.
2. The faculty member shall file the grievance directly with the Senate Office within 15 days of receipt of written notification of the Provost's (President's) approval of a reduction in salary. The grievance procedure shall be expedited to begin with consideration of the grievance by the faculty grievance hearing board.

Rationale:

The University of Maryland Faculty Grievance Procedure is the established vehicle to contest an action or inaction by an academic administrator that is thought to be unfair, discriminatory, or improperly reached. Permitted grievance issues include matters pertaining to academic freedom and salary.

This Amendment (1) confirms the availability of the Faculty Grievance Procedure to challenge a reduction in pay prior to it taking effect, and (2) adopts the AAUP position that when the stipulated channel for challenging a substantively or procedurally unfair judgment in a post-tenure review is through a grievance procedure, the burden of proving an improper action should not rest with the faculty member. The ordinary burden of proof under the Faculty Grievance Procedure is on the faculty member. This Amendment reverses that order and puts it on the University in a salary reduction complaint.

The Faculty Grievance Procedure is a multi-stage process with many required informal and formal administrative steps. Typically these take an academic year to navigate. This Amendment moves a salary reduction case directly to the final deliberative faculty body.

Provost Farvardin gave an overview of the Amendment.

Holum opened the floor to discussion. Hearing none, he called for a vote on Amendment #5. The result was a majority in favor. **The motion to approve Amendment #5 passed.**

Holum called for any further Amendments to the section.

Senator Thorne, Undergraduate, College of Engineering, proposed an Amendment to remove the “very small number of cases” from the text of the policy. The motion was seconded. Holum opened the floor to discussion. Hearing none, he called for a vote. The result was 70 in favor, 14 against and 0 abstentions. **The motion to approve Amendment #7 passed.**

Holum called for discussion of Amendment #6.

Amendment #6

Proposed by: Nariman Farvardin, Senior Vice President for Academic Affairs and Provost
Seconded by: Willie Brown, Staff Senator, OIT

An additional paragraph is added to the end of the proposed policy:

9. This policy on Annual Performance Reviews of tenured faculty is implemented on a trial basis and shall be evaluated by the University Senate five years from the date of its approval by the President of the University. The review shall consider such Amendments as experience may deem proper to protect academic freedom and ensure the equitable and efficient operation of the policy.

Rationale:

University policies may be reviewed by the Senate at any time. Typically, this occurs on a periodic basis. Because there is concern that a post tenure review procedure may in operation have an unintended effect on academic freedom or similar unforeseen consequence, this Amendment serves to confirm the trial nature of the policy and assure its reconsideration. Because the policy requires at least three years of Performance Reviews prior to initiating a salary reduction, Senate review is scheduled in five years, thus permitting experience with the policy before re-evaluation.

Provost Farvardin gave an overview of the Amendment.

Holum opened the floor to discussion.

Senator Tian, Faculty, College of Behavioral & Social Sciences, asked how problems will be evaluated.

Nariman Farvardin, Senior Vice President for Academic Affairs and Provost, stated that the Senate will develop a mechanism for proper evaluation.

Senator Tian, Faculty, College of Behavioral & Social Sciences, asked if there is data of past poor performance and that most of the information seems anecdotal.

Nariman Farvardin, Senior Vice President for Academic Affairs and Provost, stated that the existing policy has not been implemented so there is not a lot of data.

Ellin Scholnick, Task Force Member, stated that the five year review have been done informally or not at all. This policy will allow us to collect data.

Nariman Farvardin, Senior Vice President for Academic Affairs and Provost, stated that the five year review was one of the deficiencies identified during the strategic plan process and the Middle States Review process.

Senator Gullickson, Faculty, College of Arts & Humanities, proposed to amend Amendment #6 to include the word “within” in the following section: “Senate review is scheduled **within** five years”.

Ellin Scholnick, Task Force Member, stated that there will be no data until the policy has been in place for 2-3 years.

Holum called for a vote on Senator Gullickson’s Amendment to Amendment #6. The result was 46 in favor, 41 against and 4 abstentions. **The motion to approve Senator Gullickson’s Amendment to Amendment #6 passed.**

Holum called for a vote on Amendment #6. The result was 79 in favor, 1 against and 0 abstentions. **The motion to approve Amendment #6 passed.**

Holum opened the floor to discussion of the overall report as amended.

Senator Cohen, Faculty, College of Computers, Mathematical & Physical Sciences, stated that he was reluctantly against the policy. He believes that salary reduction will decrease performance and is not sure of the functional purpose.

Senator Auchard, Faculty, College of Arts & Humanities, introduced Linda Kaufmann to speak..

A point of order was called about the 2 minute limit on speakers.

Holum explained that this procedure was voted on and approved at the beginning of the meeting.

Linda Kaufmann, Department of English, stated that Distinguished Scholar-Teachers in English were opposed to the policy. They object in principle to any policy that violates the basic contract of academic employment including base salary. She urged the Senate to kill the proposed policy.

Senator Moses, Faculty, College of Arts & Humanities, stated that all faculty in both American Studies and Women’s Studies are against sections 1, 2, 3 in the report because they believe this is already part of the existing policy. She further stated that section 4 set too high a standard.

Senator Falvey, Task Force Member, stated that the goal of the salary reduction is not punitive but to help remediate the problem and create a development plan.

Senator Leone, Faculty, Behavioral & Social Sciences, stated that sections 7 & 8 should be defeated. He stated that the policy was an attack on tenure and academic freedom which guarantees faculty the ability to teach difficult ideas without academic persecution. He implored everyone to vote against the policy.

Senator Fries-Britt, Faculty, College of Education, read a statement from her colleagues who agree that faculty should be held accountable but believe that existing policies should be able to handle any necessary reprimands. They vote against the policy.

Senator Leone, Faculty, Behavioral & Social Sciences, introduced William Stuart to speak.

William Stuart, Department of Anthropology, stated that the policy forces faculty to excel in every area which seems unreasonable.

Senator Tian, Faculty, College of Behavioral & Social Sciences, stated that there is no rationale for the policy included in the proposal. She also believes that the proposal forces a large workload on the rest of the faculty.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that she was speaking against the proposal. She believes it is counter-productive, unnecessary and not good for anyone. The salary reduction is punitive and will make them worse and divide the faculty. She believes that the faculty have built this University and this policy is punitive.

Senator Newhagen, Faculty, College of Journalism, made a motion to continue the meeting until we can come to a vote but withdrew the motion when advised by the Parliamentarian that someone can move to call the question at any time.

Senator Ades, Faculty, College of Chemical & Life Sciences, stated that the policy would not have helped his bad faculty when he was a department chair and then stated that his colleagues disapproved of the policy. He read an email from a colleague who opposed the policy because the process would be cumbersome.

Senator Orlando, Faculty, College of Arts & Humanities, stated that the Faculty Activity Report (FAR) is designed for faculty review so this policy would minimize its effectiveness.

Senator Pease, Faculty, College of Behavioral & Social Sciences, stated that the faculty in the Criminal Justice and Sociology departments opposed the policy.

Senator Gulick, Faculty, College of Computers, Mathematical & Physical Sciences, made a motion to call the question and his motion was seconded.

Holum called for a vote on the motion to call the question. The result was a majority in favor. **The motion to call the question passed.**

Holum called for vote of report as amended. The result was 25 in favor, 60 against and 4 abstentions. **The motion to approve the Post-Tenure Review Policy Failed.**

Senate Chair Holum adjourned the meeting at: 5:35 p.m.

MEMORANDUM

To: The Senate Executive Committee

From: Claire Moses, on behalf of the Academic Procedures and Standards Committee of the Senate

Subject: Arbitrary and Capricious Grading Procedures for Undergraduate Students

In December 2007, a proposal to change the university's policy on Arbitrary and Capricious Grading Procedures was sent to the Senate Executive Committee. This document was discussed by the SEC on December 13, 2007 (see minutes, attached). On September 22, 2008, the new APAS committee chair received a memorandum from Ken Holum with instructions to review the proposed changes, keeping in mind specific objections raised by the SEC. The APAS Committee has responded to this request and is prepared to submit a revised policy to the SEC. This memorandum is intended to inform the SEC of our discussions of the September 22, 2008 memorandum, the actions we took as a result of these discussions, and the rationale for our decisions.

1) What were the specific rationales for adding a faculty member from outside the Department and two students to the grievance committee.

The 2008 proposal retains the faculty from outside the Department, but reduces the number of students on the committee to 1, resulting in a committee of 5. We have decided that both changes to the 1990 policy are desirable. In the case of the outside faculty member, our thinking was that this individual lent the committee a higher degree of credibility by reducing the possibility that collegial friendships could sway the grievance committee's final decision. In the case of the addition of 1 student, the APAS committee felt strongly that such a revision was necessary to assure students that this grievance procedure included their voice in the deliberations. The committee noted that university policy in other—but similarly critical—areas include student committee members: on the Senate itself; on the Honor Council; and oftentimes on search and even tenure committees. The example of the Honor Council was arguably the most decisive in our discussion, since decisions that students take on Honor Council deliberations do in fact affect grades. That the university considers students responsible enough for the weighty responsibility of the Honors Council was deemed a significant argument in favor of student representation (now reduced to 1) on a grievance committee.

2-4) What was the rationale for granting the grievance committee...the power to award a passing grade? Should a committee, as opposed to a faculty member, have the power to award a grade? (And: More generally, should students, in a close case, be able to determine a passing grade for another student? Is grading not a faculty responsibility?)

The committee makes this proposal to deal with 2 situations: (1) The committee may determine that the best resolution is to award a student a "pass," and even have the instructor's agreement to that resolution. However, since this involves a change in the grading option for the

course, the instructor on his/her own cannot initiate this change. (2) The instructor may not agree to follow the grievance committee's direction. The first situation is not controversial, since the instructor's agreement to this way of changing the grade was obtained. The second situation is the more controversial.

What happens when a grievance committee determines that an instructor has engaged in arbitrary and capricious grading and directs the instructor to take some form of corrective action—but the instructor refuses to do so? It appears that the 2007 proposal attempted to deal with this by directing the award of a grade of “pass”; as the SEC pointed out, however, this means that someone other than the instructor is changing the student's grade. This is not approved in any university policy of which the APAS committee was aware.

The committee considered this issue in two respects: (1) are there circumstances in which the university would lift the protection it currently provides to all instructors to remain final arbiters of grades? And (2) If so, what procedures should be followed? To date, it appears that the university has deemed instructors' rights to evaluate their students sacrosanct. It is this very question that initiated the original request (from Kathy Beardsley in BSOS to Donna Hamilton to the SEC). Evidently, faculty who were found by a formal grievance procedure to have graded “arbitrarily and capriciously” simply refused the grievance committee's direction to do something to right this wrong. According to the 1990 policy (still the current policy), there was simply nothing that could be done under these circumstances—making of the grievance policy a sham. It is just such cases—the refusal of faculty to follow the grievance committee's direction—that had been brought to the attention of the Dean.

The APAS Committee believes strongly that faculty grading rights should not remain unlimited. Indeed, it is the very purpose of this policy to outline the circumstances under which this right might be restricted and the procedures for so doing. It is important to note that both the 1990 policy and the proposed revised policy describe arbitrary and capricious grading very stringently. Being a “tough grader” is NOT “arbitrary and capricious.” However, using the power to grade as a tool of sexual harassment or criteria based on the race (etc.) of the student are examples of arbitrary and capricious grading. Given the careful delineation of what constitutes improper grading described in this document, the APAS committee urges the SEC (and subsequently the full Senate) to recognize that safeguarding a faculty member's right to evaluate and grade students is not always in keeping with the rights afforded students by other university policies and even by state and national law and to take the necessary steps to protect students in their rights.

Indeed, the greatest portion of the APAS committee's discussion of this topic was spent in consideration of even greater latitude for changing a student's grade—for example, to a different letter grade—but decided against this. Our compromise was to point to the narrow criteria for defining arbitrary and capricious grading; to limit to a “pass” the extent to which a grade could be changed; and to clarify the procedure by which a student determined to be aggrieved could find redress.

In the 2007 document, final authority for implementation is placed on the department chair. In this document, final authority is with the dean of the college, in consultation with the chair. This follows university procedures for placing authority for changes in grades ultimately in the office of the dean.

Miscellaneous changes:

- 1) Following a statement by Sandy Mack, from the minutes of the SEC's December 13, 2007, meeting: changes assuring formal procedure rights to 2d-semester seniors was added.
- 2) Clarifications about the "grievance committee," which in some cases in the 2007 document was treated as a standing committee and in other places in the document as an ad hoc committee. In several cases, this led to the substitution of the department's director for undergraduate studies for the chair of the grievance committee.
- 3) Given that we never had any idea whether formal grievances were numerous or very rare, or whether there were many instances of instructors disregarding the grievance committee's findings (the complaint that was brought to the SEC), we have proposed that a record of all formal grievance proceedings be maintained in the Office of the dean of Undergraduate Studies.

All changes to the 2007 document (except corrections of trivial typos) appear in red.

Arbitrary and Capricious Grading Procedures for Undergraduate Students

General Comments

Jurisdiction over grade grievances lies within academic **units (hereafter departments)**. The University considers grades to be a matter of academic judgment and subject to challenge only on the following three grounds:

1. application of non-academic criteria, such as considerations of race, politics, religion, sexual orientation, sexual identity, disability, or other criteria that do not directly reflect a student's performance as related to course requirements;
2. sexual harassment;
3. improper academic procedures that unfairly affect a student's grade.

Proper academic procedures

1. Proper academic procedures require grading be based solely on the instructor's evaluation of how well a student's performance (project, paper, exam answers, or student participation) addresses a specific requirement. This evaluation can involve elements of recall and analysis of factual information, integration of material and concepts covered (in class, readings, or assignments), and application of material and concepts to new situations. As long as the evaluation is based on the relevance and quality of the answer (project, paper, exam answers, or student participation) to the question asked (assignment given), there is no basis for considering any such evaluations improper.

2. The course work of all students should be judged by the same standards, i.e., equivalent answers or work should get equivalent grades.

3. Instructors should articulate (preferably in writing) the bases on which grades will be assigned for a course. Course assignments and grading standards should not change substantially or unreasonably from the originally articulated basis.

Stage 1: Informal Grievance Procedures

A student who believes his or her final grade in a course is improper and the result of arbitrary and capricious grading must first discuss the issue with the instructor. If the instructor has left the university, is on approved leave, or cannot be reached after a reasonable effort, the student may contact the department's director of undergraduate studies or the department chair who can attempt to mediate the dispute informally.

If the grade grievance is resolved between the student and the instructor and results in a grade change, a change of grade form, signed by the instructor, the chair of the department, and the college dean should be submitted to the registrar's office.

If the student and the instructor are unable to reach agreement on the student's grade for the course, the student may file an appeal. **The department chair or director of undergraduate studies**

shall make available a copy of this policy and advise the student on the elements of a written appeal, but should not determine the outcome of the disagreement between instructor and student. The appeal must be made in writing to the department chair. If the chair is the course instructor, the appeal should be addressed to the dean of the college. Normally, the written appeal must be made within 30 working days (excluding Saturdays and Sundays) after the first day of instruction of the next semester (excluding winter and summer terms).

The department chair (or college dean in those cases where the chair is the instructor), in consultation with the department's director of undergraduate studies, will make a preliminary determination about the grievance, taking into account that a grievance based on the argument that one instructor's grading standards are stricter than another's; or on minor imprecisions in grading, will not be considered appropriate for consideration by a grievance committee.

Stage 2: Formal Grievance Procedures

If the department chair and the director of undergraduate studies believe a grievance should proceed to the formal level, the chair will appoint an ad hoc grievance committee to consider the appeal. This grievance committee will consist of 1) the director of undergraduate studies, who shall be a voting member and chair of the committee; 2) two additional tenured members of the department (not to include the instructor); 3) a tenured member of another department; 4) an undergraduate student. The student member of the committee will be appointed by the department's undergraduate association. If no such association exists, the department chair will appoint the undergraduate student. Normally, the student representative will be a third- or fourth-year major in the department.

In cases where multiple grievances are presented (e.g., more than one student grieving grades from the same course, or one student grieving grades from more than one course), a single grievance committee may review the cases with the student's or students' written consent (email is acceptable). Otherwise, each grievance must be reviewed by a separate grievance committee.

The grievance committee should reach a decision within 20 working days from the time the formal grievance is submitted to the department chair. In exceptional circumstances, the committee's meeting time may be extended for an additional 20 days, but in no case should it extend beyond the end of the semester in which a formal grievance procedure is initiated.

Procedures

The grievance committee will solicit the following information for its first meeting:

1. The student's written appeal;
2. the original work in question, if it exists;
3. a written response from the instructor;
4. a written response by both the student and the instructor to the other's position. If no response is presented, there must be documentation that each person had sufficient

opportunity to submit a rebuttal.

After discussion of the above material, the grievance committee will conduct a fact-finding meeting separately with the student and the instructor. Neither the student nor the instructor shall be accompanied by an advocate or representative. Each may present additional relevant information at the meeting. The meeting will not be open to the public. If either the student or the instructor is away from the university and unable to attend the meeting in person, she or he may participate by videoconferencing. The committee may also meet with the student and the instructor together, if it believes such a meeting would be desirable and useful, but such a joint meeting is not required.

Remedies

The grievance committee will deliberate privately following the fact-finding meeting. If a majority of the committee finds the allegation is supported by clear and convincing evidence, it shall determine an appropriate remedy from among the following options:

1. direct the instructor to grade the student's work anew, in accordance with the committee's findings; or
2. direct the instructor to administer a new final examination or paper for the course.

The grievance committee may also decide on a remedy that can be implemented only by the department chair or dean of the college. In such cases, the instructor's agreement should be sought but is not required. The department chair, or the dean of the college, may also implement one of the following remedies in a case where the instructor refuses to comply with the grievance committee's finding.

- 1) The student is withdrawn from the course (and tuition is reimbursed). This retroactive drop will not include a W on the student's record. The student may elect to take the course again with a different instructor. Or
- 2) The student is withdrawn from the course section of a course. Another section of the course with a designated faculty member (usually the department chair or the director of undergraduate studies) is placed on the semester schedule (retroactively) by request of the dean of the college to the Registrar's Office. The grading option for this new section will be pass/fail. A grade of C is submitted in which a P now shows up on the student's transcript. If the course requires a letter grade for graduation, the registrar shall be directed to accept the course with the passing grade or to allow the substitution of another course for the requirement. If appropriate the committee may also direct that a formal letter be placed in the student's file, explaining the reasons for the awarding of a P/ passing grade, if that has been the resolution.

The grievance committee chair will report its decision in writing, along with any minority view, to the department chair, the student, and the instructor. The discussions and conclusions of the grievance committee should be considered confidential by all members of the committee.

Second-Semester Seniors

Second semester seniors who believe they have been unfairly graded and need a higher grade in a course to graduate are encouraged to pursue the informal procedure immediately. **This recommendation does not remove such students' rights as set out in this document.**

Maintaining Records

The Office of the Dean for Undergraduate Studies shall serve as a repository for records of all formal grievance procedures. This record should include the original formal appeal, the grievance committee report, and a statement by the department chair of the resolution of the grievance committee's finding. The department chair is responsible for transmitting this information to the Office of the Dean of Undergraduate Studies.



Consolidated USMH & UMCP Policies and Procedures Manual

III-1.20(B) UMCP PROCEDURES FOR REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING--UNDERGRADUATE STUDENTS

APPROVED BY PRESIDENT DECEMBER 4, 1990

PURPOSE

The following procedures are designed to provide a means for undergraduate students to seek review of final course grades alleged to be arbitrary and capricious. Before filing a formal appeal, students are urged to resolve grievances informally with the instructor and/or the administrator of the academic unit offering the course. Students who file a written appeal under the following procedures shall be expected to abide by the final disposition of the appeal, as provided in Paragraph E, below, and shall be precluded from seeking review of the matter under any other procedure within the University.

DEFINITIONS

When used in these procedures:

- A. The term "arbitrary and capricious" grading means:
 - 1. the assignment of a course grade to a student on some basis other than performance in the course; or,
 - 2. the assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied to other students in that course; or,
 - 3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.
- B. The words "day" or "days" refer to normal working days at the University, excluding Saturdays, Sundays and University holidays.
- C. The word "administrator" is defined as the administrative head of the academic unit offering the course.

PROCEDURES

- A. A student who believes his/her final grade in a course is improper and the result of arbitrary and capricious grading should first confer promptly with the instructor of the course. If the instructor has left the University, is on approved leave, or cannot be reached by the student after a reasonable effort, the student shall consult with the administrator. If the student and the instructor or administrator are unable to arrive at a mutually agreeable solution, the student may file an appeal within twenty days after the first day of instruction of the next semester (excluding summer terms) to a standing committee consisting of three tenured faculty members of the academic unit

offering the course. If the instructor of the course is a member of the committee, that instructor shall be disqualified and replaced by a tenured faculty member selected by the administrator.

- B. The student shall file an appeal by submitting to the committee a written statement detailing the basis for the allegation that a grade was improper and the result of arbitrary and capricious grading, and presenting relevant evidence. The appeal shall be dismissed if:
1. the student has submitted the same, or substantially the same complaint to any other formal grievance procedure; or,
 2. the allegations, even if true, would not constitute arbitrary and capricious grading;
 3. the appeal was not timely; or,
 4. the student has not conferred with the instructor or with the instructor's immediate administrative supervisor, in accordance with Paragraph A of these procedures.
- C. If the appeal is not dismissed, the committee shall submit a copy of the student's written statement to the instructor with a request for a prompt written reply. If it then appears that the dispute may be resolved without recourse to the procedures specified in Paragraph D, below, the committee will attempt to arrange a mutually agreeable solution.
- D. If a mutually agreeable solution is not achieved, the committee shall proceed to hold an informal, non-adversarial fact-finding meeting concerning the allegations. Both the student and the instructor shall be entitled to be present throughout this meeting and to present any relevant evidence, except that the student shall not be present during the discussion of any other student. Neither the student nor the faculty member shall be accompanied by an advocate or representative. The meeting shall not be open to the public.
- E. The committee shall deliberate privately at the close of the fact-finding meeting. If a majority of the committee finds the allegation supported by clear and convincing evidence, the committee shall take any action which they feel would bring about substantial justice, including, but not limited to:
1. directing the instructor to grade the student's work anew; or
 2. directing the instructor to administer a new final examination or paper in the course; or
 3. directing the cancellation of the student's registration in the course; or
 4. directing the award of a grade of "pass" in the course, except that such a remedy should be used only if no other reasonable alternative is available. The committee is not authorized to award a letter grade or to reprimand or otherwise take disciplinary action against the instructor. The decision of the committee shall be final and shall be promptly reported in writing to the parties. The administrator of the academic unit shall be

responsible for implementing the decision of the committee.

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TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 6, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposals pertaining to the reorganization of the biological sciences graduate programs in the College of Chemical and Life Sciences; including:

1. Proposal to rename the Ph.D. in Biology as the Ph.D. in Biological Sciences
2. Proposal to rename the Areas of Concentration in the Ph.D. in Biology
3. Proposal to rename the M.S. in Biology as the M.S. in Biological Sciences, and eliminate all Areas of Concentration

Senate Document Number: 08-09-23

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The College of Chemical and Life Sciences has reorganized its graduate programs in the biological sciences into a new umbrella program. The renamed graduate degrees in Biological Sciences subsume a number of smaller programs, thereby increasing flexibility, coherence, synergy, impact, and administrative efficiency. The creation of the BISI program will greatly enhance the ability of the college to attract the best and brightest graduate students in the country, increase total enrollment in its Ph.D. programs to levels comparable to those of peers, expand the scope of its training programs, and ultimately, strengthen research programs and rankings.

Currently, for many areas of study within CLFS, there are several possible degree-granting graduate programs through which students could obtain a doctorate, while studying approximately the same material with the same advisor. The proposed actions are intended to eliminate redundancies in the degree programs, simplify administration, and clarify offerings for prospective students. Moreover, the proposed changes allow for far greater flexibility in the future by allowing the College to develop new scholarly areas for training within the new program. These actions are not intended to change the material and scholarly opportunities offered through the existing degree programs.

The College proposes to implement this reorganization by creating an umbrella degree program under which specific areas of study can be offered

as formal Areas of Concentration, and to modify the master's degree accordingly. The actions proposed would also bring the names of the graduate degrees into alignment with the existing undergraduate B.S. in Biological Sciences.

1. Proposal to rename the Ph.D. in Biology as the Ph.D. in Biological Sciences

This renaming action creates the “umbrella” that will house several formal Areas of Concentration (described below) that will reflect current areas of study.

2. Proposal to rename the Areas of Concentration in the Ph.D. in Biology

Currently, the Areas of Concentration (AOC) formally listed under the Ph.D. in Biology are out-of-date. The proposed changes will reflect the new organization and are as follows:

- a. The AOC in “Ecology” will become “Behavior, Ecology, Evolution, and Systematics”
- b. The AOC in “Cell Biology” will become “Molecular and Cellular Biology”
- c. The AOC in “Systematics and Evolutionary Biology” will be renamed “Computational Biology, Bioinformatics, and Genomics”

These Areas of Concentration will serve as the means for students to identify their particular area of study in the biological sciences, and will replace several discrete degree programs. When this suite of proposals receives final approval, the University will administratively suspend the M.S. and Ph.D. programs in Cell Biology and Molecular Genetics (CBMG); the M.S. and Ph.D. programs in Behavior, Ecology, Evolution and Systematics (BEES); and the Ph.D. program in Molecular and Cellular Biology (MOCB). Students who would have entered into these programs will now enter into the Ph.D. in Biological Sciences, and will choose the appropriate Area of Concentration. Current students will be allowed to stay in their current programs or switch to the new program without any loss of their status in their degree programs.

Other graduate programs in the College, such as Entomology (shared with the College of Agriculture & Natural Resources), Chemistry, and Biochemistry, will remain as they are. The M.S. in Sustainable Development & Conservation Biology program (CONS) will be evaluated after a self-study and external review that is forthcoming.

3. Proposal to rename the M.S. in Biology as the M.S. in Biological Sciences, and to eliminate the concentrations.

The M.S. degree in Biology would be renamed to bring it into alignment with the Ph.D. program. The concentrations, which are not currently used at all, would be officially eliminated.

The proposals were submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on February 2, 2009, the Graduate Council Programs, Curricula and Courses Committee on February 19 (with email notification to the full Graduate Council) and the Senate Programs, Curricula & Courses Committee on February 27. If the Senate approves the proposals, they would still require further approval by the President and the Chancellor (with notification to the Maryland Higher Education Commission).

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve these three proposals as outlined above.

C. Committee Work:

The Committee considered the proposal at its meeting on February 27, 2009. Arthur Popper (Associate Dean, College of Chemical and Life Sciences, and Professor of Biology), Richard Payne (Professor and Chair, Department of Biology) and Jonathan Dinman (Professor, Department of Cellular Biology & Molecular Genetics) were present to answer questions. After discussion, the Committee voted unanimously to recommend approval of the reorganization and renaming actions.

D. Alternatives:

The Senate could decline to approve the new program names.

E. Risks:

If the Senate does not approve the changes, the program names will be out-of-date, will not accurately reflect the curricula, and will continue to confuse prospective students.

F. Financial Implications:

There are no indications of a financial risk.

College of Chemical and Life Sciences
University of Maryland, College Park
Graduate Program in Biological Sciences (BISI)
January, 2009

Table of Contents

Executive Summary.....	2
Mission and Purpose of Proposed Reorganization.....	2
Vision for New Biological Sciences Graduate Program.....	3
Relationship to Other Programs.....	7
Relationship to UMD Strategic Plan.....	8
Figure 1 – Current CLFS Organization.....	10
Figure 2 – Proposed CLFS Organization.....	11
Figure 3 – Organization of BISI.....	12
PCC Document – Change Name of Ph.D. Program.....	13
PCC Document – Change Names of Ph.D. Areas of Concentration.....	15
PCC Document – Suspend Current Programs.....	24
PCC Document – Change Name of M.S. Program.....	26
Letters of Support for Proposed Changes.....	28

Executive Summary

The College of Chemical and Life Sciences (CLFS) is proposing a very substantial change in the way it organizes its graduate programs in the biological sciences. The purpose of this document is to provide an overview of the proposed organization as well as a discussion of the rationale behind its development. Four accompanying PCC documents address:

1. The renaming of the current Ph.D. program from “Biology” to “Biological Sciences” (PCC document 1 – page 13);
2. Renaming of current Biology Ph.D. Areas of Concentration to better reflect the training and research areas within the new Biological Sciences graduate program (PCC document 2 -- page 15);
3. Suspension of the current independent Ph.D. and M.S. programs in Behavior, Ecology, Evolution, and Systematics (BEES), Cellular and Molecular Biology (CBMG), and the Ph.D. program in Molecular and Cellular Biology (MOCB). In the future, all students who would have entered those independent programs will instead matriculate into Biological Sciences (PCC document 3 – page 24); and
4. The renaming of the current M.S. program from “Biology” to “Biological Sciences.” The current Areas of Concentration for the M.S. will be eliminated (PCC document 4 – page 26).

CLFS graduate programs in the biological sciences have a strong focus on the Ph.D. degree. Students are typically admitted directly into a Ph.D. program and graduate with that degree only (e.g., they do not obtain a master’s degree along the way). Very few students are admitted directly into the master’s degree programs.

MISSION AND PURPOSE OF REORGANIZATION

Background

Currently, CLFS has six graduate programs in the biological sciences, many of which overlap and duplicate one another. These programs include: Biology (BIOL); Behavior, Ecology, Evolution, and Systematics (BEES); Cell Biology and Molecular Genetics (CBMG); Entomology (ENTM); Molecular and Cell Biology (MOCB); and Sustainable Development and Conservation Biology (CONS). The issues that resulted in our developing the proposed program include:

- The programs often overlap in the areas of biology in which they train student;
- Prospective graduate students often find it difficult to determine which programs are most appropriate for them;
- Each program requires a duplicative set of administrative and governance resources;
- Each program has different policies and procedures;
- Faculty are often in multiple programs and have to deal with very different policies and procedures for their students from different programs;

- Faculty often find the overlap between program areas hard to differentiate; and
- The programs vary in the sense of “community” provided to their students.

In effect, the present graduate program organization in CLFS reflects the history of growth of biological sciences on campus rather than a rational plan. This has resulted in the current programs being unnecessarily redundant and having a division of content that is unclear to potential applicants, current students, and, at times, to our faculty.

Solution

To rectify the current situation, and to enhance the quality of graduate education in CLFS, the faculty of CLFS has designed unified M.S. and Ph.D. degree programs in Biological Sciences (BISI)¹ to replace the current structure.² Significantly, the proposed program will have a single administrative structure and a *flexible* academic framework that promotes outstanding training and research opportunities for graduate students in area of the biological sciences embraced by CLFS faculty.

VISION FOR THE Ph.D. PROGRAM IN BIOLOGICAL SCIENCES

The proposed Ph.D. Biological Sciences Graduate Program of the College of Chemical and Life Sciences will provide doctoral training in a broad spectrum of biological research areas. The goal of BISI is to provide outstanding disciplinary and interdisciplinary opportunities for graduate research and training and for developing and fostering new research and graduate programs that will meet the changing interests of faculty and the scholarly community over the next decades. *BISI is designed to readily collaborate with faculty and other units and programs at the University and with off-campus research organizations* (see page 7).

The proposed BISI Ph.D. program seeks to attract and train exceptionally talented doctoral graduate students. After attaining the doctorate, graduates are expected to be competitive for the most desirable positions in research, teaching, and other scholarly activities at academic institutions, in industry, and in governmental and nongovernmental agencies.³

An additional motivation for the transition to a new organization is to achieve a level of excellence that is among the highest at the University and in the United States. We expect that BISI will be ranked in the top five among institutions of higher education in the Carnegie Foundation classification (Comprehensive Doctorate/No Medical or Veterinary Degree) within five years of inception, and in the top 15 among all (public and private) institutions of higher

¹ Pronounced BĪSĪ. Alternatively, Bi-Sci.

² With the exception of Entomology (ENTM) and Sustainable Development and Conservation Biology (CONS), as discussed later in this section (see page 5).

³ Often, doctoral graduates will pursue postdoctoral training prior to entering the job market. The Ph.D. program therefore may not be directly responsible for job placement, but for placement of graduates in excellent postdoctoral positions from which they will pursue a career path.

education without medical schools within eight years of inception.⁴

Overview of the Proposed Structure and Relationship to Current Structure

The current organization for CLFS graduate degree programs is shown in Figure 1 (page 10), while Figure 2 (page 11) gives the proposed CLFS organizational structure that includes the unified BISI and other related Ph.D. programs.

The leadership structure for the unified Biological Sciences degree programs (Figure 3 (page 12) consists of a central leadership/administrative “umbrella” that includes a Program Director, an Associate Director (AD), and a program office (PO). This group of faculty and staff is responsible for the major areas of program administration. The Program Director is also part of the Academic Executive Leadership Team (AcELT) of CLFS, thereby ensuring that leadership of the College is fully informed of BISI-related issues.

Doctoral training and research takes place in several Areas of Concentration (CAs) that are identified and developed by the faculty. Each Area of Concentration⁵ is led by a Concentration Area Director (CAD) who is responsible for scholarly and administrative leadership of the Area of Concentration.

A Leadership Council that includes the Program Director, the Concentration Area Directors, and the Associate Director (*ex officio non-voting*) provides policy and scholarly leadership.

The Program Director is a regular tenured faculty from one of the departments of CLFS. The Concentration Area Director is a regular UMD tenured faculty member in the Areas of Concentration. The Associate Director (AD) may be a Professional Staff Position or a regular faculty member.

Proposed Changes from Current Organization

We are proposing to change the names of the current M.S. and Ph.D. programs in Biology to Biological Sciences and to change the names of several of the currently approved Ph.D. Areas of Concentration within Biology, to better reflect the training that students will receive in BISI. We will also eliminate the current Biology M.S. Areas of Concentration since they have not been used in many decades (indeed, there is no record of their inception).

It should be noted that the major degree given in CLFS is the doctorate. Very few students (other than in the CONS program) are accepted for the M.S. degree, and the vast majority of our doctoral students go straight for the Ph.D.

⁴ Our graduate programs are classified by the Carnegie Foundation as Comprehensive Doctoral/No Medical-Veterinary Degree. - <http://www.carnegiefoundation.org> - 76 institutions are so classified - 55 public; 21 private.

⁵ Note in terminology. The formal MHEC terminology is Area of Concentration. We use that term when appropriate in this document. However, it is used synonymously with Concentration Area.

Rationale for BISI

The issue of giving one Ph.D. in Biological Sciences with formal Areas of Concentration has been considered extensively by our faculty over the past few years, and it is very clear that prospective Ph.D. students seek out programs that have distinct disciplines (as do our Areas of Concentration) and that the students want degrees that reflect the name of their distinct disciplines.

Most importantly, BISI will provide:

- uniform standard of excellence for the training of students in distinct areas of the biological sciences;
- better and more flexible training opportunities for graduate students;
- a common point of entry for Areas of Concentration; and
- savings in scarce resources.

Training Standards: While each Area of Concentration will designate course and seminar requirements and the mechanism of selecting the Ph.D. advisor, BISI will set a common set of overall requirements *vis a vis* exams and their structure, learning outcome assessments, etc. In addition, BISI will provide a few courses of general interest including professional development and scientific ethics. Under a single umbrella Ph.D. program, all of the Areas of Concentration will share a common set of expectations and goals, thereby providing a common standard of excellence.

More Flexible Training Opportunities: By having a single Ph.D. degree rather than a series of separate degrees, we will be better able to quickly change, add, or remove specific training areas as student and faculty interests and demand change. Developing a new independent degree program takes a good deal of time, and old programs are cumbersome to eliminate. However, with a structure using an umbrella degree with concentrations, we will be able to more quickly develop, modify or discontinue training in a particular area and remain up-to-date and responsive to campus and national needs.

Common Point of Entry: Currently, students see CLFS and the campus as having a large number of different graduate programs in the biological sciences, the majority of which are housed in CLFS. Since the programs themselves actually overlap considerably in disciplines covered, students are often confused as to where to apply, and even faculty members are sometimes not sure about the distinctions. Plus, each program has dramatically different requirements and expectations. Under the Biological Sciences umbrella structure, there will be a single entry point (“umbrella”) for all CLFS programs in the discipline, and an easy determination of where students fit best. Most importantly, there will be basic requirements and expectations for students that will be shared across all parts of BISI.⁶

⁶ A further goal is to make this common point of entry available to other biological sciences-related units on campus, so that prospective students (and others) will be able to search a database of research interests and be

Resources: The resource savings is based upon our being able to merge our current limited staff resources currently spread across the various programs into a unified BISI structure.⁷ This will result in staff being able to operate more programs in a more efficient manner than now possible, and will allow for better training and cross training of staff.

Relationship to Other CLFS Units Not in BISI

CLFS has four additional graduate programs that will remain independent: Entomology (ENTM); Sustainable Development and Conservation Biology (CONS); Chemistry (CHEM); and Biochemistry (BCHM). However, they will be included, as appropriate, in the common web portal for BISI. The relationship between BISI and inter-college programs in the biological sciences (broadly defined) is discussed below (page 8).

Entomology (ENTM): The Entomology Ph.D. and M.S. programs are unique in that they serve faculty and students in CLFS as well as in the College of Agriculture and Natural Resources, and they have strong ties to Land Grant traditions. The graduate degrees in ENTM often focus on applied entomology, with the research approach and student interest generally being directed towards questions that relate to agricultural or environmental issues. At the same time, faculty members in ENTM provide both applied and basic science research opportunities to students (often in the same lab and with the same mentor). It has generally been the case that students with basic science interests enter the laboratories of ENTM faculty through interdepartmental programs (e.g., BEES, MEES, or MOCB), whereas students with interests in applied entomology enter through the ENTM doctoral program.

We expect this tradition to remain, and that ENTM faculty will be heavily involved in BISI and train many of their doctoral students through BISI.^{8,9} At the same time, maintaining the Entomology degree will enable the ENTM faculty to continue to serve the larger entomology community. However, if over the next several years we find that students do their research with ENTM faculty primarily through the ENTM program or through BISI, the relationship of ENTM and BISI will be re-evaluated. The ENTM doctoral program will be part of the general Biological Sciences web portal, and BISI will serve to help ENTM recruit students to that program.

Sustainable Development and Conservation Biology (CONS): The CONS program offers the M.S. degree to students interested in entering government and non-government agencies involved in various aspects of conservation biology. The CONS program is undergoing external review this year and a new director will be joining the program. She will, based on the external

pointed to the appropriate faculty and the graduate programs with which they are associated, no matter whether the program is associated with CLFS or not.

⁷ Note that Biology is also being merged into BISI, but its name is being changed to Biological Sciences rather than suspending the program per se.

⁸ See support letter from Entomology chair Dr. Charles Miter.

⁹ This is to be expected since ENTM faculty now train over half of their students through BEES, MOCB, and other

review, develop a strategic plan for CONS. Since there are a number of potential avenues for CONS to take in its strategic plan, it was decided that it would be best not to alter CONS in any way until we can determine its future structure. This is particularly important since CONS is generally considered one of the premier programs of its type in the United States, and we do not want to do anything that could impact the quality of training it offers, or its reputation, without very careful consideration of a strategic plan.

At the same time, CONS, like ENTM, will be included in the Biological Sciences web portal to facilitate the application process. Moreover, since there is significant overlap between the CONS faculty and faculty in the BEES Area of Concentration, we anticipate that the close working and educational relationship between BISI and CONS will continue, much to the benefit of CONS students.

Chemistry and Biochemistry: In addition to the above programs, Chemistry and Biochemistry will remain as distinct programs since their research and training extends beyond biological systems. At the same time, faculty with interests in biological questions (e.g., biochemists) will be included in the BISI web portal, and CHEM/BCHM faculty will be most welcome to be part of the Areas of Concentration in BISI.¹⁰

RELATIONSHIPS TO FACULTY AND PROGRAMS OUTSIDE OF CLFS

Involvement of Faculty from Other Colleges and Off-Campus

The various graduate programs in CLFS have a long history of strong and positive relationships with faculty and programs outside of the college. Many of our current programs have very active faculty participants in graduate training from other colleges (e.g., AGNR, CMPS) and units in USM (e.g., especially the Center for Advanced Research in Biotechnology [CARB]¹¹). Moreover, there are strong relationships, and participation in graduate education, by adjunct faculty from other area institutions including, but not limited to, the National Institutes of Health (NIH), the National Institutes of Standards and Technology (NIST), and the Smithsonian Institution. UMD faculty from non-CLFS programs serve as full members of the various current programs, while faculty from outside serve as adjuncts or affiliates, following UMD policies.¹²

These campus and off-campus relationships provide striking benefits to graduate students. These relationships also benefit faculty and research programs in CLFS as well as other colleges at UMD and at the partner institutions.

¹⁰ Indeed, as pointed out by Dr. Michael Doyle, chair of CHEM/BCHM, in his letter of support for BISI, CHEM faculty have been very involved in the inception and development of BISI.

¹¹ CARB is part of UMBI – The University of Maryland Biotechnology Institute, one of the 13 campuses in the University System of Maryland.

¹² Methods for inviting non-CLFS faculty from outside of current programs are decided by the programs and it is expected that BISI will develop similar policies and procedures. Moreover, BISI will have mechanisms in place for evaluation of the participation in, and contributions of, *all* faculty to the Program.

Thus, it is the intent and goal of BISI to firmly maintain and, whenever possible, strengthen these relationships. Indeed, *it is integral to BISI that current and future faculty from other units that now actively participate in, and benefit from, working with CLFS Ph.D. and M.S. programs will continue to have the same strong relationships and be involved in BISI in ways that are similar to, or enhanced from, current relationships.* This includes, but is not limited to, full voting rights, participating in student selection, maintaining access to potential graduate students, and service on all governance committees.

Interactions with Non-CLFS Graduate Programs

Many CLFS faculty participate in other inter-college graduate programs that are administered by other colleges, such as Neuroscience and Cognitive Sciences (NACS), Biophysics, Chemical Physics, Bioengineering, and others. Indeed, many CLFS faculty have students in their laboratories who receive their degrees from these programs as well as from CLFS programs. These relationships will continue, and the non-CLFS programs will benefit by being included (at their wish) on the common BISI portal, and students with appropriate interests will be directed to those programs.

BISI will not have specific Areas of Concentration that “compete” with our inter-college programs. Instead, the inter-college programs are viewed as integral to the broad training we can offer in biological sciences and so we view BISI and these programs as partners.

We have shared the proposals with leaders in the other colleges and programs, and with external programs, with whom the current CLFS programs interact. Letters of support for BISI from many of these leaders are attached to this proposal package since they are relevant to all of our PCC proposals (page 28).

RELATIONSHIP OF NEW PROGRAM TO UM STRATEGIC PLAN

The proposed change brings the graduate programs in the biological sciences in CLFS very much in line with the intent of the campus strategic plan, in that the new Ph.D. program in Biological Sciences is designed to:

- attract the very best students by showing them the breadth, depth, and quality of the research and training opportunities for them at College Park;
- be forward-thinking and flexible so that BISI stays at the forefront of 21st century biological sciences training and research;
- position itself to enhance the research programs of our faculty;
- set up research foci¹³ that are aimed at obtaining external support for training (e.g., NIH Training grants or NSF IGERT training grants);

¹³ Referred to as “Research Clusters”

- use resources, such as staff, efficiently and effectively; and
- develop a national and international reputation for excellence overall, and in many of BISI's individual research/training components.

PROGRAM AND PROPOSAL DEVELOPMENT AND SUPPORT

The proposed graduate program in Biological Sciences (BISI) is the result of a year-long review of current CLFS graduate programs in various aspects of the biological sciences, as well as a detailed and extensive evaluation of the structure of graduate training in the biological sciences at over 50 other institutions, including all UM peers. This was done by a Blue Ribbon Committee of faculty representing all of the CLFS biological sciences units. The organization of the programs at other institutions varies considerably, with some retaining a departmental/program structure somewhat similar to our current organization, while many others are moving towards having an “umbrella” single point of entry and an overall organization that parallels the one we are proposing. However, there is a strong trend towards umbrella organizations to make the diversity of biological sciences more accessible. Examples of “umbrella” organizations include:

University of North Carolina - <http://www.bio.unc.edu/graduate/>
Stanford - <http://med.stanford.edu/biosciences/>
Indiana University - <http://www.bio.indiana.edu/gradprograms/index.html>
New York University - <http://biology.as.nyu.edu/page/graduate.program>
University of Michigan - <http://www.med.umich.edu/pibs/>

It should be noted, however, that our Blue Ribbon Committee found that the specific organization at the universities surveyed varied considerably and that it was often very difficult, if not impossible, to determine organizational details from the web presence of the programs.

The initial evaluation by a Blue Ribbon Committee was presented to CLFS faculty. In a series of meetings the faculty concluded that CLFS efforts in training and research in the biological sciences would be best served by having a single umbrella structure for admissions and administration, and flexible Areas of Concentration for graduate work. Subsequently, a faculty group met weekly over the summer of 2008 to develop a plan for the BISI. The work of this group was given considerable feedback by a larger faculty implementation group, by the chairs of CLFS departments, and by the College's Board of Visitors. Early in the Fall 2008 semester, this plan was presented to the faculty in CLFS. Following an all-college meeting and several surveys, the plan evolved further. This culminated in an all-college meeting on December 8, 2008, to decide on the most critical aspects of BISI including the scientific scope and names of the proposed Areas of Concentration.

A secret ballot vote of all tenured/tenure track faculty in CLFS was taken from December 12-15, 2008, with over 80% of the voting faculty voting in favor of the plan that we are now putting forward for Campus approval.

Figure 1: Current CLFS Organization with graduate programs. BEES and MOCB are graduate programs run within CLFS, although faculty from other colleges and programs (including off-campus) are very involved in all aspects of the programs including student training, student selection, etc. NACS is an inter-college program while MEES is an inter-system program.

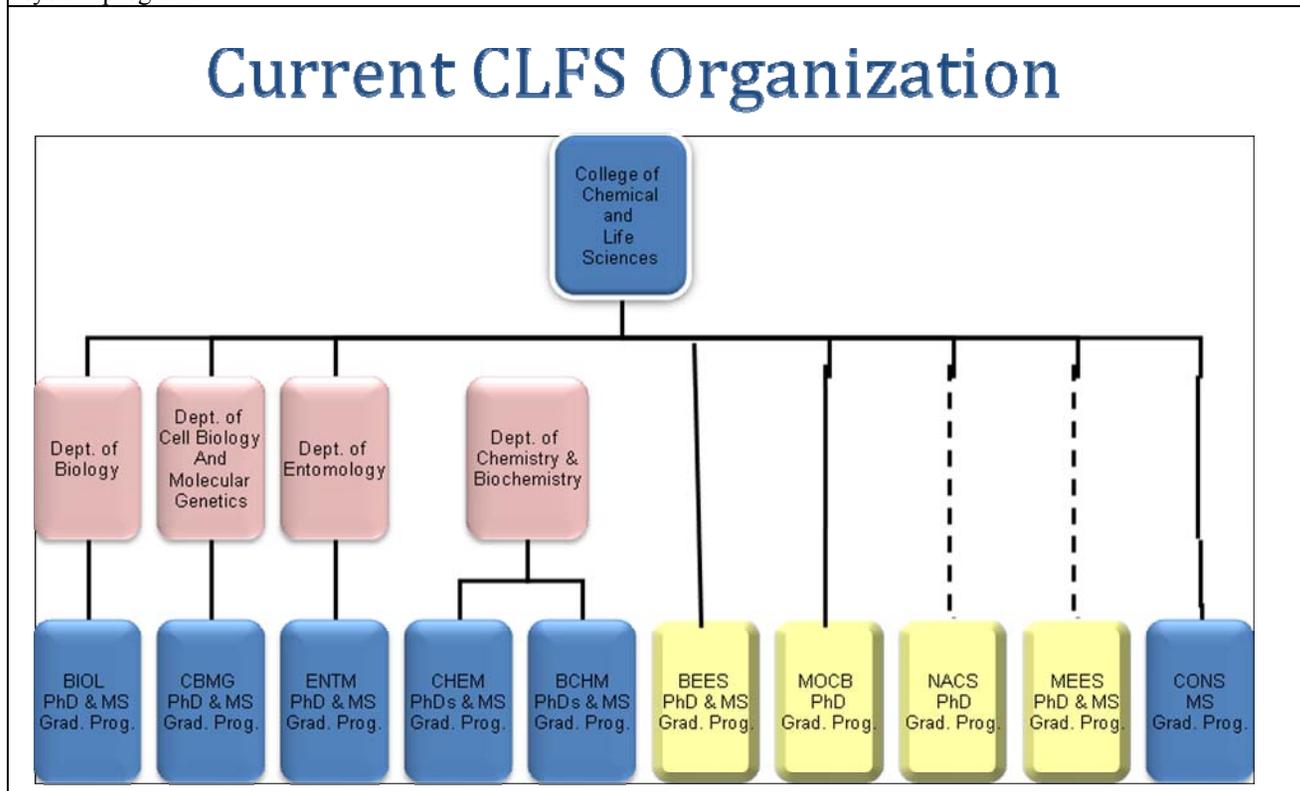


Figure 2: Proposed CLFS Organization with Graduate Program in Biological Sciences. Programs linked to Biological Sciences by dashed lines are organized separately from BISI but will be able to use the admissions umbrella for soliciting students. These programs have, and will continue to have, strong interactions with BISI, and BISI is designed to work closely and collaborate with the inter-college and inter-system units to ensure the best possible training and research opportunities for students and research collaborations for faculty.

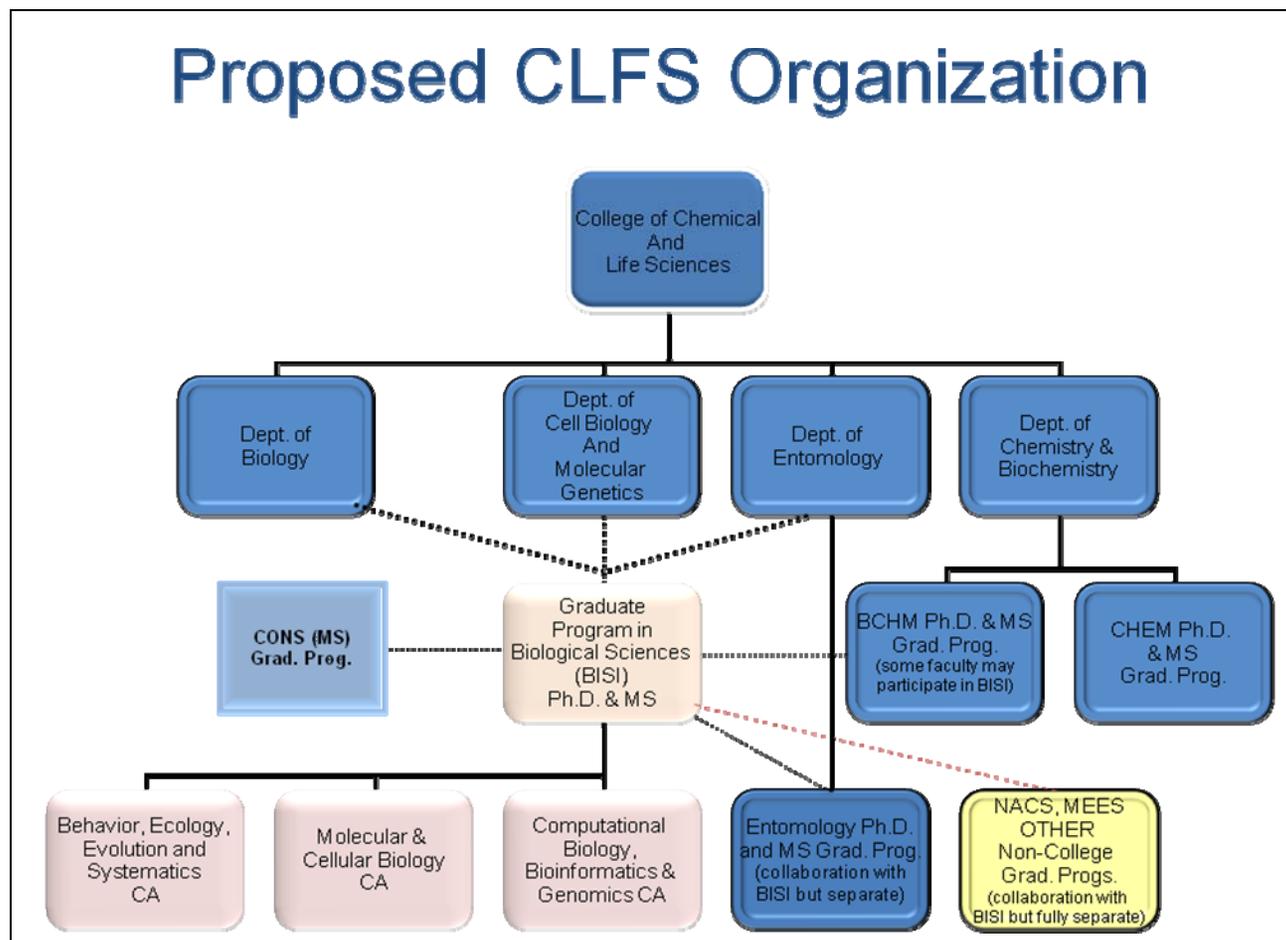
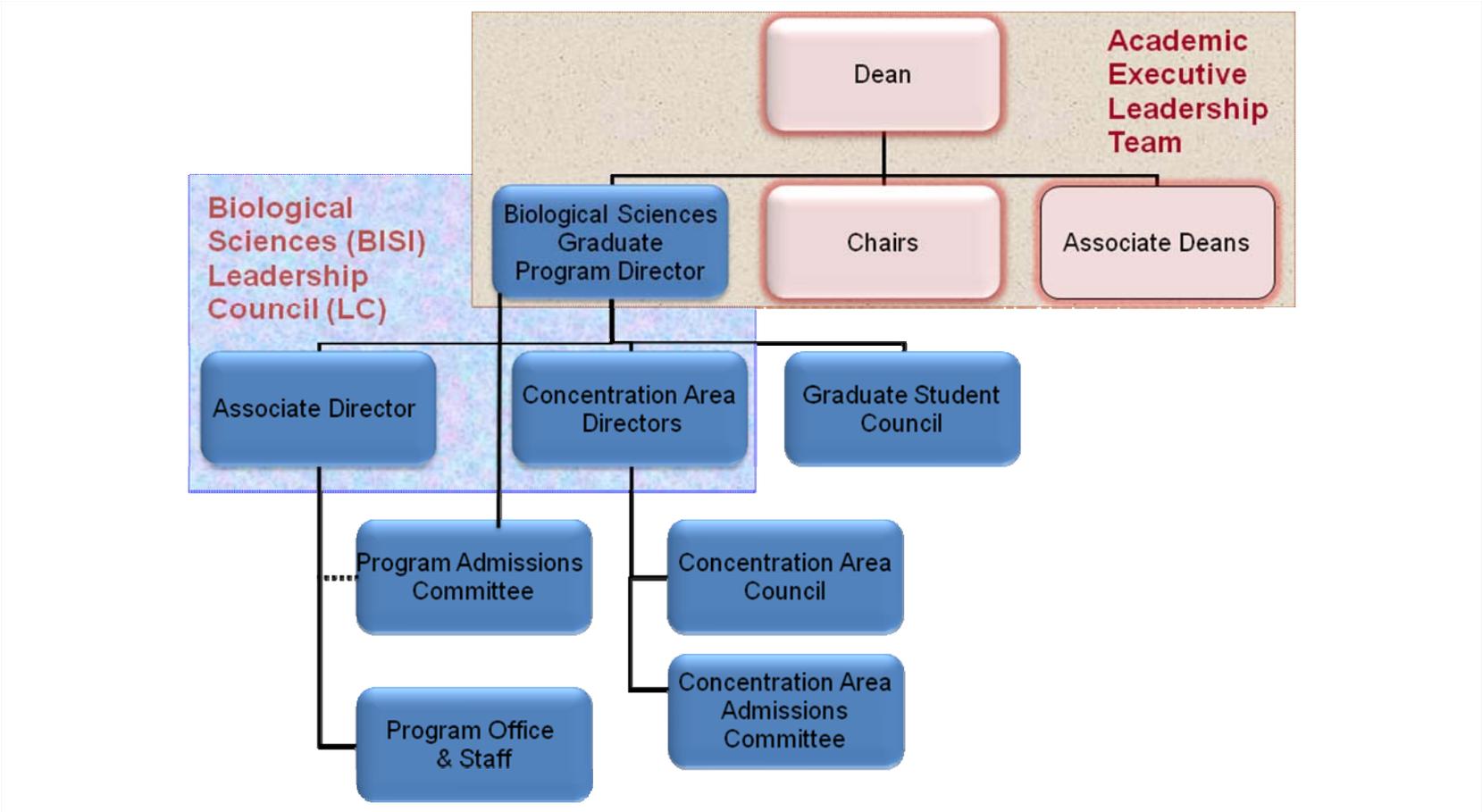


Figure 3: Organization Chart for BISI. The Program Director will sit on the Academic Executive Leadership Team of CLFS to ensure strong collaborations with the Dean, Associate Dean, and department Chairs. BISI will be run by a leadership council that includes the directors (faculty selected) of each of the Areas of Concentration. BISI itself will have an Associate Director, an umbrella admissions committee that will work closely with the admissions committees of each Area of Concentration, and a BISI office that will be responsible for BISI administration. Each Area of Concentration will have an elected director, an elected Council representing faculty, and an admissions committee. Graduate students in each Area of Concentration will select representatives to a BISI Graduate Student Council, the leader of which will serve on the BISI leadership committee.



**THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL**

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED _____

PCC LOG NO.

08041

COLLEGE/SCHOOL **College of Chemical and Life Sciences (CLFS)**
DEPARTMENT/PROGRAM NA

PROPOSED ACTION (*A separate form for each*) ADD DELETE CHANGE X

DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.*)

Change of name of the Ph.D. degree: in Biology to Biological Sciences (BISI). Several current graduate programs in CLFS will be moved into the new Biological Sciences graduate program. The resultant Ph.D. program will have several Areas of Concentration that will enable students to obtain a Biological Sciences degree with a formal Area of Concentration in their chosen sub-field.

JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*)

We are replacing the current name "Biology" with "Biological Sciences" to indicate a broader and inclusive program. The name also reflects the breadth of the biological sciences training and research in the College of Chemical and Life Sciences.

APPROVAL SIGNATURES - *Please **print** name, sign, and date*

1. Department Committee Chair: NA _____
2. Department Chair: **Richard Payne** (Chair, Biology)  _____ 1/21/09
3. College/School PCC Chair: **Arthur N. Popper**  _____ 1/21/09
4. Dean: **Norma Allewell**  _____ 1/21/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

VPAAP 8-05

The College of Chemical and Life Sciences is proposing to *change* the name of Ph.D. programs in Biology to Biological Sciences. (An accompanying document changes the name of the M.S. degree.)

The purpose of the change is to:

- Make the name of the programs more encompassing of the breath of biological sciences research in the college and on campus.
- Provide an umbrella program (Biological Sciences -- BISI) in which many of the current areas of Ph.D. training in the college will be merged as a single program. This will enable us to suspend and eventually eliminate graduate programs in: Biology; Behavior, Ecology, Evolution, and Systematics (BEES); Cell Biology and Molecular Genetics (CBMG); and Molecular and Cellular Biology (MOCB) at College Park (see other proposals).
- Enable prospective students to enter BISI through a single “portal” and then be placed into Areas of Concentration that are most suited to their interests and needs. This is particularly important in the biological sciences where fields are evolving rapidly and where the scholarly interests of faculty often are highly diverse. By having a single degree program, and a single point of entry, there will not only be less confusion for students, but also opportunities for students to develop unique and individual training opportunities that fit their specific interests and career goals.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED _____

PCC LOG NO.

08042

COLLEGE/SCHOOL College of Chemical and Life Sciences (CLFS)

DEPARTMENT/PROGRAM NA

PROPOSED ACTION (A separate form for each) ADD _____ DELETE _____ CHANGE X _____

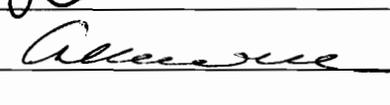
DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old and new** sample programs for curriculum changes.)

Change of names of current Areas of Concentration in the Ph.D. Program in Biology (to be renamed Biological Sciences in a separate action).

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

The name changes in Areas of Concentration much better reflect the current training areas within the biological sciences in the College of Chemical and Life Sciences than do the old names.

APPROVAL SIGNATURES - *Please print name, sign, and date*

1. Department Committee Chair NA _____
2. Department Chair **Richard Payne (Chair, Biology)**  _____ 1/21/09
3. College/School PCC Chair **Arthur N. Popper**  _____ 1/21/09
4. Dean **Norma Allewell**  _____ 1/21/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

VPAAP 8-05

I. PURPOSE OF PROPOSAL

This proposal changes the names of existing Areas of Concentration in the Ph.D. in Biology (to be renamed as the Ph.D. in Biological Sciences in a separate action) to better reflect Areas of Concentration that are emphasized in the College of Chemical and Life Sciences, and the training and research interests of our faculty. While the overall themes of the new names for Areas of Concentration are similar to those of the old names, the new names far better reflect 21st century biological sciences, and the strengths of CLFS.

The following current Biology Areas of Concentration will be changed as follows:

1. “Ecology” to “*Behavior, Ecology, Evolution, and Systematics*”
2. “Cell Biology” to “*Molecular and Cellular Biology*”
3. “Systematics and Evolutionary Biology” to “*Computational Biology, Bioinformatics, and Genomics*”

II. CHARACTERISTICS OF THE PROPOSED PROGRAM

Educational Objectives

The educational objectives for the proposed changes are no different from those of our current graduate programs – to provide for the best possible training for doctoral students in the biological sciences.

Brief Catalog Description – The Biological Sciences graduate program (BISI) offers a wide range of research and training opportunities for students who are interested in pursuing doctoral-level research in very diverse areas within the biological sciences. Faculty research interests extend from molecules to ecosystems, and include all intermediate levels of organization. Research approaches extend from the most modern approaches for studying molecules to sophisticated methods for examining global-scale climate change. Research takes place within the laboratories of faculty in the departments in the College of Chemical and Life Sciences, as well as in laboratories of participating faculty in other colleges and institutes of the University of Maryland. In addition, students have the opportunity to work with participating faculty from near-by research institutions such as the National Institutes of Health, Smithsonian Institution, and Beltsville Agricultural Research Center. The goal of BISI is to enable students to obtain the best training in their intended research areas, and to work with outstanding faculty. More information can be found at www.chemlife.umd.edu/BiSci/.

General Requirements for the Ph.D. Degree

Each student will generally be part of, and advised through, one of the BISI Areas of Concentration (CA). Students with interests that overlap Areas of Concentration, or do not fit into a regular Area, will be initially will be advised by a faculty member and committee appointed by the Program Director.

Typically, course requirements are completed within two years of starting Ph.D. study.

Before the end of the second semester in BISI, the Ph.D. student should select a dissertation advisor, and by the end of the fourth semester, the student and advisor should select the other faculty members who will serve as the student's Research Committee. The student's research advisor serves as the chair of this committee, and it becomes the responsibility of the committee to guide the student through the remainder of the graduate program.

All Ph.D. students will be required to complete a minimum of 26 credits to meet degree requirements.¹ This will include a minimum of 9 credits of advanced course work, 3 credits of graduate seminars, a 2-credit Professional Development seminar, and at least 12 credits of 899 Doctoral Dissertation Research. Specific course/credit requirements, including additional credit requirements and the courses that are to be included within the advanced courses, may be established by the individual Areas of Concentration.

Each student will have yearly meetings with her/his advisory committee for advising and for examinations. By the end of the student's third year in BISI, she/he will present a research proposal to the committee that will summarize the relevant literature, objectives, experimental methods, and significance of a research project that the student and the advisor believe is appropriate for a Ph.D. dissertation. This meeting, which is held no later than by the end of the student's sixth semester, is chaired by the student's advisor and is attended by all members of the research committee. During the meeting, the student is examined on the research proposal. Passing the exam will allow the student to advance to doctoral candidacy.

The ability to do independent research must be demonstrated as well by an original dissertation which must be successfully defended before an examining committee in order for the student to fulfill the degree requirements. Students are required to present a public seminar during the semester in which they intend to hold the defense.

Proposed Changes in Program Name – Name changes in Areas of Concentration, as described in Section I above.

Proposed Changes in Area of Concentration Names – As listed above.

Requirements of Each Area of Concentration

- ◆ Each Area of Concentration will focus on distinctly different areas of the biological sciences.
- ◆ With rare exception, there is no need to develop new courses (Table 1, page 20) for the Ph.D. degree. The exception may be in the area of *Computational Biology, Bioinformatics, and Genomics* where there may be the need for a general overview course. But, this has yet to be determined. If developed, it will be through reassignment of faculty currently teaching courses with low graduate enrollments.
- ◆ All current CLFS graduate courses will be offered under the BISI rubric.
- ◆ While each Area of Concentration has its own group of courses, it will be common for students to take courses across areas, depending on the specific scholarly interests of the student. Thus, since students in the BEES Area of Concentration may be incorporating topics as

¹ At the same time, policies will be in place to allow exceptions to required courses, such as for students who enter the programs having already had similar courses in other (UMD or non-UMD) programs.

diverse as genomics and development in their dissertation research, the students may very well include courses in those areas as part of their program. Indeed, this overlap reflects the complexity of modern biology, and is encouraged to develop the most broadly trained students.

- ◆ Courses for each Area of Concentration are shown in Table 1 (page 20). As demonstrated in the Table, each Area of Concentration has a unique set of courses from which students may choose after discussion with their mentor and advisory committee. In some cases, Areas of Concentration may stipulate that one or more of these courses are required of every student in that area.
- ◆ It is expected that the number of courses required in any Area of Concentration will not exceed current requirements for comparable programs. Thus, changes in course requirements will not change the time to degree. Moreover, current students who choose to move to the new BISI structure to complete their degrees will *not* have additional courses/requirements imposed upon them.²

At the same time, it should be noted that the most important differences between Areas of Concentration is *not* in course requirements or expectations, but in the nature of the research training that students receive, the seminars they attend, the meetings they go to, and the collaborations they develop with their faculty. In effect, at least in the biological sciences, who a student ultimately becomes evolves from her/his community, and the Areas of Concentration represent those communities.

Learning Outcome Assessment

CLFS has been very successful in developing Learning Outcome Assessment tools for its graduate programs. The LOA for the proposed Biological Sciences graduate program is found in Table 2 (page 21).

Library Requirements - No additional library requirements are needed. BISI continues to serve the same faculty and student pool as in the past, and the library needs will not change (though we, of course, would like to see an increase in library holdings in biological sciences, this is not needed to initiate or maintain BISI).

BISI Faculty – No change from current faculty.

BISI Courses – It is recognized that while courses are needed by the Areas of Concentration, faculty time and teaching obligations are controlled by the departments. In fact, this is not a new issue since we have had courses in several of the current areas (e.g., BEES, MOCB) for many years, and there has never been a “conflict” between faculty teaching departmental vs. program courses. Indeed, since faculty members normally teach at least one graduate course each year, their teaching would naturally be in BISI courses. Most importantly, however, our experience has been that since our Chairs have a “stake” in the graduate programs, and that they work hard to ensure that faculty are able to teach the needed graduate courses. Moreover, since the BISI Director will meet regularly with the Chairs (see organization chart, page 12), any issues arising

² Status of current students in BISI is discussed in detail in the PCC document suspending several programs – see page 26.

will be easily and collegially dealt with (as they have in the past).

Resources Required - No additional resources are required for BISI. Current staff support will become BISI staff. The BISI Director will be a regular tenured faculty member in CLFS, as will be the Concentration Area Directors. Indeed, fewer program directors will be needed under BISI than are needed in current programs.

BISI Admissions

One of the critical features of the BISI is that we will now have a single “face” for all graduate programs in the Biological Sciences on the web and in print. Students potentially interested in doing graduate work at UMD in the biological sciences (and related fields) will see a single home page that will have search engines designed to help them not only find potential mentors with interests similar to their own, but also to find the appropriate program at UMD to which they would make their application. Assuming that the student was interested in programs within Biological Sciences, they would be directed to the appropriate Area of Concentration.

Applications for admissions would be made through the common portal to the Graduate School’s online application system, and the program admissions office would manage applications. Actual decisions on students would be made by the Area of Concentration that is most appropriate for the student’s interests. Once the Concentration Area committees have recommendations for admissions, the BISI admissions committee would make final decisions based on student ranking by the Areas of Concentration, and provide financial support for incoming students.³ It is policy in CLFS that no doctoral student is admitted without guarantee of financial support (e.g., TA, fellowship, research assistantship), typically for five years in biology programs.

A critical part of this process is that we will invite related programs that are not within BISI, such as CONS, Entomology, NACS, MEES, and Biophysics, to participate in our home page and be part of our search engine. This will help students find the faculty and graduate programs that most fit their needs. While it is possible that a student will choose to go to one of our partner programs rather than BISI, one of our goals with the common portal is to bring the very best graduate students to UMD in the broad areas of the biological sciences, and our view is that the most important thing is to get excellent students to come to UM, no matter where they wind up.

³ Using currently available funds.

Table 1: Courses for each Area of Concentration. The specific courses a student takes will be decided upon by the faculty in the Areas of Concentration and by the students individual advisory committee.

CA – Behavior, Ecology, Evolution, and Systematics				CA – Computational Biology, Bioinformatics, and Genomics				CA – Molecular and Cellular Biology			
Course #		Title	Credits	Course #		Title	Credits	Course #		Title	Credits
BEES	608	Introduction to BEES	1	BIOL	708	Genetics & Genome Data	4	CBMG	688	Genetics: Research Exp	3
BIOL	608	Genetic Adaptive Evolution	2	BIOL	608	Human Evol Genetics	2	CBMG	688	Microbial Pathogenesis	2
BEES	609	Paleobiology	2	CBMG	688	Genetics II	2	CBMG	688	Cell Biology I	2
BIOL	608	Behavior Ecology	2	CBMG	688	General Bioinformatics: Comp Meth	2	CBMG	688	Cell Biology II	2
BIOL	608	Invasions & Invasive	2	CBMG	688	Grad Bioinformatics: Comp Meth	2	CBMG	688	Genetics: Cell Bio II	2
BIOL	608	Evolution & Development	2	CBMG	688	Bioinformatics And Molecular Systems	3	CBMG	688	Gen I:Gene Expression	2
BIOL	608	Marine Ecology & Evolution	2	CBMG	688	Comp Bioinformatics	3	CBMG	688	Genetics I: Gene Exp	2
BIOL	608	Molecular Ecology	2	CBMG	699	Bioinformatics & Comp Bio	1	CBMG	688	Immunology & Host Defense – Part 1	2
BIOL	608	Evolution of Regeneration	2	CBMG	699	Bioinformatics & Computational Biology	1	CBMG	688	Immunology & Host Defense – Part 2	2
BIOL	608	Adv Theoretical Ecology	2	CBMG	688	Genetics: Plant I	2	CBMG	688	Microbial Genetics	2
BIOL	662	Concepts In Animal Ecology	4	CBMG	699	Eukaryotic Model Systems	1	CBMG	688	Plant I Development & Physiology	2
BIOL	665	Behavioral Ecology	4	CBMG	699	Genetics Eukaryotic Syst	1	CBMG	688	Plant II: Dev And Phys	
BIOL	671	Molecular Evolution	3	CMCS	828N	Computational Gene Finding And Genome Assembly	3	CBMG	688	Developmental Biology	2
BIOL	760	Plant Population Biology	3	CMCS	858L	Graphs And Networks In Computational Biology	3	CBMG	688	Principles Of Microscopy	2
BIOL	608	Behavioral Evolution	2	CMCS	858E	Algorithms For Biosequence Analysis	3	CBMG	688	Molecular Virology	2
								NACS	644	Cellular & Molecular Neuroscience	1
								BIOL	622	Biophysics for Biologists	3
								BSCI	651	Membrane Transport Phenomena	3



TABLE 3: ASSESSMENT PLAN

BIOLOGICAL SCIENCES (BISI)/PH.D.

(Program of Study / Major / Degree Level, etc.)

Program Contact: _____ Phone: _____ E-mail: _____

Date submitted to Academic Unit Head: _____

Program Goals: The goals of BISI are to provide access to world-class research facilities, facilitate communication and collaboration among faculty and students, and provide an incomparable environment for training independent scientists such that they are able to make significant contributions to the fields of behavioral, ecological, evolutionary and systematic biology.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:

Student Learning Outcomes (list the three-to-five most important)	Assessment Measures and Criteria (describe one or more measures for each outcome and criteria for success)	Assessment Schedule (initial year, and subsequent cycle)
<p>1. General knowledge of biological sciences topics sufficient to support their dissertation research.</p> <p>Students will demonstrate knowledge in five key areas of biological sciences content, identified by their preliminary exam committee. Three of the key areas will represent the three required areas chosen by the student and their committee for general study in the graduate program. Students obtain general knowledge from course work and from independent reading, but general knowledge assessment will take place in an oral preliminary exam, usually completed by the end of the student’s second year in BISI.</p>	<p>General knowledge will be assessed in an oral preliminary exam.</p> <p>The specific areas of knowledge required for each student will vary depending upon the input of the preliminary qualifying exam committee, but will include at least three of the five core areas agreed upon by the BISI faculty.</p> <p>Measure Each member of the preliminary exam committee for a student will rate the general knowledge proficiency exhibited during the exam. Each student’s general knowledge will be rated as excellent, adequate, or unacceptable. Every student’s general knowledge proficiency will be included in the LOA analysis.</p> <p>The results from all rating sheets for each student will be compiled in a spreadsheet. To summarize the ratings for each student the median rating will be used.</p>	<p>2010, yearly</p>

	<p>The goal of the program is for:</p> <p>Criteria 10% or fewer students have a median rating of unacceptable. 90% or more students have a median rating of at least adequate 25% or more students have a rating of excellent. If these criteria are not met the BISI faculty will determine measures to improve general knowledge of BISI students. These might include: Changing the content of key BISI courses Being more explicit about the expectations of the prelim exam Providing more explicit direction in independent readings that students can utilize to learn general knowledge.</p>	
<p>2. Ability to <i>plan a research program in the biological sciences</i></p> <p>Students will demonstrate the ability to plan a research program by formulating a problem for their dissertation topic, develop a research plan to address this problem and communicate this topic and plan to a technical audience. This is accomplished through completion of a written preliminary exam proposal, an oral presentation of the research plan, and defense of the research proposal in the preliminary exam. This is generally accomplished by the end of the third year in BISI.</p>	<p>The ability of students to <i>plan a research program in the biological sciences</i> will be assessed in two venues: a written research proposal and during the oral preliminary exam.</p> <p>Measures. Both the written research proposal and the oral preliminary exam for each student will be assessed by each member of the preliminary exam committee. Ratings will be made in the following areas on the research proposal: Background Literature Research Problem Methods Significance Feasibility Student performance on each will be rated as excellent, adequate, or unacceptable. The results from all rating sheets for each student will be compiled in a spreadsheet. To summarize the ratings for each student the median rating will be used.</p> <p>Criteria: The goal of the program is for: 10% or fewer students have a median rating of unacceptable. 90% or more students have a median rating of at least adequate 25% or more students have a rating of excellent.</p>	<p>2006, yearly</p>

<p>3. Students demonstrate the ability to implement and complete independent scientific research. The research conducted is summarized in a dissertation and presented in a professional manner in front of a public audience.</p>	<p>Measures: Assessment of the oral public seminar and the written dissertation will be judged on the following criteria: Background Literature Research Problem Methods Significance of Research Conclusions Future Directions Student performance on each will be rated as excellent, adequate, or unacceptable. The results from all rating sheets for each student will be compiled in a spreadsheet. To summarize the ratings for each student the median rating will be used. Criteria: The goal of the program is for: 10% or fewer students have a median rating of unacceptable. 90% or more students have a median rating of at least adequate 25% or more students have a rating of excellent.</p>	<p>2006, yearly</p>
<p>4. Students make significant scholarly contributions to the field.</p>	<p>Measure: Number of publications and presentations authored by students. Criteria: By the end of the program for each cohort, 80% of Ph.D. graduates will publish at least two articles in a refereed journal and make at least one presentation at a national conference.</p>	<p>2006, yearly</p>

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL**

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED _____

PCC LOG NO.

08044

COLLEGE/SCHOOL **College of Chemical and Life Sciences (CLFS)**

DEPARTMENT/PROGRAM NA

PROPOSED ACTION (*A separate form for each*) ADD DELETE CHANGE X

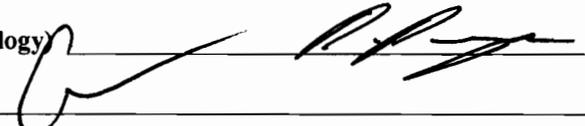
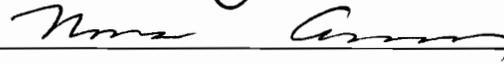
DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.*)

Change of name of the M.S. degree in Biology o Biological Sciences (BISI) and eliminate all formal Areas of Concentration currently listed under Biology.

JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*)

We are replacing the current name “Biology” with “Biological Sciences” for the M.S. program to bring it into alignment with the change in the name of the associated Ph.D. program. No other changes will be made in the M.S. programs. The Areas of Concentration currently listed are not used, and are generally out of date in the field.

APPROVAL SIGNATURES - *Please **print** name, sign, and date*

1. Department Committee Chair: NA _____
2. Department Chair: **Richard Payne (Chair, Biology)**  _____ 1/21/09
3. College/School PCC Chair: **Arthur N. Popper** _____ 1/21/09
4. Dean: **Norma Allewell**  _____ 1/21/09
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

VPAAP 8-05

The College of Chemical and Life Sciences is proposing to *change* the name of the M.S in Biology to Biological Sciences. This brings the M.S. program name into alignment with the name of the Ph.D. program that is being proposed concurrent to the M.S. change.

CLFS also proposes to eliminate all formal Areas of Concentration currently listed for the M.S. program under MHEC. The rationale is that the concentrations as listed are very old (indeed, there are no records of their inception) and out of date. Unlike the Ph.D. program, formal concentration areas have never been used at the master's level (i.e., the M.S. degree in Biology has always been granted without concentrations).

All other aspects of the M.S. in Biology will be carried over to the proposed M.S. in Biological Sciences including all requirements, learning outcome assessments, etc.

Letters of Support for Proposed Changes

College of Chemical and Life Sciences

1. Dr. Norma Andrews, Chair, Cell Biology and Molecular Genetics (CBMG)
2. Dr. Charles Mitter, Chair, Entomology (ENTM)
3. Dr. Richard Payne, Chair, Biology (BIOL)
4. Dr. Michael Doyle, Chair, Chemistry and Biochemistry (CHEM/BCHM)
5. Dr. Michele Dudash, Director, Behavior, Ecology, Evolution, and Systematics Graduate Program (BEES)
6. Dr. Jonathan Dinman, Director, Molecular and Cellular Biology Graduate Program (MOCB)
7. Dr. Jeffrey DeStefano, Director, CBMG Graduate Program

External to CLFS

8. Dean Cheng-I Wei, Agriculture and Natural Resources (AGNR)
9. Dean Steven Halperin, Computer, Mathematics, and Physical Sciences (CMPS)
10. Dean Robert Gold, School of Public Health (SPH)
11. Dr. John Moulton, Director, Center for Applied Research in Biotechnology (CARB)
12. Dr. Tom Porter, Chair, Department of Animal and Avian Sciences (AGNR)
13. Dr. Frank Coale, Chair, Department of Environmental Sciences and Technology
14. Dr. Steven Salzberg, Director, Center for Bioinformatics and Computational Biology (CMPS)
15. Dr. Robert Dooling, Director, Neuroscience and Cognitive Science Program (NACS)
16. Dr. William Bentley, Chair, Fischell Department of Bioengineering
17. Dr. Kennedy Paynter, Director, Marine, Estuarine, Environmental Sciences Program (MEES)
18. Dr. Davarajin Thirumalai, Director, Biophysics Graduate Program



UNIVERSITY OF MARYLAND

DEPARTMENT OF CELL BIOLOGY AND MOLECULAR GENETICS

1109 Microbiology Building
College Park, Maryland 20742
301.405.5435 TEL 301.314.9489 FAX
www.cbmg.umd.edu

January 6, 2009

Norma Allewell
Professor and Dean
College of Chemical and Life Sciences
2300 Symons Hall
University of Maryland, College Park

Dear Norma,

As the new Chair of CBMG, I am writing to express my enthusiastic support for the new BISI Graduate Program. I think this is a very timely reorganization of the graduate training in biological sciences offered by CLFS and the campus. Having followed closely a similar and very successful consolidation of the biological sciences programs at Yale University several years ago, I feel strongly that the BISI program will greatly improve the quality of graduate education at UMCP. In addition to eliminating redundancy in human and financial resources, I am confident that the new program will play a major role in attracting stronger students. I am thus fully in favor of consolidating the existing graduate programs within CBMG into BISI. As you know, many top institutions have implemented similar "umbrella" programs in recent years, and there is no doubt that this arrangement is strongly favored by the best candidates for graduate school, in the US and abroad. This restructured program will also put us in a much stronger position to compete for training funds, since it will ensure uniform high standards for requirements and evaluation.

Although I have only recently joined CLFS, during the last few months I had the opportunity to follow closely the evolution the new BISI program. I was very impressed by the transparency of the process, and also by the collegiality demonstrated by the faculty at all planning steps. There were extensive opportunities for the faculty to provide input, and I could see clearly how the different views effectively shaped BISI. I was delighted to see how the initial discussions rapidly evolved into extensive, solid support for the new program. I am particularly excited with the fact that BISI incorporates very effectively the unique research strengths found at UMCP. I am convinced that it is exactly what we need, to fully prepare the next generation of graduate students for the exciting new biological challenges of the future.

With best regards,

A handwritten signature in cursive script that reads "Norma Andrews".

Norma Andrews
Chair, Cell Biology and Molecular Genetics
University of Maryland, College Park

Cc Arthur Popper



UNIVERSITY OF
MARYLAND

COLLEGE OF CHEMICAL AND LIFE SCIENCES
DEPARTMENT OF ENTOMOLOGY

4112 Plant Sciences Building
College Park, Maryland 20742-4454
301.405.3911 TEL 301.314.9290 FAX
www.entomology.umd.edu

12 January 2009

Dr. Norma Allewell
Dean, College of Chemical and Life Sciences
University of Maryland

Dear Dr. Allewell:

I write to strongly endorse College implementation of the new “umbrella” graduate program in the biological sciences. My department participated actively in the process of developing this program, which included an abundance of opportunities for faculty input, and remains very supportive. The new program will bring many advantages to the College. It will reduce the redundancy among our current array of smaller programs, and standardize the processes of admission and of tracking student progress, making program administration more efficient. The resources thereby freed should help to alleviate our current dearth of infrastructure support for large integrative efforts such as training grant and multi-investigator research proposals. By gathering nearly all biological fields under a single umbrella, the new program will promote interdisciplinary interactions among faculty and students alike. The resulting synergy promises to increase the rate at which we collectively generate novel ideas and initiatives. Entomology faculty already train about half their students in the current inter-departmental programs, and look forward with enthusiasm to enjoying the improvements in student recruitment and professional success which the new structure seems sure to foster.

Sincerely,

Charles Mitter
Professor and Chair
Department of Entomology



UNIVERSITY OF MARYLAND

DEPARTMENT OF BIOLOGY

1210 Biology Psychology Building
College Park, Maryland 20742-4415
301.405.6887 TEL 301.314.9358 FAX

MEMORANDUM

To: Normal Allewell, Dean, College of Chemical and Life Sciences
From: Richard Payne, Chair, Biology Department 
Re: BISI Graduate Program

Dear Dean Allewell:

The proposed graduate program in Biological Sciences (BISI) promises to enhance the quality and reputation of graduate training in the biological sciences at the University of Maryland. The document that has been prepared for approval is strong and sets appropriately high goals. I support the implementation of this plan and the change of the name of the Biology M.S. and Ph.D. graduate programs to Biological Sciences, the changes in the names of the Ph.D. Areas of Concentration, and the elimination of the M.S. areas of concentration. The proposed changes have a number of advantages including: better organization, a hierarchical structure, uniform requirements, and more focused areas of training. It also proposes to reduce duplication and to consolidate staff. At the same time the new system retains the essential features of a graduate program such as preliminary examinations, training by a primary advisor, support by an advisory committee, a public seminar, and the defense of a thesis.

The BISI Program proposes to set up three initial Areas of Concentration for the Ph.D.. Two of them, BEES and Molecular and Cellular Biology appropriately encompass the two largest faculty groups within the College. Biology faculty contribute to both of these areas. The third Area of Concentration, in Computational Biology, Bioinformatics and Genomics, represents an exciting new area that the Biology Department is enthusiastic about contributing to, with Biology faculty taking leadership roles.

Amongst our faculty, those deeply involved in the current BEES graduate program should have the smoothest transition to the new program because a BEES concentration area is proposed. The portion of our faculty who work in the area of Neuroscience will probably continue to receive students primarily through NACS. The Department also looks forward to continuing to participate in and develop the Biophysics graduate program on campus.

Beyond and within these faculty groups a significant fraction of our students and faculty work in areas that cross the intellectual dividing line between the BEES and Molecular and Cellular Biology areas. I am pleased to note that the proposal supports

educating students using courses chosen from more than one concentration area. This feature will be important for those faculty.

Biology faculty have been very active in the past in developing new interdisciplinary graduate programs. BISI facilitates this process by allowing the creation of research clusters that cross concentration areas as well as entirely new concentration areas. The Biology Department anticipates taking advantage of this feature and looks forward to exploring a new area for faculty whose interests lie in the mechanistic investigation of physiological systems

One major strength of the proposed BISI program is to bring together faculty now residing in different departments under a single umbrella. This will foster collaboration and cross-fertilization of ideas and techniques. While the department will lose the autonomy inherent in directly controlling its own graduate program, that program currently provides only a fraction of the students studying under Biology Department faculty members. The rest are training within BEES, NACS, MOCB, and MEES. Having the majority of faculty members instead participating in several Areas of Concentration within BISI should facilitate these departmental functions.

Overall, the proposed program is an exciting beginning. Every effort must be made to make it work.



DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

College Park, Maryland 20742

Michael P. Doyle
Chair and Professor
(301) 405-1788 tel.
(301) 314-2779 fax
January 15, 2009

Dr. Norma Allewell, Dean
College of Life Sciences
University of Maryland
College Park, Maryland 20742

Dear Dean Allewell:

I am writing in support of the Graduate Program in Biological Sciences. The revised program not only unifies previously widely distributed graduate programs but also bring to the college a new vision that can be expected to attract a higher quality of graduate student and faculty. I know from my reviewing experience with the National Institutes of Health that the consolidated program will be more attractive in proposal review, especially for Training Grants and Center Grants. Furthermore, the efficiencies that result from this consolidation are certain to bring unexpected benefits to the college and program.

The Department of Chemistry and Biochemistry has played a minor conceptional role in the development of the Graduate Program in Biological Sciences, but we were happy to have had the opportunity to assist by having an organizational role. In the future we see closer interaction between the graduate programs that reside in the College of Chemical and Life Sciences. The new Graduate Program in Biological Sciences allows us to coordinate transfer of applicants, enlist introductory events for new graduate students, and organize programmatic events through the year more efficiently and effectively. The Department of Chemistry and Biochemistry and its faculty support the change enthusiastically.

Yours truly,

Michael P. Doyle



1210 Biology Psychology Building
College Park, Maryland 20742-4415
301.405.6887 TEL 301.314.9358 FAX

Behavior, Ecology, Evolution and Systematics Graduate Program

Dr. Norma Allewell, Dean
College of Chemical and Life Sciences
Symons Hall
University of Maryland
College Park, MD 20742

9 January 2009

Dear Norma,

I am writing in strong support of the proposal to restructure a number of the graduate programs in the College of Chemical and Life Sciences into one large umbrella program entitled Biological Sciences (BISI). The BEES community is supportive of this initiative for a number of reasons. First, it provides for a central office to handle applications for admission, administrative questions, student progress and data collection. This central office would be a great improvement over running the BEES office with part-time staff that turns over quite frequently resulting in a lot of training time compared to an office where full time staff are jointly trained to handle the myriad of tasks necessary to keep a graduate program running smoothly. Second, our successful BEES program would be allowed to retain all of the positive attributes that make it competitive with the top graduate programs in the country in the broad areas of ecology and evolution, but also allow it to be modified to encompass the overall vision of the proposed concentration areas within BISI. Third, this restructuring removes the redundancy among our current group of graduate programs and brings all students together with common intellectual interests, which we believe will strengthen the quality of their academic training as well as improve their quality of life in our college at Maryland.

We had a number of full faculty meetings within our college to discuss this reorganization in light of its potential advantages for the overall visibility of our graduate programs on the national level. I also discussed the proposed reorganization at a BEES faculty meeting and at a meeting with the BEES graduate students. Therefore, I can comfortably support the proposed Biological Sciences Graduate program and the suspension of the BEES degree granting PhD and MS programs at this time.

Sincerely,

Dr. Michele R. Dudash
Director, BEES Graduate Program

cc: Dr. Arthur Popper



UNIVERSITY OF MARYLAND

DEPARTMENT OF CELL BIOLOGY AND MOLECULAR GENETICS

2135 Microbiology Building
College Park, Maryland 20742
301.405.0918 TEL 301.314.9489 FAX
dinman@umd.edu

To: Norma Allewell, Ph.D.
Dean, CLFS

From: Jonathan D. Dinman, Ph.D.
Professor and Director, MOCB Graduate Program

Re: The consolidated graduate program in the Biological Sciences (BISI)

Date: January 6, 2009

I wish to indicate my strongest support for BISI as director of MOCB . When I arrived here at U. MD. seven years ago, I was perplexed by the large degree of overlap between the CBMG and MOCB graduate programs. This arrangement struck me as redundant, wasteful, confusing, and unnecessary. The more I came to learn about all of the different graduate programs in the CLFS, the more I became convinced that they only existed because of an accumulation of historical accidents. All of these programs have been competing against one another for the pool of potential graduate students, diluting their ability to effectively compete against comparable graduate programs nationwide. This has seriously hurt our ability to recruit the best and brightest graduate students. We need to speak with one voice, to consolidate this jumble of programs, if we are to be nationally competitive. I witnessed firsthand a similar graduate program consolidation process at Rutgers/UMDNJ in the mid-1990's, and saw the quality of the graduate students significantly increase. In my opinion, the proposed BISI program will help us to be more competitive nationally, to attract better students, and will dramatically improve the quality of graduate education in the biological sciences both within the CLFS, in other units on campus, and beyond (e.g. CARB). It will bring order to a confusing system full of redundancies (including multiple overlapping course offerings, administrative structures and human resources), order and commonality to the standards of what we expect the Ph.D. degree to represent, and enable us to set meaningful standards for program assessment and evaluation. Lastly, in these times of financial austerity, consolidation of administrative functions will save us money.

I have been actively involved in designing the BISI program at multiple levels over the past year. I see BISI as a tremendous gain for all of us, and my colleagues in CBMG are also highly supportive of the program. The great majority of the MOCB faculty at CARB and UMBI also favor the new program, and we agree with the suspension of the MOCB doctoral program. BISI will enable us to speak to the world with one voice. Its highly flexible nature will provide the faculty with a greater range of options and choices. It will make us more competitive at the national and international levels. In sum, I strongly believe that the proposed program will provide us with a platform to bring our graduate training into the 21st century.

cc. Dr. Arthur Popper



UNIVERSITY OF MARYLAND

DEPARTMENT OF CELL BIOLOGY AND MOLECULAR GENETICS

Jeffrey DeStefano, Ph.D.
3130 Bioscience Research Building
College Park, Maryland 20742
301-314-2594
jdestefa@umd.edu

<http://www.cbmg.umd.edu>

Dr. Norma M. Allewell
Dean, College of Chemical and Life Sciences
2300 Symons Hall
University of Maryland
College Park, MD 20742

January 12, 2009

Dear Dr. Allewell:

As the Director of Graduate Students in the Department of Cell Biology and Molecular Genetics (CBMG) I would like to convey my strong support for the creation of the new BISI Graduate Program in the College of Chemical and Life Sciences (CLFS). This “umbrella” program will serve to consolidate several biological sciences programs (departmental, interdepartmental, and inter-campus) that currently exist in CLFS into a single unit. As part of the process, I agree that the current CBMG graduate Ph.D. and M.S. programs should be suspended upon initiation of the new BISI Graduate Program. The current BISI plan resulted from a long process initiated by CLFS through the formation of a Blue Ribbon Committee made up of representatives from the current biological graduate programs and including representatives from the Chemistry and Biochemistry Department. Most CBMG faculty felt that the process was transparent and collegial, with ample opportunity for input from graduate programs and individual faculty.

Though the faculty in CBMG generally felt that our departmental graduate program was reasonably successful and solid, we also recognized the need for improvement in order to reach the level of aspirational peers. A strong majority of CBMG faculty believe the BISI Graduate Program will help move biological sciences at UMCP to a higher level enabling us to attract the best graduate students and offer a better training environment for students. Through providing a centralized administrative unit in charge of applications, program evaluation, teaching assistantship assignment, and rules and procedures, the BISI should help alleviate much of the current confusion regarding these issues. It should also help with human and financial resources by minimizing duplication of activities that occurs in the current system, especially with regard to the application and recruiting processes. Importantly, BISI incorporates designed plasticity and fair representation, necessities for a new program that will undoubtedly have to change some of the original rules and add others depending on what works.

In closing, I strongly support the proposal for a new BISI Graduate Program. Formation of the BISI Graduate Program is an important step toward our goal of moving biological sciences at College Park into the upper echelon of national university programs.

Sincerely,

A handwritten signature in blue ink that reads "Jeff DeStefano".

Jeffrey DeStefano
Associate Professor and Graduate Director
Cell Biology and Molecular Genetics



UNIVERSITY OF MARYLAND

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

*Office of the Dean and Director
Agricultural Experiment Station
Maryland Cooperative Extension*

1296 Symons Hall
College Park, Maryland 20742-5551
301.405.2072 TEL
301.314.9146 FAX

January 13, 2009

Dr. Norma M. Allewell
Dean
College of Chemical & Life Sciences
2300B Symons Hall
University of Maryland
College Park, MD 20742-5568

Dear Dean Allewell:

I am writing to express my support of the College of Chemical & Life Sciences' proposal to establish a Graduate Program in Biological Sciences. I support the planned change and am in agreement with the proposal that the consolidation of the six current graduate programs in CLFS will be more effective and efficient in strengthening current and future graduate training in the biological sciences on campus and in attracting excellent graduate students.

Chairs of AGNR's Departments of Nutrition & Food Science, Animal & Avian Sciences, Environment Science & Technology, Veterinary Medicine, and Plant Science & Landscape Architecture have also expressed to me their support of the new program. As it relates to the College of Agriculture & Natural Resources, we are optimistic that the proposed graduate program will provide opportunities for our AGNR faculty to be involved in the new concentration areas, to train students via the program, and to have a voice in programmatic decisions. Such collaborative efforts will serve to benefit faculty and students and will strengthen our university as a result.

The proposal represents much careful planning, and AGNR will look forward to working with CLFS upon approval of the Graduate Program in Biological Sciences.

Sincerely,

A handwritten signature in black ink that reads "Cheng-i Wei".

Cheng-i Wei
Dean

CW/lc
cc: Leon Slaughter

January 14, 2009

Norma Allewell, Ph.D.
2300B Symons Hall
College Park, MD
CAMPUS

Dear Norma:

I write to express my strong support for the changes you propose to make to your graduate programs in the biological sciences. I see these as a major step in improving graduate education in the biological sciences on campus, and am particularly happy that the revised program will integrate much better programs within CMPS, most especially the graduate program in computer science through our joint center, CBCB. This will undoubtedly enhance our ability to attract and train outstanding doctoral students.

Once the program is approved I would ask that your office work with the Computer Science Department to ensure that we are able to accommodate a potential additional enrollment in their graduate courses.

Sincerely yours,

A handwritten signature in black ink that reads "Steve Halperin".

Steve Halperin, Dean



School of Public Health
Office of the Dean

January 15, 2009

Arthur N. Popper
Associate Dean, College of Chemical and Life Sciences
Professor, Department of Biology
Campus Mail

Re: Letter of Support For Reorganization of the Biological Sciences Graduate Program

After reviewing the materials provided me by Dr. Art Popper, and in following up with an in-person meeting with both the Dean and the Associate Dean of the College of Chemical and Life Sciences, I write this letter in full support of the proposed reorganization of the Biological Sciences Graduate Program. I should add that I consulted with the Chairs of each of the academic units in the School of Public Health and no objections to this reorganization were raised.

The proposal is the result of an 18-month examination of the development and current substance of their existing degree programs; and in a participatory process produced a program that will be consistent with disciplinary need while at the same time reducing redundancy and confusion among potential students in the program. I congratulate the leadership and members of the College in their effort and in the result. I also believe that the resulting program will be more amenable to interdisciplinary collaboration among units in the College and across schools and colleges at the University.

I also applaud the openness of the process that was used in the effort to redesign their graduate programs. It appears to be a model worth looking at for other academic units examining graduate programs. Finally, I would add that in light of the expectations raised by the University's new strategic plan – that this effort is both forward looking and likely to improve the program overall.

I will close by again saying that this proposal has my full support.

Sincerely,

A handwritten signature in blue ink, appearing to read "Robert S. Gold".

Robert S. Gold
Dean



UMBI
SHADY GROVE



CARB

Center for Advanced Research
in Biotechnology
9600 Gudelsky Drive
Rockville, Maryland 20850
TEL 240-314-6000
FAX 240-314-6255
<http://carb.umbi.umd.edu>

13th January, 2009

Professor Norma Allewell
Dean, College of Chemical and Life Sciences
University of Maryland College Park

Dear Norma:

I am writing in strong support of the proposed reorganization of the Biological Sciences graduate programs within the College. As you know, the Center for Advanced Research in Biotechnology has been a major participant in the Molecular and Cell Biology Program since its inception, almost all our faculty are active members, we have a number of graduate students, and we teach the core course in protein structure and function. Thus the reorganization is something we are able to consider in an informed manner, and something of very considerable importance to us.

I have consulted with the faculty on the proposed new organization, and there is broad agreement the changes are both needed and well thought out. The unified program in Biological Sciences will make it easy for perspective students to find what is on offer, and lead to a significant increase in intake quality. The nice balance between a large overall program and the roles of the concentration areas should result in more integration while at the same time maintaining appropriate specialized elements. It obviously increases flexibility and efficient use of resources in a number of ways. We particularly appreciate the emphasis the importance of interactions with units outside the College.

In short, I think this is a very well conceived plan, and look forward to working within the new system, together with our much valued colleagues on the College Park campus.

Sincerely,

John Moulton
Professor and Director, Center for Advanced Research in Biotechnology,
University of Maryland Biotechnology Institute



UNIVERSITY OF MARYLAND

DEPARTMENT OF ANIMAL AND AVIAN SCIENCES

Animal Sciences Center
College Park, Maryland 20742-2311
301.405.1366 TEL 301.314.9059 FAX

1/14/2009

Dr. Art Popper
Department of Biology
2225 Biology-Psychology Building
University of Maryland
College Park, MD 20742

Dear Dr. Popper:

I have reviewed the proposal prepared by the College of Chemical and Life Sciences (CLFS) to establish a Graduate Program in Biological Sciences (BISI) with Concentration Areas in 1) Behavior, Ecology, Evolution, and Systematics (BEES), 2) Molecular and Cellular Biology (MOCB), and 3) Computational Biology, Bioinformatics, and Genetics (CBBG). In the proposal, the MOCB concentration area would replace the existing interdepartmental, inter-college, inter-university MOCB Graduate Program. The MOCB Graduate Program was established to foster discourse and intellectual collaborations across campus and among campuses and institutions in the area. Our department and college have been very active in the MOCB program since its inception, with the first Director of the MOCB program, Dr. Inder Vijay coming from our department. Currently, five of our faculty members are faculty members in the MOCB program, and I personally have three MOCB graduate students currently working toward their Ph.D. in my laboratory. In my opinion, the MOCB program is the premier program of its kind on this campus and a model that should be followed by all other inter-departmental programs. To that end, I applaud the efforts of the faculty of CLFS to reorganize their graduate programs into a single graduate program with inter-departmental concentration areas. I believe that more of our graduate programs should be inter-departmental, as described in the proposal.

There are certain statements in the proposal that are particularly important to me and to the faculty of our department, because of our long history and participation in the MOCB program. One critical point of the proposal, in the "RELATIONSHIPS TO FACULTY AND PROGRAMS OUTSIDE OF CLFS" section, is summarized in the statements "...that current and future faculty from other units that now actively participate in, and benefit from, working with CLFS doctoral and MS programs will continue to have the same strong relationships and be involved in BISI in ways that are similar to, or enhanced from, current relationships. This includes, but is not limited to, full voting rights, participation in student selection and access to potential graduate students, and service on all governance committees." This passage ensures that faculty from other units, such as our department and college, will be able to join the faculty of the concentration areas, recruit graduate students through the concentration areas, and vote on policies governing each of the concentration areas, now and in the future. Without this passage, our faculty would be excluded from the program and I could not support the proposal. However, inclusion of our faculty in the proposed BISI program will serve to increase our participation, and as a result the proposal has my full support.

The proposal will have a dramatic effect on the CLFS graduate programs, and it will solidify the home of the MOCB program within CLFS. The MOCB program was formed as an inter-college program, but under the proposal it would be clearly based in CLFS. Again, from my perspective the most important consideration is not the history of the MOCB program but whether or not it will continue to function as a conduit for collaborations and interactions across campus. The language cited above clearly indicates that this is the intent of the proposal and that faculty from departments outside of CLFS will be able to join as faculty members of the concentration areas in the new BISI Graduate Program, that they will be able to recruit graduate students through the new program, and that they will have voting rights within the concentration areas of the BISI program, such as the MOCB concentration area.

I am very impressed with the proposal. It is bold and transformational in the way that graduate programs are offered on this campus. Rather than restricting interactions across campus, it will likely increase participation and intellectual exchange across campus. I support the proposal whole-heartedly. I wish you success in gaining approval for the proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Porter". The signature is fluid and cursive, with a large initial "T" and "P".

Tom E. Porter, Ph.D.
Professor and Chair



UNIVERSITY OF
MARYLAND

1109 H. J. Patterson Hall
College Park, MD 20742
Phone 301-405-1306
FAX 301-314-2763

Department of Environmental Science and Technology

January 13, 2009

Dean Norma Allewell
College of Chemical and Life Sciences
University of Maryland
College Park, MD 20742

Dear Dean Allewell:

I appreciate the opportunity to review the proposed plan of reorganization of the MS and PhD programs in the College of Chemical and Life Sciences (January 2009). The proposed new structure is logical, coordinated and will better serve future graduate students in the biological sciences. The proposal has our support. Our faculty in Environmental Science and Technology will undoubtedly be active collaborators within the reorganized CLFS graduate programs and concentration areas, as we have been in the past. As discussed previously, we are looking forward to working with CLFS to develop linkages from the Biological Sciences web portal to other relevant graduate programs in the biological sciences, such as Environmental Science and Technology.

Best wishes for success,

A handwritten signature in black ink, appearing to read "Frank J. Coale".

Frank J. Coale
Professor and Chair



UNIVERSITY OF MARYLAND

3125 Biomolecular Sciences Building #296
College Park, Maryland 20742
Voice: 301.405.5936 Fax: 301.314.1341
www.cbcb.umd.edu

CENTER FOR BIOINFORMATICS AND COMPUTATIONAL BIOLOGY
INSTITUTE FOR ADVANCED COMPUTER STUDIES

Steven L. Salzberg, Ph.D.
Horvitz Professor of Computer Science
<http://cbcb.umd.edu/~salzberg>

January 6, 2009

Norma M. Allewell
Dean, College of Chemical and Life Sciences
2300 Symons Hall
University of Maryland
College Park, MD 20742

Dear Norma:

I'm writing to express my strong support for the proposed new Biological Sciences (BISI) graduate program and for the concentration area within it, Computational Biology, Bioinformatics, and Genomics (CBBG).

I have discussed the program with several faculty, and it is clear to me that my colleagues in CBCB and in the Computer Science Department will have multiple opportunities to be involved with this new program. The proposed concentration in CBBG covers areas of science that are central to many of the latest advances in biological sciences, and I think the addition of this area will strengthen the overall biology program at the University as well as help us in attracting new graduate students.

I look forward to working with you and other faculty as we build and strengthen this new program.

Sincerely,

A handwritten signature in cursive script that reads "Steven Salzberg".

Steven Salzberg, Ph.D.
Horvitz Professor, Department of Computer Science
Director, Center for Bioinformatics and Computational Biology



UNIVERSITY OF MARYLAND

NEUROSCIENCE AND COGNITIVE SCIENCE PROGRAM

Biology-Psychology Building
College Park, Maryland 20742-4415
301.405.8910 TEL 301.314.9566 FAX
www.nacs.umd.edu

January 7, 2009

Dear Norma:

The Neuroscience and Cognitive Science (NACS) graduate program is delighted with the proposed changes in the structure of the graduate programs in CLFS into a comprehensive Biological Sciences graduate program (BISI).

As you know, NACS is a Campus-wide, interdisciplinary graduate program that currently reports to the Dean of the College of Behavioral and Social Sciences. Almost half of the 80+ NACS faculty on campus are either in CLFS departments or have close inter-disciplinary collaborations with faculty in CLFS departments. Thus, NACS is strongly supportive of the proposed new integrated structure. There is no question that this new structure will enhance existing collaborations and facilitate new collaborations between NACS faculty and faculty in CLFS.

I'm delighted the new umbrella structure for the program, with its single web page for attracting graduate students to UMD, will allow NACS to participate so as to attract new graduate students to its program through this new, unified view of the biological sciences at UMD.

It's also clear that NACS will continue to be closely linked to BISI faculty through a wide variety of research clusters that overlap several BISI and NACS Concentration Areas such as auditory neuroscience, neuroethology, motor systems, and vision neuroscience. I expect that once BISI gets running, other research clusters will quickly develop which also involve NACS faculty and graduate students.

In sum, I am tremendously supportive of your efforts and I see BISI as being a real benefit to the way we train students in the biological sciences not only in CLFS but also across the campus. This is truly a forward leaning program that will benefit all of us.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Dooling".

Robert J. Dooling
Professor of Psychology
Director of the Neuroscience and Cognitive Science Program, and
Associate VP for Research



UNIVERSITY OF MARYLAND

A. JAMES CLARK SCHOOL OF ENGINEERING
FISCHELL DEPARTMENT OF BIOENGINEERING
William E. Bentley
Robert E. Fischell Distinguished Professor & Chair

2330 Jeong H. Kim Engineering Building
College Park, MD 20742
301.405.4321 TEL 301.314.6868 FAX

bentley@umd.edu
www.bioe.umd.edu (Dept.)
www.cbr.umbi.umd.edu (CBR)
www.cbr.umbi.umd.edu/~bentley (Group)

January 9, 2009

Dr. Arthur N. Popper
Associate Dean, College of Chemical and Life Sciences Professor,
Department of Biology
2225 Biology/Psychology Bldg
University of Maryland
College Park, MD 20742

Dear Art,

I have read your plan for a revised graduate curriculum within the College of Chemical and Life Sciences for the coalescence of those current programs principally focused on biology. I think the plan is well written and I particularly like the proposed organization of the new program. As you've mentioned, and I agree, there will be much less confusion for prospective students (as well as affiliate faculty – like myself!).

I am delighted that you will include links to Bioengineering and look forward to continued collaboration. I wish you every success in moving the revised program through the campus committees.

Sincerely,

A handwritten signature in black ink, appearing to read "William E. Bentley".

William E. Bentley
Robert E. Fischell Distinguished Professor &
Chair
Affiliate Member, Molecular and Cell Biology Program



January 18, 2009

Dr. Arthur Popper
Associate Dean
College of Chemical and Life Sciences
University of Maryland
College Park, MD 20742

Dear Dr. Popper,

I am writing to support the new graduate program in biological sciences (BISI) in the College of Chemical and Life Sciences that has resulted from the reorganization of several graduate programs in CLFS. The administrative changes integral to the new program should create great improvement in the organization and quality of the subsumed programs. The administrative structure, as you know, is similar to the organization of the MEES program and it is a structure that has worked well for the MEES program.

The BISI structure should help attract better applicants, facilitate the recruitment of outstanding candidates and match them with highly relevant mentors and programs of study. It will maximize the ability of students to create the most valuable advisory committees across disciplines, strengthen program assessment and evaluation, and allow the faculty to provide flexible guidance in 21st century research.

The BISI structure will also create a more streamlined administration, relieving redundancy of staff and effort. Thus, it will save financial resources and result in a highly efficient graduate program.

Although MEES, since it is a system-wide program, remains outside of BISI, I think that BISI will help MEES identify and recruit high quality applicants and perhaps create more interest amongst CLFS faculty for collaboration and interaction with MEES students and faculty. I look forward to helping them work together.

Good luck with shepherding the program through the approval process.

Sincerely,

Kennedy T. Paynter
Director



UNIVERSITY OF
MARYLAND

INSTITUTE FOR PHYSICAL SCIENCE AND TECHNOLOGY

College Park, Maryland 20742
301.405.4874 TEL 301.314.9363 FAX
301.314.9404 FAX

January 20, 2009

Dr. Norma Allewell
Dean, CLFS
University of Maryland
College Park, MD 20742

Dear Norma:

I write as Director of the new Biophysics graduate program to express my strong support for the changes being made in the graduate programs in the biological sciences. I view these as major steps in greatly improving graduate education in the biological sciences on campus. I believe that a unified biological science program in CLFS will enable the faculty members in the Biophysics program to collaborate effectively with colleagues in your college as the opportunities present themselves.

As you know, perhaps half of the Biophysics faculty members are in CLFS, and so the collaboration between BISI and Biophysics is natural, collegial, and important. While it is important that Biophysics, as an inter-college program, maintain its independence, all faculty gain a great deal by having a shared portal to attract graduate students, and opportunities for shared research through the Research Clusters that I know are part of your overall design for BISI.

My colleagues and I in the Biophysics Graduate Program are enthusiastic about BISI, and we look forward to the benefits that the new program will bring to us and to our students.

Let me wish you great success in developing the BISI program.

With regards,

A handwritten signature in blue ink, appearing to read "D. Thirumalai", with a long horizontal flourish extending to the right.

D. Thirumalai

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 6, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposals to rename the M.S. and Ph.D. programs in Natural Resource Sciences as the M.S. and Ph.D. programs in Plant Sciences

Senate Document Number: 08-09-24

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

In 2006, as part of a reorganization in the College of Agriculture & Natural Resources two new departments were formed – Environmental Science and Technology and Plant Science and Landscape Architecture. As part of that reorganization, the M.S. and Ph.D. degree programs in Natural Resource Sciences (NRSC) were split, with the soil science component moving to now approved degree programs in Environmental Science and Technology. The M.S. and Ph.D. degrees in NRSC are now composed entirely of the plant science curricula. The degrees should be renamed to bring the programs into alignment with the name of the department, to more accurately reflect the curricula, and to complete the last step of the reorganization.

The proposals were submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on February 2, 2009, the Graduate Council Programs, Curricula and Courses Committee on February 19 (with email notification to the full Graduate Council) and the Senate Programs, Curricula & Courses Committee on February 27. If the Senate approves the proposals, they would still require further approval by the President and the Chancellor (with notification to the Maryland Higher Education Commission).

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the name changes.

1. Rename the M.S. in Natural Resource Sciences as the M.S. in Plant Sciences
2. Rename the Ph.D. in Natural Resource Sciences as the Ph.D. in Plant Sciences

C. Committee Work:

The Committee considered the proposal at its meeting on February 27, 2009. Associate Dean Leon Slaughter (Associate Dean, College of Agriculture and Natural Resources) and William Kenworthy (Professor and Interim Chair, Department of Plant Science & Landscape Architecture) were present to answer questions. After discussion, the Committee voted unanimously to recommend the name changes.

D. Alternatives:

The Senate could decline to approve the name changes.

E. Risks:

If the Senate does not approve the changes, the degree names will not accurately reflect the curricula.

F. Financial Implications:

There are no indications of a financial risk.

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL**

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED 11-05-08

PCC LOG NO. 08032

COLLEGE/SCHOOL Agriculture and Natural Resources

DEPARTMENT/PROGRAM Plant Science and Landscape Architecture (PSLA)/Natural Resource Sciences (NRSC)

PROPOSED ACTION (A separate form for each) ADD DELETE CHANGE X

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.)

This proposal is to change the name of the Master of Science (MS) graduate program in Natural Resource Sciences (NRSC) to Plant Science (PLSC).

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

The Department of Natural Resource Sciences and Landscape Architecture was reorganized and renamed Plant Science and Landscape Architecture in 2006. This change more accurately reflects the name and mission of the department and more accurately describes the graduate program and the interests of the graduate faculty and students. No new resources are required for this change.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair Craig Walsh, C. Swale 11-5-08
2. Department Chair William J. Kenworthy, William King 11-5-08
3. College/School PCC Chair Scott Glenn, Scott Dun 12-9-08
4. Dean Jim Smith 12-09-08
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

Rationale and Justification:

In 2006 the Departments of Natural Resource Sciences and Landscape Architecture (NRSL) and Biological Resources Engineering (ENBE) in the College of Agriculture and Natural Resources were reorganized and renamed. NRSL was renamed the Department of Plant Science and Landscape Architecture (PSLA) while ENBE was renamed Environmental Science and Technology (ENST). Faculty from the old NRSL department with interests in soil science transferred to the ENST department. PSLA is now focused on plant based sciences and management along with application of research to help solve the pressing problems in agriculture, urban ecosystems and plant conservation. The graduate program advances training and research at all levels of organization: from the genomic and molecular level to the whole organism, to agricultural systems and to natural and designed ecosystems. Changing the name of the MS program in Natural Resource Sciences (NRSC) to Plant Science (PLSC) will bring the name of the program in line with the department name. This will more accurately reflect the mission and focus of the department, faculty and graduate students.

**THE UNIVERSITY OF MARYLAND, COLLEGE PARK ORIGINAL
PROGRAM/CURRICULUM PROPOSAL**

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED 11-5-08

PCC LOG NO. 08033

COLLEGE/SCHOOL Agriculture and Natural Resources

DEPARTMENT/PROGRAM Plant Science and Landscape Architecture (PSLA)/Natural Resource Sciences (NRSC)

PROPOSED ACTION (*A separate form for each*) ADD DELETE CHANGE

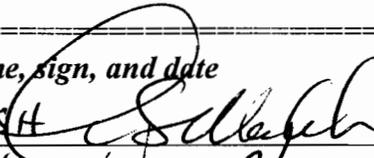
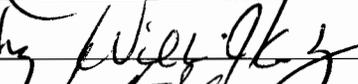
DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.*)

This proposal is to change the name of the Doctor of Philosophy (PhD) graduate program in Natural Resource Sciences (NRSC) to Plant Science (PLSC).

JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*)

The Department of Natural Resource Sciences and Landscape Architecture was reorganized and renamed Plant Science and Landscape Architecture in 2006. This change more accurately reflects the name and mission of the department and more accurately describes the graduate program and the interests of the graduate faculty and students. No new resources are required for this change.

APPROVAL SIGNATURES - *Please **print** name, sign, and date*

- | | | |
|--|--|-----------------|
| 1. Department Committee Chair | <u>CHRIS WADSWORTH</u>  | <u>11-4-08</u> |
| 2. Department Chair | <u>William J. Kenworthy</u>  | <u>11-5-08</u> |
| 3. College/School PCC Chair | <u>Scott Glenn</u>  | <u>12-9-08</u> |
| 4. Dean |  | <u>12-09-08</u> |
| 5. Dean of the Graduate School (if required) | _____ | |
| 6. Chair, Senate PCC | _____ | |
| 7. Chair of Senate | _____ | |
| 8. Vice President for Academic Affairs & Provost | _____ | |

Rationale and Justification:

In 2006 the Departments of Natural Resource Sciences and Landscape Architecture (NRSL) and Biological Resources Engineering (ENBE) in the College of Agriculture and Natural Resources were reorganized and renamed. NRSL was renamed the Department of Plant Science and Landscape Architecture (PSLA) while ENBE was renamed Environmental Science and Technology (ENST). Faculty from the old NRSL department with interests in soil science transferred to the ENST department. PSLA is now focused on plant based sciences and management along with application of research to help solve the pressing problems in agriculture, urban ecosystems and plant conservation. The graduate program advances training and research at all levels of organization: from the genomic and molecular level to the whole organism, to agricultural systems and to natural and designed ecosystems. Changing the name of the PhD program in Natural Resource Sciences (NRSC) to Plant Science (PLSC) will bring the name of the program in line with the department name. This will more accurately reflect the mission and focus of the department, faculty and graduate students.

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 6, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposal to establish a Master of Fine Arts degree in Performance in the Theatre Department

Senate Document Number: 08-09-22

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The College of Arts and Humanities and the Department of Theatre propose to establish a Master of Fine Arts (M.F.A.) degree in Performance.

The three-year, 60-credit degree program is distinguished from a more traditional M.F.A. in acting or directing as it incorporates a broader world view of performance and its place in contemporary culture. Therefore, actor training combines with scholarly study in world theatre, history, theory, and performance studies. This comprehensive approach will prepare M.F.A. performance graduates for careers on stage, in broader areas of theatre production, in academia, or with theatre-arts organizations.

The first year of study includes a series of foundational courses in Theatre History, Pedagogy, Performance Theory, and Dramaturgy. The curriculum for the second year is comprised of voice, movement, and acting courses. In the third year, students complete a professional internship and a thesis project. The program will be offered on a cohort basis with 10-12 students admitted every three years. This cohort model is the standard among leading theater and performance programs of comparable size and will provide opportunities to build a company of students similar to the professional workings of the field. Students will be drawn from a national and international pool of working theatre professionals. All applicants will go through a rigorous interview and audition process.

It is anticipated that the M.F.A. in Performance will considerably enhance existing degree programs and the cultural life of the campus, most notably through the associated guest artists and the training of an "in-house" performance company. Additionally, the cohort of M.F.A. performance students will have continual interaction through with undergraduates in our theater programs, whether through assistantships or through co-participation in productions. The M.F.A. program will be funded in part through a

substantial gift from the Smith family to support the performing arts, and this program in particular. The Department of Theatre, the College of Arts and Humanities and the University also will direct some reallocated resources to support the program development and implementation.

The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on February 2, 2009, the Graduate Council Programs, Curricula and Courses Committee on February 19 (with email notification to the full Graduate Council) and the Senate Programs, Curricula & Courses Committee on February 27. If the Senate approves the proposal, it would still require further approval by the President, the Board of Regents and the Maryland Higher Education Commission.

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the M.F.A. in Performance.

C. Committee Work:

The Committee considered the proposal at its meeting on February 27, 2009. Elizabeth Bergmann Loizeaux (Associate Dean, College of Arts & Humanities), Daniel Wagner (Chair, Department of Theatre), and Heather Nathans (Associate Professor, Department of Theatre) were present to answer questions. After discussion, the Committee voted to recommend approval of the new program.

D. Alternatives:

The Senate could decline to approve the program.

E. Risks:

N/A

F. Financial Implications:

There are no indications of financial risks.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED: **October 27, 2008**

PCC LOG NO.

08027

COLLEGE/SCHOOL: **ARHU**

DEPARTMENT/PROGRAM: **THEATRE – MFA in PERFORMANCE**

PROPOSED ACTION (*A separate form for each*) ADD **X** DELETE CHANGE

DESCRIPTION (*Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide **old** and **new** sample programs for curriculum changes.*)

Overview:

- This proposal is for a new MFA in Performance. The MFA is the terminal degree in the field of performance. It is comparable to a doctoral degree in that it serves as the highest available degree in the field.
- The MFA in Performance offers courses in pedagogy, critical theory, and theatre history in tandem with performance technique courses. The MFA in Performance is a program that meets the needs of developing Actor-Scholars.
- The MFA in Performance is for the artist who wishes to write, direct, compose, perform and produce his or her own work. It is for the performer who wishes to incorporate influences from cultures beyond the traditional western and European canon into his or her work. It differs substantively from the traditional MFA in Acting (please see the attached proposal for more information on this distinction).

Objectives of the Master of Fine Arts in Performance

- To prepare students for productive careers in the professional arts community
- To develop an understanding of the fundamentals of Theatre History/World Performance
- To develop an understanding of pedagogical techniques for teaching at the Undergraduate level
- To develop a scholarly research capability in the field of theatre/performance/performing arts
- To prepare the student with a practical and academic vocabulary and skills that allow for work as an individual artist, or within an ensemble/community project.

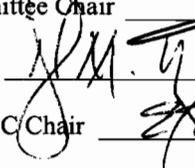
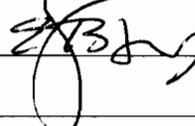
JUSTIFICATION/REASONS/RESOURCES (*Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.*)

The University of Maryland's **MFA in Performance** expands upon the professional actor-training model offered by the typical MFA in Acting through an approach to acting that offers a worldview of performance and its place in contemporary culture. It is designed to support the changing worlds of acting and theatre by training students in an artistic process that will sustain a variety of multicultural, traditional and contemporary performance demands -- with special attention paid to developing skills in artistic entrepreneurship.

Since our move to the Clarice Smith Performing Arts Center in 2000, the Department of Theatre has taken a series of critical steps towards the implementation of a new **MFA in Performance**. We have enhanced our faculty with a full-time teacher of movement and acting, as well as an additional teacher of acting and directing. The PhD. Program in Theatre added a specialization in the anthropologically-focused field of Performance Studies (adding both new faculty and new courses into the graduate curriculum). This expansion forms an important part of our proposed MFA. In espousing the Actor/Scholar model, we believe it is essential that our MFA candidates receive training in the history, theory and cultural diversity of world performance. Having accomplished the above steps, we are now in a position to offer an incomparable graduate degree in the performance area.

The proposed **MFA in Performance** will draw upon the current resources of the Department of Theatre and the Clarice Smith Performing Arts Center, supplemented by the Partnership for Excellence in the Performing Arts. This plan, which combines a major gift from the Robert H. Smith family with substantial new campus funding, provides for the complete financial needs of the program. It will allow us to add additional faculty, guest artists, student support, and program infrastructure as the program reaches its full development.

APPROVAL SIGNATURES - *Please print name, sign, and date*

1. Department Committee Chair  HEATHER R. NATUANS 10/27/08
2. Department Chair  DANIEL M. WAGNER 10/27/08
3. College/School PCC Chair  Elizabeth Lozeaux 11/19/08
4. Dean _____
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

January 21, 2009

EXECUTIVE SUMMARY OF MFA IN PERFORMANCE

The MFA in Performance, proposed by the Department of Theatre at the University of Maryland, College Park, represents a unique terminal degree program in the Performing Arts in the United States. The program will attract students who plan to integrate their performance aesthetics, research, scholarship, and professional skills with teaching and community engagement.

While most MFA degrees concentrate on Western-based acting techniques, we will offer rigorous training in world performance, combined with pedagogy, critical theory, and theatre history. In addition we will provide one-on-one mentoring in teaching different aspects of performance, movement, and vocal technique. Increasingly, the globally-focused marketplace demands students who can compete in a diverse array of settings. The University of Maryland College Park is the ideal environment for this new graduate program because of the University's status as the flagship institution in the state system, the national prominence of the University as a center for research and new ideas, and the brilliant and diverse programming at the Clarice Smith Performing Arts Center. Moreover, the University's proximity to the thriving cultural arts/performance scene in Washington, DC and the Department of Theatre's strong connections with the top theatres in the Washington area offer advantages that few other performer-training programs can boast.

The MFA in Performance was initiated in 2005. The Department of Theatre consulted with the Office of the Associate Provost, with the Graduate School, and the College of Arts and Humanities, and the program materials and course proposals were submitted to VPAC and the College PCC. Throughout the lengthy planning stages, special attention has been paid to maintaining the considerable strengths of the *undergraduate* major in Theatre, and the already established MA, MFA, and PhD programs in the department. Our goal has been to develop an MFA in Performance that would complement our already nationally-recognized programs. We have made strategic new hires in anticipation of the new MFA in Performance (including a full-time movement professor and a full-time acting professor), but we have also made sure that these faculty were fully integrated into the undergraduate program, and that the graduate-level courses they will offer in the new MFA will also be accessible to and useful for students in our other graduate programs. We have also made judicious appointments in other areas of the Department that will help to meet the needs of the new MFA. For example, we recently hired two new members of the doctoral program. One is a Stanford graduate with a national reputation as a professional dramaturge, and the other is a specialist in Performance Studies from Northwestern University. Dramaturgy is grounded in both the study of dramatic literature and the field of sociology. Performance Studies is an academic field heavily rooted in anthropology and ethnography that interrogates different styles and types of performance throughout the world.

In considering how best to maximize the effectiveness of the MFA in Performance, and how best to *minimize* its potential impact on our other programs, we have adopted an admissions system that has been successful at other institutions across the country including Brandeis University, Illinois State University, the University of Delaware, Temple University, Arizona State University, Purdue

University, and Southern Methodist University. Rather than admit a small cohort of students (3-4) on an *annual* basis, we will admit a cohort of 8 to 12 students every *three years*. This strategy will serve two important functions: It will create a strong ensemble as the touchstone of the training and production work, and it will minimize the resources needed to create the program. A yearly admission of students to the Performance MFA -- as opposed to the cohort-based model -- would require at least four additional full time performance faculty, more classroom and lab space, and additional offices and administrative faculty. The model we have created ensures that the six Performance faculty who will teach in the MFA will also be able to teach in the BA in Theatre program. We will not have to repeat graduate courses on an annual basis (since each entering class will “track” through the same courses at the same time). In the economy we will be facing between 2009 and 2012, this model supports the anticipated cutbacks, as well as the continued excellence we would like to offer in the Program. It should be noted that this model does mean that degree productivity numbers will appear skewed (0-0-10 every 3 years).

The Department of Theatre has also investigated the impact of this new program on other units within the Performing Arts Center, including the Michelle Smith Performing Arts Library. In November of 2006 the Michelle Smith Performing Arts Library confirmed that it had undertaken an assessment of the library's current resources in light of the anticipated MFA in Performance, *and* that it had received a one-time grant to purchase those materials identified by the faculty as required for the launch of the program. We conducted an original library assessment in November 2006, and the assessment was revisited in Fall 2008 to insure that it was still current. The PAL's annual budget contains sufficient resources for subsequent annual updates to the program. (Please see the library assessment document attached to the MFA in Performance proposal.)

The MFA in Performance will transform every aspect of our department, and it will have a substantial impact on both the University and the community as well. Its creation is the next logical step for the flagship university in the state of Maryland in its quest for excellence in the arts and education. The program requires a global view of the arts that mirrors the University's, the College's, and the Performing Arts Center's strategic plans. The creative projects that our graduate students generate will extend well beyond the walls of the Clarice Smith Performing Arts Center – bringing students in a variety of campus locations and venues to a greater appreciation of performance as a community act inspiring thought, action and discussion. Our MFA students will teach in the undergraduate BA program in Theatre, enriching our undergraduates' experience by offering them the opportunity to work with seasoned professional artists and scholars. Because the requirements of the program *mandate* that students engage with area arts organizations, we will serve the regional arts community and audiences. Upon graduation, our MFA students will have the tools to continue developing strong teaching and artistic programming.

Throughout our planning process, we have emphasized the uniqueness of our training program, as both a state and national model. While Towson University offers an MFA in Theatre (broadly defined and not specifically focused in the areas of Performance or Performance Studies), the two programs differ substantively. For example, Towson's curriculum includes graduate-level courses in Playwriting, Costume Design, Scenic Design, and Theatre Technology, This curriculum prepares

students to be theatre generalists, however it does not embrace the same definition of “interdisciplinarity” that our MFA in Performance does. We do not define interdisciplinary as confined to *within* the discipline of Theatre (as Towson does), but instead we envision a curriculum that encompasses anthropology, ethnography, history, and pedagogy. Towson’s curriculum is largely self-designed, with students electing to take courses in various areas of interest. Our MFA will have a strong hands-on advising component and a structure that will allow us to assess students’ success in the program. Towson’s program does not require students to take a rigorous sequence of studio-based courses in performance related specialties such as voice and movement; our curriculum does. Additionally, the MFA in Performance at UMD will take full advantage of its strong relationships to professional theatres in WDC, which is second-most active theatre market in the United States, and one that gives us a distinct advantage over programs such as Towson’s (which specifically notes on their website that, “The program requires that its participants create their own opportunities, work in a variety of disciplines, and serve as self-producing artists”). We have the professional networks and resources to help out students extend their professional development beyond the University, and while we expect them to be active advocates on their own behalf, we do not expect that they will have to self-generate all the professional opportunities that they need to complete their work in the program. Lastly, the two programs will draw from different applicant pools. Our program seeks mid-career professional performers who wish to combine professional practice with teaching. Towson accepts students from many creative backgrounds who wish to explore new ways to articulate their creative voice in theatre. The MFA in Performance from UMD College Park will launch students on a different professional trajectory from Towson’s program.

While the program described above has been in the planning stages for several years, the Department of Theatre fully launched the proposal for an MFA in Performance in 2008. This accelerated timing is due to the implementation of the Partnership for Excellence in the Performing Arts Plan, which was initiated in spring 2008 by a \$6 million gift from the Smith Family. This extraordinary gift, which will be fulfilled in \$1 million dollar installments over 6 years, is being matched by a similar commitment of dollars by the campus over this same period. In addition, the university has committed to continuing this total \$2 million set of initiatives permanently. This funding is allowing the implementation of significant new programs and initiatives in Dance, Theatre and Music; the MFA in Performance is the cornerstone of Theatre’s initiatives as envisioned in the Plan. The other two main initiatives in Theatre include a substantial expansion of the Department’s partnerships with acclaimed regional theatre companies, and the creation of a fund to support significant international activities involving students and faculty in Theatre. The MFA in Performance program will have a dramatic effect on these other two initiatives as well, as the program proposal foresees substantial connection to professional partners and encourages a global perspective in its curriculum. All costs of the program, including additional faculty and staff hires, creation of graduate assistantships, and infrastructure costs related to studio courses is provided in this Plan.

PROPOSAL FOR NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND

Master of Fine Arts in Performance

DEPARTMENT OF THEATRE /
COLLEGE OF ARTS AND HUMANITIES

DEAN JAMES F. HARRIS

Proposed initiation date: Fall 2010

I. Overview and Rationale

The proposal below is for a new **MFA in Performance**. The MFA is the terminal degree in the field of performance. It is comparable to a doctoral degree in that it serves as the highest available degree in the field.¹ The proposal addresses a number of points about the creation of a new degree in this field, including:

- How an MFA in Performance differs from a traditional MFA in Acting.
- Why the University of Maryland is uniquely qualified to create an MFA in Performance, and how the proposed degree differs from those offered at other institutions.
- What an MFA in Performance prepares students to do after the completion of the degree.
- How an MFA in Performance intersects with the University of Maryland's new Strategic Plan.

How is an MFA in Acting different from an MFA in Performance?

As the world has changed, the arts have changed. In 2008, scores of **MFA in Acting** programs exist across the United States. The typical **MFA in Acting** program rigorously trains the performer in the Western canon of dramatic literature, and in voice, movement and audition methods. The scholarly study of world theatre, history, theory and performance studies are not generally taught. The MFA in Acting is not a program for the development of original performance work, nor a program that will necessarily prepare the candidate for a future in teaching in today's competitive and more specialized academic milieu.

The University of Maryland's **MFA in Performance** expands upon the professional actor-training model offered by the typical MFA in Acting through an approach to acting that offers a worldview of performance and its place in contemporary culture. It is designed to support the changing worlds of acting and theatre by training students in an artistic process that will sustain a variety of multicultural, traditional and contemporary performance demands -- with special attention paid to developing skills in artistic entrepreneurship. The MFA in Performance encourages independent thinking, risk taking, innovation, and the ability to engage diverse audiences. Upon graduation, students will have acquired the technique to take their work into professional artistic, cultural, or community venues and excel with skill and integrity. Offering courses in pedagogy, critical theory, and theatre history in tandem with performance technique courses, the MFA in Performance is a program that meets the needs of developing "Actor-Scholars."

¹ In 1983, the unit that is now the Department of Theatre created an **MFA in Theatre**. The degree was originally envisioned as an expansion of the MA in Theatre and was intended to allow students to pursue studies in three specialties: design, directing and acting. At that time, because of a lack of faculty and space resources, the Department of Theatre was limited to creating an MFA in only one of these specialties - the **MFA in Theatre Design**.

The **MFA in Performance** is the new model of training in the field of theatre. This model prepares the student whose vision differs from the typical MFA in Acting model, which prepares the candidate primarily to perform on the commercial stage. The MFA in Performance is for the artist who wishes to write, direct, compose, perform and produce his or her own work. It is for the performer who wishes to incorporate influences from cultures beyond the traditional western and European canon into his or her work. It embraces the global village of art and explores how other cultural influences can mirror our specific humanity and heritage, our joys, sorrows, troubles and psyches. Such world performance styles range from a traditional Asian form of puppetry, to stilt-walking, to Kabuki, to African dance, to Middle Eastern styles of vocal expression. The MFA in Performance embraces the individual artist and the innovators in the theatre community.

The model of MFA in Performance we propose focuses on training performers to become not only confident, skilled, and original voices and innovators in the theatre, but also skilled teachers, capable of attaining University, Conservatory, and Studio work. We offer a Master of Fine Arts in Performance that matches the expectations of the strategic plan of the University, in holding up the mirror to the Global Village. As demonstrated by the attached three year, 60-credit curriculum, it is a program pedagogically determined to train artist/scholars in World Performance and in the physical, vocal, imaginative skills and rigors of performance and practice. We wish to reflect the collage of humanity – not limited to that which is familiar, but steeped in the multicultural performance art of the world.

Why is the University of Maryland uniquely suited to create an MFA in Performance?

Since our move to the Clarice Smith Performing Arts Center in 2000, we have taken a series of critical steps towards the implementation of a new MFA in Performance. We have enhanced our faculty with a full time teacher of movement and acting, as well as an additional teacher of acting and directing. The PhD. Program in Theatre added a specialization in the anthropologically-focused field of **Performance Studies** (adding both new faculty and new courses into the graduate curriculum). This expansion forms an important part of our proposed MFA. In espousing the Actor/Scholar model, we believe it is essential that our MFA candidates receive training in the history, theory and cultural diversity of world performance. Having accomplished the above steps, we are now in a position to offer an incomparable graduate degree in the performance area.

We are well situated to conduct this exploration by the quality and diversity of our faculty, our collaborative relationship with the Clarice Smith Performing Arts Center and our ability to closely mentor our candidates because of the ratio of student to teacher (10 students to 7 teachers).

In addition to the existing resources required for the program, additional faculty, guest artists, student support, and program infrastructure will be funded by the Partnership for Excellence in the Performing Arts. This plan combines a major gift from the Robert H. Smith family with substantial new campus funding, providing for the complete financial needs of the program, including teaching assistantships.

An essential and unique component of the new MFA in Performance is the multiple opportunities for collaboration through professional partnerships with area theatres that

our location and our resources make possible. While other MFA programs often offer professional affiliations with one theatre company (for example: the MFA at San Diego State University (SDSU) is affiliated with the Old Globe Theatre in San Diego; Boston University's MFA is affiliated with the Huntington Theatre; the MFA at University of North Carolina (UNC) is affiliated with the Playmaker's Repertory Theatre; and the MFA at Brown University is affiliated with the Trinity Repertory Theatre), the University of Maryland's MFA in Performance will benefit from our longstanding professional affiliations with the Woolly Mammoth Theatre Company, Round House Theatre, The John F. Kennedy Center for the Performing Arts, and the Olney Theatre Center, among many others.

Towson University has an existing MFA in Theatre program, the focus of which is more general than our proposed program. The MFA in Performance we propose is distinguished from that at Towson by: 1. the integration of history, theory, research methods and dramaturgy courses into our core curriculum; 2. the focus on teaching specific theatrical pedagogical techniques, and on providing our students with teaching experience and pedagogical mentoring; and 3. a rigorous core curriculum of acting and performance technique classes from resident faculty and guest artists. The proposed program is specifically designed to train the scholar/artist whose emphasis is in Performance, and serves to effectively complement our existing MFA in Design program and capitalize on the strengths of our existing MA/PhD program in Theatre and Performance Studies. The combination of these three emphases at the flagship campus in College Park creates a powerful synergy of graduate programs that are specific in focus, providing for effective and dynamic collaborations that will yield much expanded creative opportunities for students.

What kind of students will be drawn to an MFA in Performance *versus* an MFA in Acting?

We propose to bring in eight to twelve students every three years in order to mentor and teach these candidates as a cohort and allow them to grow as an ensemble. The proposed plan adds two faculty positions to our Performance area by 2010 (bringing to 7 the total number of Performance faculty), enabling the Department to continue to grow the thriving Bachelor of Arts in Theatre Program, as well as to support the new MFA in Performance. The ratio of teacher to student allows us the extraordinary experience of one on one development and mentoring of the artist and future teacher.

Our prospective student is very unlike those sought by the typical MFA in Acting. Our intention is to attract established artists who are ready to make a practical life decision to further their marketability as performers and teachers. We do not seek individuals fresh out of the undergraduate experience. Our target student will already have life and creative experience in many aspects of performing and will want a stronger expression in his or her work, as well as a terminal degree enabling them to teach on a higher level.

What does an MFA in Performance prepare students to do? How is it different from a focus in Performance Art or Performance Studies?

The MFA in Performance is designed for the artist who wishes to write, direct, compose, perform and produce his or her own work. It is for the performer who wishes to incorporate influences from cultures beyond than the traditional western and European

canon into his or her work. It should not be confused with a program that might focus on a specific genre such as Performance Art (which refers to the avant-garde and to art based on concepts which are realized through highly stylized performances). Performance Studies refers specifically to the theoretical analysis of a wide range of genres, from the “performance of self in everyday life” to anthropological investigations of the artistic products of other cultures. It generally relegates the scholar to the position of observer, rather than participant. Performance is classically defined as activities such as theatre, movement styles (including dance, stilt walking, and gymnastics), vocal styles, puppetry, and circus skills). The University of Maryland **MFA in Performance** will embrace these traditional performance skills with all senses tuned into World Performance. Students will study Performance Art, but will not be strictly tied to the avant garde. They will learn the basics of a Performance Studies vocabulary, but will retain their emphasis on their own acts of creation as artists. Our MFA candidates will be fully capable of performing classical, contemporary and cross cultural styles of performance. They will develop skills of adaptation and creation of original dramatic performances; they will have studied dramaturgy, theory, history, and performance style. They will be closely mentored as teachers of performance and will be Teaching Assistants in the Bachelor of Arts in Theatre program.

Are the necessary resources in place to implement this program?

The proposed MFA in Performance will draw upon the current resources of the Department of Theatre and the Clarice Smith Performing Arts Center, supplemented by the Partnership for Excellence in the Performing Arts. This plan, which combines a major gift from the Robert H. Smith family with substantial new campus funding, provides for the complete financial needs of the program. It will allow us to add additional faculty, guest artists, student support, and program infrastructure as the program reaches its full development.

It is important to note that while there will be a need for additional faculty in order to fully implement the program, our current Performance faculty members (who will serve as the core faculty in the MFA) are outstanding teachers as well as distinguished professional theatre artists. Our Performance faculty includes: Walter Dallas, renowned director and former artistic director of Philadelphia’s Freedom Theatre (MFA, Yale); Mitchell Hébert, for many years a leading actor in the Washington DC area, a Helen Hayes Awards nominee, and a long time member of the nationally recognized Woolly Mammoth Theatre Company (MFA, University of Washington); Leigh Wilson Smiley, one of the country's leading experts in Linklater voice training (Designated Linklater Voice Teacher Certification); Leslie Felbain, an internationally-known movement specialist, who for many years has been an adjunct faculty member at the prestigious movement training program at the American Conservatory Theatre (Alexander Certification; École Jacques LeCoq; Atelier Serge Martin), and Scot Reese, an Emmy Award-winning director and actor (MFA, Northwestern University).

We have also conducted a review of the library resources necessary to implement this program (undertaken by Judy Markowitz, Performing Arts Librarian, and Scot Reese, the Department of Theatre Library Liaison), and have received funding necessary to secure additions to the library’s collection. Any future needs for the program will be incorporated into the budget for the Partnership for Excellence in the Performing Arts. Results of the report have been included in the detailed budget/resource plans submitted to the University.

Overview of peer institutions:

In preparing this proposal, we have reviewed numerous models from both the University's identified peers, as well as the Department of Theatre's own peers.² The degrees offered may be broken down (roughly) as follows:

- **Programs with resident professional theatres:** The MFA programs at Florida State University, San Diego State University, Brown University, and the University of North Carolina all offer affiliations with resident professional theatre companies, as well as intensive training in the actor's craft. This means that graduate students have access to and opportunities to perform with *one* professional company affiliated with their institution.
- **Programs that offer the MFA in Acting (practice-based):** Of the five University of Maryland, College Park Peer institutions, the University of California Los Angeles, University of Illinois, and the University of North Carolina are the three that offer an MFA in Acting.
- **Programs in performance that are research-based:** The graduate degree in theatre offered by The University of California - Berkeley is solely research-oriented.
- **Programs that offer *either* a research-based *or* a practice-based degree:** The University of California - Los Angeles offers both a Master of Arts, which is research-based, and a Master of Fine Arts, a production-based degree.

The proposed MFA in Performance by the Theatre Department of the University of Maryland, College Park will integrate the research-oriented Master of Arts in Theatre degree and the practice-oriented Master of Fine Arts in Acting.

In addition to the excellent skills in research and practice that students in the MFA in Performance will receive, the program has the added advantage of being located in one of the most vibrant theatre communities in the country. Our proximity to Washington, DC and our faculty's strong affiliations with the professional theatres and award winning theatre artists of the region will provide a vibrant range of exposures and professional experiences for the students.

² The University of Michigan no longer offers an MFA in Acting.

Objectives of the Master of Fine Arts in Performance

- To prepare students for productive careers in the professional arts community
- To develop an understanding of the fundamentals of Theatre History/World Performance
- To develop an understanding of pedagogical techniques for teaching at the Undergraduate level
- To develop a scholarly research capability in the field of theatre/performance/performing arts
- To prepare the student with a practical and academic vocabulary and skills that allow for work as an individual artist, or within an ensemble/community project.

Advancing the Strategic Plan for the University of Maryland, College Park

- **Setting Institutional Priorities:** The performing arts form part of one of the four “institutional priorities” of the University’s new Strategic Plan (Research, Scholarship and the Creative and Performing Arts), and are defined as integral to the development of a “world class university.” As the Plan notes, the Clarice Smith Performing Arts Center provides the ideal venue to house nationally-recognized graduate and undergraduate programs in the arts. The MFA in Performance will partner with the programming and vision of the Clarice Smith Performing Arts Center in bringing art to the community and engaging the community in a dialogue that embraces the arts as a means of empowerment and change.
- **Building Outstanding Faculty:** In keeping with the University’s mission to “attract and retain outstanding faculty,” the Department of Theatre has assembled an internationally-known, award-winning group of artists to participate in the projected MFA program. The reputation of these artists, in combination with the outstanding resources of the Clarice Smith Center and the Partnership for Excellence in the Performing Arts, will help the MFA in Performance meet the Strategic Plan’s criteria for a “world-class” graduate program.
- **Graduate Mentorship:** Mentorship of graduate students also plays a vital role in the new Strategic Plan. The MFA in Performance integrates the mentoring process into every phase of the graduate program. Students receive individual mentorship from assigned faculty advisors, but the program has also constructed a series of benchmarks to assess each student’s progress towards the degree (as outlined in the Learning Outcomes Assessment plan). The mentoring process within the program will be overseen by the Director of the MFA in Performance.

- **Partnerships and Outreach:** The MFA in Performance will support the University's stated goal to expand its network of professional partnerships with nationally-recognized institutions and organizations. Students will benefit from our affiliations with the following award-winning theatres: the Woolly Mammoth Theatre Company, the Roundhouse Theatre Company, the Olney Theatre Centre, and the John F. Kennedy Center for the Performing Arts.
- **Diversity:** The University's strong commitment to diversity is woven throughout its strategic plan, particularly in terms of enhancing the diversity of its graduate population and its faculty. The MFA in Performance has already taken active steps to recruit a diverse faculty, and will participate in the College of Arts and Humanities' new graduate recruitment efforts beginning in fall 2009. In the area of artistic programming, the MFA in Performance will expand its collaboration with the Clarice Smith Performing Arts Center, whose mission statement embraces "diverse people with diverse perspectives."

Perhaps more than many other fields, the performing arts are uniquely able to explore the complex meanings of “diversity” – in its cultural, ethnic, social, economic, racial, and gendered contexts. The structure of the program invites students to explore these issues through their coursework and their professional internships. It will also challenge them to embrace each other’s diversity in their creative collaborations.

Collaboration with the Clarice Smith Performing Arts Center

Two areas that particularly energize us regarding the collaboration between the Performance MFA and The Clarice Smith Performing Arts Center are the diversity of artist teachers they attract and the focus on a vibrant interaction with the community.

The following quotation from the Clarice Smith Performing Arts Center mission statement explains clearly why we are so excited that our MFA will be housed there: *“Diverse people with diverse perspectives. Being part of a vital campus community gives us an opportunity to share a wide variety of viewpoints, and our commitment to the community beyond campus brings fresh voices to the mix. Audiences are transported to the far-flung corners of the world—and the far reaches of imagination—just by taking a seat in our halls. Guest artists work with local schools renowned for their diverse student populations, taking part in interchanges where knowledge flows both ways.”*

The MFA in Performance is a means of addressing the questions and concerns of the community outside of the campus borders, a “giving back” to the greater community in the form of art. Using our research, practice, and training in the performing arts we will embrace and discover the voice and vision of the community and the imagination as a source of inspiration, dialogue and change. Again, The Clarice Smith Performing Arts Center mission statement addresses this: *“An open door to both performance and the creative process. Great work happens off stage as well as on stage, so the Center provides special events and activities that open doors into the creative process. Through face-to-face interaction with artists, adventurous audience members can learn about the whys and hows of a performance: the intentions, the influences, the challenges, and the thrills of creation and collaboration.”*

II. Curriculum for the MFA in Performance

The MFA in Performance is a 3-year, 60-credit degree. Students are required to complete a series of foundational courses in Theatre History, Pedagogy, Performance Theory, and Dramaturgy. Complementing the history/theory courses is a structured curriculum of voice, movement and acting courses. In the final year, the students will complete a

professional internship with one of the Department of Theatre's partner institutions, as well as a final thesis project.

In addition to the MFA performance faculty, we will be having semester-long residencies with artists who are recognized internationally for their diverse intercultural and creative process and productions.

The Courses

Year One

Semester One (Fall)

THET 606: Teaching Theatre (1 credit)

THET 604: History and Theory of Performance (3 credits)—new course, submitted to VPAC

THET 620: Performance Studio: Basic Performance Craft: Realism and Naturalism (6 credits)—new course, submitted to VPAC

Semester Two (Spring)

THET 689D: Dramaturgy (3 credits)

THET 621: Performance Studio: Contemporary Performance and Performance Styles (6 credits)—new course, submitted to VPAC

THET 629: Performance Lab (1 credit)—new course, submitted to VPAC

Year Two

Semester Three (Fall)

THET 622: Performance Studio: Classical Technique (6 credits)—new course, submitted to VPAC

THET 639: Special Topics in Performance -- *please note that the topics of these courses will vary by year. We have included some sample descriptions in the course plan below, but these are not intended to be “hard-numbered” courses. Their content and rotation will vary. Descriptions are included to offer a sample of the kinds of rigorous seminar-style courses we expect to offer as part of the program.* (3 credits)-- new course, submitted to VPAC

THET 629: Performance Lab (1 credit) --new course, submitted to VPAC

Semester Four (Spring)

THET 623: Performance Studio: Period Movement and Verse (6 credits)—new course, submitted to VPAC

THET 639: Special Topics in Performance (3 credits) -- new course, submitted to VPAC

THET 629: Performance Lab (1 credit) -- new course, submitted to VPAC

Year 3

Semester Five (Fall)

THET 639: Special Topics in Performance: (3 credits) -- new course, submitted to VPAC

THET 643: Puppetry and Performance (6 credits) -- new course, submitted to VPAC

THET 629: Performance Lab (1 credit) -- new course, submitted to VPAC

Semester Six (Spring)

THET 677: Production Practices (3 credits) -- new course, submitted to VPAC

THET 687: Professional Internship (3 credits) -- new course, submitted to VPAC

THET 697: Thesis Project (3 credits) -- new course, submitted to VPAC

THET 629: Performance Lab (1 Credit) -- new course, submitted to VPAC

COURSE DESCRIPTIONS

Year one: Foundation

SEMESTER ONE

THEATRE 606: TEACHING THEATRE (1 credit)

This course (required of all graduate students on a teaching assistantship in the Department of Theatre) introduces students to basic pedagogical theory specifically related to the teaching of theatre.

THEATRE 604: HISTORY AND THEORY OF PERFORMANCE (3 credits)

A new 600 level course. The notion of performance—as trope, as practice, and now as interdisciplinary field of study—is everywhere in critical discourse today. This seminar invites students to explore histories and theories of performance from Aristotle to present day.

THEATRE 620: PERFORMANCE STUDIO: BASIC PERFORMANCE CRAFT: REALISM AND NATURALISM (6 credits)

A new 600 level course. In Performance Studio I, students will develop a common performance vocabulary examining the basic elements of the craft of acting. The first semester's acting training focuses on works of realism and naturalism by playwrights such as Anton Chekhov and Tennessee Williams. Voice training begins with Kristin Linklater's *Freeing the Natural Voice* and the application of the technique to both text and singing. Students will focus on training the ear for one's own speech patterns, learning the International Phonetic Alphabet (IPA) and transcription, and developing the ability to acquire other accents.

SEMESTER TWO

THEATRE 698D: SPECIAL TOPICS IN DRAMATURGY (3 credits)

This course focuses on research, play analysis, and production. The students will be exposed to a myriad of dramaturgical principles in a theatrical text. The class will

culminate in a written project that synthesizes the research, play analysis, critical thinking and critical writing skills developed during the semester.

**THEATRE 621: PERFORMANCE STUDIO: CONTEMPORARY
PERFORMANCE AND PERFORMANCE STYLES (6 credits)**

(Continuing the work of semester one). This course focuses on plays by contemporary playwrights, and movement training based on the theories of F.M. Alexander, Michael Chekhov, Jerzy Grotowski and Jacques Lecoq. The work will include *jeu*, neutral mask, and “psychological gesture.”

THEATRE 629: PERFORMANCE LAB (1 credit)

A new 600 level course where students will develop a performance project based on the training that they have received in their first year of study (it will focus primarily on realistic or naturalistic performance techniques). Students' final performances will be videotaped and used for a year-end evaluation of their progress in the program.

Year Two: Application

In Year Two (Semesters Three and Four), students will begin, under the guidance of their mentor, to formulate the structure and focus of a proposed final project for Year Three. Each graduate student proposal will be discussed with the Performance Graduate Faculty prior to being accepted or revised by the end of the Fourth Semester.

SEMESTER THREE

THEATRE 622: PERFORMANCE STUDIO: CLASSICAL TECHNIQUE (6 credits)

(Continuing the work of semester two). Students will learn how to perform heightened language texts of global literature, including the Greeks, Moliere, the Jacobean, Shakespeare, and works of African, Asian, or Hispanic origin.

THEATRE 639: SPECIAL TOPICS IN PERFORMANCE:

SAMPLE TOPIC: SOLO PERFORMANCE (3 credits)

Students will study both the history and contemporary practice of creating solo performances. A guest artist -- a theatre professional drawn from the Department's professional network, will teach this course. In the past, our guest artists have included nationally and internationally known artists such as Ping Chong, Anne Bogart, and Walter Dallas (who is now a member of our faculty).

THEATRE 629: PERFORMANCE LAB (1 credit)

(Continuing the work of semester two). In this class, students will develop a performance project based on the training they receive in their Solo Performance/Guest Artist course. This class will offer students the opportunity to create a performance piece under the guidance of our artist-in residence. Students' final Solo performances will be videotaped and used for a year-end evaluation of their progress in the program.

SEMESTER FOUR

THEATRE 623: PERFORMANCE STUDIO: PERIOD MOVEMENT AND VERSE ANALYSIS (6 credits)

(Continuing the work of semester three). This course emphasizes movement skills related to specific theatrical styles (such as the movement of a Greek chorus in

classical drama), and will include period movement, commedia dell'arte, clown, and buffoon. The voice training in this course will focus on developing singing technique, as well as accents, dialects, and dialect research.

THEATRE 639: SPECIAL TOPICS IN PERFORMANCE:

SAMPLE TOPIC -- POLITICAL PERFORMANCE (3 credits)

This course examines the use of performance by the State, by oppositional groups, and by theatre and performance practitioners—to solidify or challenge structures of power. Students will study the history, theory and practice of political performance groups such as El Teatro Campesino and the “NEA Four.”

THEATRE 629: PERFORMANCE LAB (1 credit)

(Continuing the work of semester three). In this class, students will develop a performance project based on the training they receive in their Political Performance course. This class will offer students the opportunity to create a Political performance piece under the guidance of our artist-in-residence. Students’ final performances will be videotaped and used for a year-end evaluation of their progress in the program.

Year Three: Integration

SEMESTER FIVE

THEATRE 639: SPECIAL TOPICS IN PERFORMANCE:

SAMPLE TOPIC -- EXPERIMENTAL THEATRE (3 credits)

(Continuing the work of semester four). Students will study presentational and abstract styles of performance as well as contemporary and experimental works of the twenty-first century. They will also explore the history and practice of site-specific theater, political theater, performance art and spectacle.

THEATRE 643: PUPPETRY AND PERFORMANCE (6 credits)

Students will learn the history and techniques of puppetry. A guest artist drawn from the Department's professional network will teach this course.

THEATRE 629: PERFORMANCE LAB (1 credit)

(Continuing the work of semester four). In this class, students will develop a performance project based on the training they receive in their Puppetry/Guest Artist course. This class will offer students the opportunity to create a performance piece under the guidance of our artist-in residence. Students' final Puppetry performances will be videotaped and used for a year-end evaluation of their progress in the program.

SEMESTER SIX

THEATRE 697: THESIS PROJECT (3 credits)

The thesis project will incorporate both a performance and an oral examination. Students will select a performance project based on their area of expertise/interest (for example, an adaptation of Antigone that comments on contemporary secular beliefs in the Sunni and Shiite provinces of Iraq). Performances will be videotaped and the students will review the performances with their thesis committees, assessing each student's mastery of the craft of performance, vocal and movement technique, textual analysis, and research.

THEATRE 687: PROFESSIONAL INTERNSHIP (3 credits)

Students will design a one-semester internship in an area of interest (literary management, artistic direction, community outreach, etc.). The internship will be in collaboration with one of the Department's partner companies, or with another regional professional theatre (approved by the student's advisor). As part of the internship, students will complete a written assignment/self-assessment based on their work. They will also complete an exit interview with their on site supervisor who will submit a written evaluation of the student's performance to his/her advisor

THEATRE 629: PERFORMANCE LAB (1 credit)

Thesis update. Students will meet periodically to discuss progress in research of thesis role and preparation of oral presentation.

THEATRE 677: PRODUCTION PRACTICES (3 credits)

This course explores business practices in the field of professional theatre, including arts management, development, and marketing. Students will create a professional portfolio, which includes acting resumes, headshots, videos/photos of production work, a statement of creative/artistic mission, a design for marketing a professional production, and a development plan for an SPT Level I theatre company.

III. Student Learning Outcomes Assessment

Upon completion of the Master of Fine Arts in Performance graduates shall:

- Demonstrate knowledge of Western and Non-Western Actor Training Techniques
- Demonstrate knowledge of theatrical styles inclusive of tragedy, commedia dell'arte, Shakespeare, Naturalism, Realism and Comedy and their application to production
- Understand the fundamentals of critical and performance theory
- Understand a comprehensive history of Western and Non-Western performance
- Synthesize world performance styles and cultural performance methodologies
- Create and collaborate with other artists and produce performance pieces

Graduates of the Master of Fine Arts in Performance will be able to:

- Work as a professional in all mediums of performance
- Create solo and group performance pieces
- Perform and demonstrate expertise in a variety of performance styles including street theatre, classical theatre, and contemporary theatre
- Demonstrate expertise of physical and vocal expression inclusive of a variety of movement and vocal techniques
- Conduct research on character, style, period history, culture and its application to performance
- Demonstrate knowledge of performance from the point of view of creator, performer and director
- Understand pedagogical process in order to create and implement curriculum in the performing arts
- Teach a range of actor training techniques
- Teach theatre and performance at the highest level, at Universities, Conservatories, and Artistic Institutions

All Learning Outcomes and the assessment of the student's achievement are embedded in the required courses. For example:

THEATRE 625A Performance Lab:

The final project in this course requires students to develop and perform a piece based on the training they received during their first year of study. Students' final performances will be videotaped. The Performance Faculty will review the final performances and evaluate their progress in the program. Each course in the Master of Fine Arts in Performance will have specific Learning Outcome Assessments, which will be reviewed by the Performance Faculty.

The Master of Fine Arts degree in Performance is a terminal professional degree, which emphasizes the development of an individual's artistic voice and in-depth study of the critical and analytical aspects of theatrical performance. The program prepares the student to enter the professional theatre and entertainment fields. The Master of Fine Arts in performance degree trains performing artists to make a substantial contribution nationally and internationally as actors, directors, writers, and teachers.

IV. Faculty and Organization

- A. The program will have a Director as its administrative Head and academic leader. This person will be a member of its core faculty
 - B. Faculty-Current faculty will be used to deliver the major courses. The program also seeks support for two additional tenure-track faculty positions, as well as a full-time artist-in-residence position that will rotate on a semester-by-semester or annual basis.
- V. Off Campus Program - NA
- VI. Other Issues –NA

VII. Commitment to Diversity

The MFA in Performance commits itself to inviting, supporting, and affirming cultural diversity in its mission to enrich the lives of the MFA community by creating an environment where all cultures are respected, supported, represented, and valued, and to empower all members of the community to take risks and to engage in the work of actor training at its deepest possible level. Our programs and practices, academic and co-curricular, shall be designed to create a learning environment in which cultural differences are valued.

Every effort will be made to aggressively recruit a diverse cohort for this program. These efforts will include targeted advertising of the program and the Department, personal contacts with faculty of color around the country, and participation at national and international conferences and recruiting events where diverse populations are represented.

VIII. Required Physical Resources: None. Existing facilities in the Clarice Smith Center for the Performing Arts will accommodate the space needs of this program.

IX. Resources Needs and Source (see attached)

(Version: October 28, 2008)

Table 1: RESOURCES

Categories:

1. Reallocated funds/productions main season

One Off-Center production and one Main Stage production per academic year will be primarily oriented to the MFA in Performance. Since cast size can vary, undergraduates most likely will also participate in these productions. These funds are the equivalent of what is currently being spent out of the Department’s production funding for a typical main season production and one Off-Center production. Approximate \$48,200

Currently, six posters are printed supporting the production program of the Department of Theatre. The value of one of these posters will be for the MFA Performance main season production. Approximate \$ 2,000

2. Tuition/Fee Revenue

The program is envisioned with approximately 10 students in each three year rotation. At this time the program will only accept full time students.

3. Grants and Contracts and other External Sources

No funding in this category has been identified at this time.

4. Other Sources

Robert and Clarice Smith are endowing a professorship in the Department of Theatre in the area of performance. Approximate \$50,000

Partnership for Excellence in the Performing Arts

The plan, which reflects an agreement between the Robert H. Smith Family and the University, funds the major components of this program. Included are:

Faculty and Rotating Guest Artists salaries	Approximate \$170,000
Recruitment Advertising	Approximate \$ 20,000
Teaching Assistantships	Approximate \$200,000

The Department of Theatre is in discussion with Round House Theatre, as part of formalizing our expanding partnership, to utilize Round House classroom and performance space in support of the MFA program. Tentative plans include the use of the Round House Education and Outreach Center (Silver Spring) for four hours once each week for a class, as well as the use of the Silver Spring black box theatre for one MFA production each year.

Education and Outreach Center	Approximate \$1,800
Theatre Black Box Space	Approximate \$5,250

The Department of Theatre has a tentative agreement with the Clarice Smith Performing Arts Center to partner on the Artist-in-Residence component of the program; this agreement includes funding support.

Approximate \$27,500

Table 2: EXPENDITURES

Categories:

1. Faculty

The Department of Theatre requires two additional tenure-track faculty members to implement this program. For each of these faculty members approximately 50% of their load will be allocated to the MFA in Performance. The salary on the expenditure spreadsheet reflects this information. The program also requires a permanently funded, rotating guest artist position. These positions are funded through the Partnership for Excellence in the Performing Arts initiative and the Robert and Clarice Smith Endowed Professorship. Beginning Program Year 1, salary figures reflect two 50% faculty hires and the Visiting Artist.

2. Administrative Staff

N/A

3. Support Staff

N/A

4. Equipment

Performance classes require many props and basic set pieces such as doors in frames, boxes and flats that are used in various studio courses. Students use these items and wear them out on a regular basis. All items will require regular replacement and upgrade.

5. Library

In November of 2006 the Michelle Smith Performing Arts Library confirmed that it had undertaken an assessment of the library's current resources in light of the anticipated MFA in Performance, *and* that it had received a one-time grant to purchase those materials identified by the faculty as required for the launch of the program. As Dr. Vikor notes in his memo of November 28, 2006, the PAL's annual budget contains sufficient resources for subsequent annual updates to the program. (Please see the library assessment document attached to the MFA in Performance proposal.)

6. New or renovated spaces

N/A

7. Other Expenses

Advertisement

It will be essential to actively recruit for this program. Recruiting strategies will include a combination of print ads in strategic journals as well as extensive faculty travel to auditions, such as the University/Resident Theatre Association (U/RTA) Unified Auditions. U/RTA auditions are held in three different cities each year, and will require the participation of multiple faculty members. Funding for advertisement for this program is included as part of the Partnership for Excellence in the Performing Arts initiative.

TA Assignments

TAs in this program will team teach the Fundamentals of Performance class (THET 112), as well as the beginning level acting classes (THET 120 & THET 220). TAs will also assist the performance faculty in the preparation and teaching of upper level undergraduate performance classes, as well as provide administrative support and research assistance to the Director of the MFA in Performance and other Performance faculty members. These assignments will be rotated to ensure that students have a wide variety of experiences during their residency in the program. TA stipends for this program are funded in the Partnership for Excellence in the Performing Arts initiative.

Table 1: RESOURCES						
Resource Categories		Program Year 1	Program Year 2	Program Year 3	Program Year 4	Program Year 5
		FY 11	FY 12	FY 13	FY 14	FY 15
1. Reallocated Funds		50,200.00	50,200.00	50,200.00	50,200.00	50,200.00
2. Tuition/Fee Revenue (c + g) below		43,885.00	43,885.00	43,885.00	43,885.00	43,885.00
a.	# Full Time Students	10	10	10	10	10
b.	Annual Tuition/Fee	4,388.50	4,388.50	4,388.50	4,388.50	4,388.50
c.	Total Full Time Revenue (a x b)	43,885.00	43,885.00	43,885.00	43,885.00	43,885.00
d.	# Part Time Students	0	0	0	0	0
e.	Annual Tuition/Fee	0.00	0.00	0.00	0.00	0.00
f.	Annual Credit Hours	0.00	0.00	0.00	0.00	0.00
g.	Total Part Time (d x e x f)	0	0	0	0	0
3. Grants and Contracts and other External Sources		0.00	0.00	0.00	0.00	0.00
4. Other Sources		475,200.00	482,613.00	490,174.26	497,886.75	505,753.48
5. Total Year (Add 1 - 4)		569,285.00	576,698.00	584,259.26	591,971.75	599,838.48
Total Budgeted in Reallocated Funds						
Production Main Season		47,000.00	47,000.00	47,000.00	47,000.00	47,000.00
Production Off Center		1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
Poster support Center Management		2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Total Budgeted in Other Sources						
Smith Endowed Professorship		50,000.00	50,000.00	50,000.00	50,000.00	50,000.00
Faculty and Guest Artist Salaries		170,650.00	174,063.00	177,544.26	181,095.15	184,717.05
Recruitment Advertising		20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Graduate Assistantships		200,000.00	204,000.00	208,080.00	212,241.60	216,486.43
Roundhouse Theatre Black Box Space		5,250.00	5,250.00	5,250.00	5,250.00	5,250.00
CSPAC Guest Artist Support		27,500.00	27,500.00	27,500.00	27,500.00	27,500.00
Roundhouse Education and Outreach Center		1,800.00	1,800.00	1,800.00	1,800.00	1,800.00
Existing Faculty Salary Reallocation		106,900	109,038	111,219	113,443	115,712

Table 2: EXPENDITURES

* Expenditure			Prep Year 1	Prep Year 2	Program Year 1	Program Year 2	Program Year 3	Program Year 4	Program Year 5
			FY 09	FY10	FY 11	FY 12	FY 13	FY 14	FY 15
1	Faculty (b + c below)		0.00	40,300.00	211,606.00	215,838.12	220,154.88	224,557.98	229,049.14
	a.	FTE	0	1	3	3	3	3	3
	b.	Total Salary	0.00	32,500.00	170,650.00	174,063.00	177,544.26	181,095.15	184,717.05
	c.	Total Benefits	0.00	7,800.00	40,956.00	41,775.12	42,610.62	43,462.83	44,332.09
2	Administrative Staff (b + c below)		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	a.	FTE	0	0	0	0	0	0	0
	b.	Total Salary	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	c.	Total Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	Support Staff (b + c below)		0.00	0.00	0.00	0.00	0.00	0.00	0.00
	a.	FTE	0	0	0	0	0	0	0
	b.	Total Salary	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	c.	Total Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	Equipment		5,000.00	10,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
5	Library		1,500.00						
6	New or Renovated Spaces		0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Other Expenses		20,000.00	20,000.00	215,930.00	223,550.00	227,620.00	219,850.00	236,010.00
8	Total Year (Add 1 - 7)		26,500.00	70,300.00	442,536.00	454,388.12	462,774.88	459,407.98	480,059.14
Total Budgeted in Other Expenses									
\$20,000 Advertising/Recruitment									
Teaching Assistantships									
Year 1	10@19,593	Cohort 1		Grad Asst I					
Year 2	10@20,355	Cohort 1		Grad Asst II					
Year 3	10@20,762	Cohort 1		Grad Asst II					
Year 4	10@19,985	Cohort 2		Grad Asst I					
Year 5	10@21,601	Cohort 2		Grad Asst II					
Covered by the Partnership for Excellence in the Perform									

Space	Number of Hours	Number of Days	Hourly cost	Total Resource Per semester
Round House Theatre Eduction and Outreach Center	4	15	30.00	1,800.00
Silver Spring Black Box (non performance)	10	15	25	3,750.00
Silver Spring Black Box (performance)	n/a	6	250.00	1,500.00



UNIVERSITY OF MARYLAND

THE UNIVERSITY LIBRARIES

College Park, Maryland 20742

January 21, 2009

MEMO

TO: Professor Mitchell Hébert
Department of Theatre

FROM: M. Sue Baughman
Interim Director for Collection Management and Special Collections
Assistant Dean for Organizational Development

Judy Markowitz
Theatre Librarian

RE: Continued Library Support for Master of Fine Arts in Performance

This memo is to affirm that the University of Maryland Libraries are able to support the curriculum and research for Performance Studies, including all the courses that will be offered as part of this MFA program.

In 2007, the Libraries received a one-time funding of \$1312.00 to support the proposed Master of Fine Arts in Performance. The one-time money was used to purchase titles that addressed the gaps in the collection as identified by the Theatre faculty. These materials were purchased in print, cd and dvd formats and primarily covered: dialects for the stage, staging/movement, Alexander Technique, political theatre, puppetry, solo performance and theatre/performance figures such as Eugenio Barba, Dario Fo, Julie Taymor, and Anne Bogart.

Current materials for performance studies are acquired via the libraries book approval plan (major university and trade presses), and additional funds. From FY04-FY06, an average of 164 theatre and theatre-related titles were received via the approval plan, at an average annual cost of \$5,598.80. The discretionary theatre fund provides an additional \$2,000.00 per year. Currently, theatre media titles (dvds, videos) are purchased from the Nonprint Media fund (and housed at Nonprint Media) and although there is no set amount, performing arts materials are considered a high priority for purchase. Other sources of funding for theatre materials include separate reference, serial and electronic funds.



ASSESSMENT PLAN

MFA IN PERFORMANCE

(Program of Study / Major / Degree Level, etc.)

Program Contact: Mitchell Hebert Phone: ext. 5-6684 E-mail: mhebert@umd.edu

Date submitted to Academic Unit Head: September 8, 2008

Program Goals: Graduates of the MFA in Performance will be able to:

- Work as a professional in all mediums of performance
- Understand pedagogical process in order to create and implement curriculum in the performing arts
- Teach theatre and performance at the highest level, at Universities, Conservatories, and Artistic Institutions

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:

The Performing Arts have been identified as one of the four “institutional priorities” in the University of Maryland’s new Strategic Plan, as has the mission of creating world-class faculty and graduate level programs in the arts. Through the support of the Partnership for Excellence in the Performing Arts, the new MFA in Performance will train graduate students to work at the highest levels of the profession, both within and outside the academy.

Student Learning Outcomes (list the three-to-five most important)	Assessment Measures and Criteria (describe one or more measures for each outcome and criteria for success)	Assessment Schedule (initial year, and subsequent cycle)
1. Understanding mediums of performance: Students will demonstrate knowledge of Western and Non-Western Actor Training Techniques, as well as knowledge of theatrical styles inclusive of tragedy, commedia dell’arte, Shakespeare, Naturalism, Realism and Comedy and their application to production.	End-of-semester reviews will gauge the effectiveness of the MFA coursework in developing students’ knowledge in these critical areas. Faculty will review material culled from specific course projects and/or they will conduct a series of oral examinations to evaluate both students’ overall knowledge and	Spring 2011

	<p>their ability to synthesize what they have learned. This process will help faculty measure the success of their training program in the area of performance genres.</p>	
<p>2. Collaboration and Diversity: Students will create and collaborate with other artists to produce performance pieces. Students should be able to integrate the skills acquired in their coursework and through their professional internships into a cogent and compelling project.</p>	<p>Their seminar coursework will prepare students to create a performance piece which will be video-taped and assessed by the graduate faculty of the MFA program. This will help faculty measure whether students are acquiring the skills they need in order to be successful artistic collaborators.</p>	<p>Spring 2012</p>
<p>3. Pedagogical Development: Students will understand the pedagogical process in order to create and implement curriculum in the performing arts and they will be able to teach a range of actor training techniques.</p>	<p>At the end of each semester, students will compile a portfolio which may include (but is not limited to), videos of performances, sample syllabi, external reviews of their work, and teaching evaluations. Students will prepare a 1-hour oral defense of their portfolio and will receive faculty feedback based on their portfolio <i>and</i> on classroom observations throughout the semester.</p> <p>This review process will allow faculty to gauge the effectiveness of its training in the area of theatre pedagogy. It will enable the faculty to identify areas of both student and program weakness.</p>	<p>Spring 2013</p>
<p>4.</p>		

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate:

Presenter: Willie L. Brown – Human Relations Committee

Subject of Report: Prayer at Commencement

Senate Document Number: 07-08-34

**Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report**

A. Statement of Issue:

Discontinuance of Prayer at University Commencement Ceremony.

B. Recommendations:

In an effort to be more sensitive to believers and non-believers in attendance at the university's commencement ceremony, the committee recommends that the current practice of an invocation be discontinued in the campus wide ceremony.

C. Committee Work:

The issue of Prayer at Commencement was first raised in the 2005 session of the Human Relations Committee and was a carryover into the 2006 session as unfinished business. The Human Relations Committee worked on the issue over the course of the next two years and brought it before the Senate Executive Committee (see attachments) with HR committee recommendation to have a moment of silence in addition to the invocation. This was thought to be a compromise that would allow non-believers to contemplate whatever it was they wanted to contemplate, without the mention of a deity. After much debate, the SEC returned the proposal to the committee.

In the last round of addressing this issue, the committee met with Diane Krejsa of the President's Office of Legal Affairs to get a legal viewpoint about the practice at the University. Much to the committee's chagrin, there is no clear stance from the Supreme Court in regards to higher education on this issue. Additionally the committee did a review of our peer institutions (Berkeley, Illinois, Michigan, North Carolina and UCLA) and found that none of the peers have prayer at commencement.

In the past three years the University of Maryland has not performed a benediction. Only the invocation has been done since May of 2006. This has not been a policy but has become an acceptable practice. The committee discussed in depth as to what does the University, faculty, and students want in terms of Prayer at Commencement and should this become a policy for all institutions at the university? It was decided that the individual institutions would continue to make that decision on their own.

D. Alternatives:

Leave the university commencement as is with two minutes devoted to Invocations.

E. Risks:

This is a topic that is as old as time and there is no perfect solution. Therefore this proposal will not be met with the approval of everyone and someone will find offense. There are no other risks.

F: Financial Implications:

There are no financial implications

Meeting Minutes for the Human Relations Committee
Meeting on Oct. 14, 2008

Members Present: Chandra Bisnath (Ex-Officio-VP SA Rep), Willie Brown (Chair), Roberta Donley (Staff), William Fourney (Faculty), Robert Hayes (Undergraduate), John Lea-Cox (Faculty), Valerie Orlando (Faculty), David Rieger (Ex-Officio-VP AA Rep), Kenneth Tanaka (Faculty), Marsha Turner-Botts (Staff), Susan Warren (Ex-Officio-VP SA Rep), Robert Waters (Ex-Officio-Prov Rep), Dave Miles

Member Excused: Cordell Black (Ex-Officio-Prov Rep), Gloria Bouis (Ex-Officio-Dir Hum Rel Rep), Tarandeep Kalra (Graduate Student), David Kwon (Undergraduate), Pamela Lanford (Faculty), Carol Pearson (Faculty), James Sandlin (Undergraduate), Zhan Shi (Graduate Student), Brandie Simons (Undergraduate), Audrey Stewart (Staff).

Guest: Diane Krejsa, University Council, Office of Legal Affairs.

The meeting was called to order at 10:00 a.m.

Chair Brown opening the meeting and took a vote on the approval of last meeting's minutes. All were in favor of approval.

Chair Brown introduced Diane Krejsa. Ms. Krejsa is the legal representative who is giving a presentation on the Supreme Court rulings on the matter of prayer at convocations.

Ms. Krejsa mentioned that the Supreme Court is not clear on this issue as it affects higher institutions of learning. A 'Lemon Law' is usually applied to determine if a particular invocation is in violation of the fourteenth amendment. The Fourteenth amendment states that the United States or the states shall not make a ruling or statute establishing religion. This 'Lemon Law' states that the purpose of the invocation can only be secular in nature, must not advance or inhibit religion and cannot cause excessive entanglement by the state.

In the case of elementary or middle schools the case is clear. The students would be compelled to attend a school function, their age of discernment is in question, the solemnity of the occasion was suspect and the function would be held on state property thus calling into question the state's endorsement of a particular religion.

At higher institutions, the solemnity of the occasion would be a factor in determining whether or not a particular invocation of a religious nature could be used. No one would be compelled to attend, and all the participants are above the age of discernment.

A recent Supreme Court ruling concerning the prayer at common mess at VMI states that the students were compelled to attend and the form of prayer was predescribed by the governing authority thus violating the 'Lemon Law'.

Another case involved the display of the Ten Commandments by a Kentucky courthouse as part and parcel of other state legal documents. This was denied. The case where the Ten Commandments were to be displayed as a monument along with other monuments was deemed acceptable as it amounted to a passive display and did not promote religion.

The moment of silence option was discussed but because it was normally given by the rotation of chaplains it was deemed by some to be invoking a religious endorsement.

A member mentioned that we should either have a prayer or not have it.

A member made reference to convocations as not really being a solemn occasion thereby not meriting any invocation.

A member brought up the issue of legal risk in not including prayer but voiced concern about being uncomfortable with this part of the convocation ceremony.

Another issue concerned a guest speaker's mention of prayer or religion, but this was not considered to be indoctrination but only a small part of the whole ceremony.

A member asked whether or not the right to religion exists.

Two members were of the opinion that it did not.

A member was concerned about offending the chaplains by not inviting them to perform the invocation.

Chair Brown ended the meeting at 11:00 a.m. stating that more work needed to be done and that we would have to start from scratch. The purpose of today's meeting was to get the legal perspective. He will make an attempt to find out what the elements and structure of the ceremony were for the last ten years and then try to get a consensus of opinion at the next meeting.

Submitted by: Dave Miles

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate:

Presenter: Willie L. Brown – Human Relations Committee

Subject of Report: Prayer at Commencement

Senate Document Number:

**Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report**

A. Statement of Issue:

Introduction of a moment of silence at the commencement ceremony to facilitate inclusiveness of believers and non-believers

B. Recommendations:

In an effort to be more inclusive of believers and non-believers in the university's commencement ceremony, the committee recommends that the two minute invocation be replaced by a moment of silence for one minute and one minute of spoken word.

It is further recommended that any future alterations to the commencement ceremony invocation and moment of reflection will be subject to further conversation between the chaplains and the appropriate university senate committee.

C. Committee Work:

The issue of Prayer at Commencement was first raised in the 2005 session of the Human Relations Committee and was a carryover into the 2006 session as unfinished business.

The 2006 committee started the discussions of the subject at their October 19, 2006 meetings and decided to move forward with it. There were members who felt that prayer should not be part of the commencement ceremony, some felt the ceremony was not inclusive enough and others felt that it was their right to have prayer at commencement. It was agreed that since the practice is already taking place, we do not have the authority to stop the practice and therefore we will

concentrate our efforts on making it more inclusive with the understanding that there is no 'perfect' solution.

Over the course of the next two months, the committee met with Father William Bryne in November and Rabbi Ari Israel in December of 2006, to further our understanding of processes and procedures for the chaplains' role in commencement ceremonies. Additionally we inquired as to the funding of the chaplaincies and the structural relationship with the university. To summarize:

1. The operating budgets for the chaplaincies are provided by their sponsoring faith organization e.g., the Archdiocese of Washington. Chaplain's salaries are not paid for by the state. Each chaplaincy organizes itself and is funded in various ways depending upon the governing body. This certifies one's presence. It is more of a matter of the University providing space for what it perceives as a need or desire for the wish of the students. There are no organizations that are funded by the University.
2. For the university commencement, the chaplains rotate on an annual basis. There is an occasional specific request but not often.
3. There is a very strict policy on the brevity for two minutes or less.
4. There is an offer made each year to the commencement committees of the individual colleges/schools by the Coordinator of the Memorial Chapel. It is the option of the college to accept. Some do and some do not.
5. There is a rigorous approval process for the recognition of chaplains by the University. There is a period of application and those materials are reviewed by the Vice President of Student Affairs and her staff. Among the criteria that are reviewed are the presence of a national organizing group, the funding necessary to support a chaplain and his/her programs, and of great importance, the presence of a large body of students that have requested this denomination or faith community.
6. In addition, the university requires the chaplains to have a board that oversees their work, and we require the chaplain have educational credentials (including ordination if that is normal for the faith group). The process for recognizing chaplains is rigorous because the University has limited resources to support the chaplaincies and we want to make sure we are placing those resources (financial, space, time, etc.) where the need is most critical.

At the December 2006 meeting, Rabbi Israel met with the committee and proposed that in order to be more inclusive, the chaplains would offer an introductory statement of a moment of silence for one minute and one minute of spoken words (the moment of silence was later changed to a moment of reflection and will be used from this point on). The committee agreed that this was a proposal that merits further consideration and asked the Rabbi to have the chaplains' work on a generic concept for the introductory statement for the moment of reflection.

The committee met in February 2007 and endorsed the proposal of having both a “moment of reflection” and an “Invocation”. The moment of reflection is not intended to give students a chance to pray in silence, but rather to be used by everyone for whatever it is they want to reflect upon, be that prayer, thankfulness for their graduation, the health of their dog, the new job they are starting. It is a way to be inclusive to believers and non-believers alike.

There was a vote by the committee on there being a moment of reflection and a Invocation and the vote was passed 6 to 1

In April, the chaplains sent a few options for the committee's consideration:

Moment of Reflection:

We believe (?) in the benefits and responsibilities of having a college education and for this we are grateful, let us take a moment of silent reflection etc...

Or “Today we are celebrating a terrific and well earned accomplishment of a college graduation, let us join in a moment of silent reflection together with all of those who have helped us through this time to show our gratitude for being here today....”

INVOCATION:

Let us join together in a moment of silent reflection, in gratitude for the opportunity we have had to study at this university... ..

.... (the moment of reflection was concluded with this thanksgiving :)

We give thanks for the gifts and opportunities bestowed upon us here at Maryland. For our teachers and mentors, for our daily food and those who prepared it, for our families, classmates, friends and employers. And for the strength to take what we have learned into the world.

We give thanks this night. We give thanks!

AMEN

At the April meeting, the committee agreed that the wording was fine with the exception of the word "Amen". The chaplains have agreed to remove the word.

Comments:

The chaplain system exists so that the University maintains control in a public forum of the people who are representing religion in a way that is responsible and sensitive versus having no control and not knowing what you get.

Unregulated entities around campus can be very confusing for students.

Religious life is a very important part of a desire that the students themselves have and there is a demand and desire on the behalf of the students. Roughly 1,000 students are going to Catholic mass on campus every Sunday. We have the existence of religious life meeting the needs for students. A perfect example is September 11, 2001 commonly referred to as 9/11. When 9/11 happened, there was organization on the mall and since religion played a part in that tragedy it was very valuable for students to see religion presented in a peaceful unified way.

The chaplains believe and it is the belief of the majority of the committee that the students are sensitive to diversity on this campus. Lack of diversity and sensitivity is not a major issue that the University faces in terms of religious life. Since there is an open and closing word at commencement it would be easy to replace one of those with a moment of silence and then replace the other with a more organized meditation or thought.

Final point, the university has done research on campus that suggests that spirituality and faith are important to students (both in terms of their identity and in terms of salient items of discussion). The more recent research that used Alexander Astin's survey instrument from UCLA with our students at the University of Maryland would support the conclusion that students --- by majority-- have a positive regard for faith/spirituality.

D. Alternatives:

Leave the university commencement as is with two minutes devoted to Invocations.

E. Risks:

This is a topic that is as old as time and there is no perfect solution. Therefore this proposal will not be met with the approval of everyone and someone will find offense. There are no other risks.

F: Financial Implications:

There are no financial implications

May 22, 2008 • Comcast Center • 7:00 p.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
Commencement Committee

Processional

University of Maryland Concert Band
Dr. L. Richmond Sparks, Conductor

Invocation

Dr. Elizabeth A. Platz, Chaplain
Lutheran Campus Ministry

National Anthem

Professor Linda Mabbs, Soprano

Greetings

Dr. Patricia S. Florestano
University System of Maryland
Board of Regents

Senior Class Gift Presentation

Mr. Ryan J. Ples
Senior Council

Presentation of University Medal

Dr. Mote

Remarks to the Graduates

Ms. Natalie V. Prizel

Musical Selection

"Carnival of Venice"
arranged by Del Staigers
Mr. J. Daniel Puckett, flute, bass clarinet, clarinet,
soprano saxophone and alto saxophone

Introduction of Speaker

Mr. Robert L. Toll
Chair, Commencement
Speaker Selection Committee

Address

Mr. Carl Bernstein
Pulitzer Prize-winning Journalist
and Author

Conferring of Honorary Degree

Dr. Mote

Alumni Association Induction

Mr. Charles "Chip" Sollins '82
President
Maryland Alumni Association Board of Governors

Message to the Graduates

Dr. Mote

Presentation of Colleges and Schools

Deans

**Conferring of Doctoral, Master's and
Bachelor's Degrees**

Dr. Mote

Alma Mater

Professor Mabbs

Recessional

University of Maryland Concert Band

December 19, 2007 • Comcast Center • 7 p.m.

Presiding

Dr. C. D. Mote, Jr.
President

Master of Ceremonies

Mr. James N. Newton
Commencement Committee

Processional

University of Maryland
Concert Band
Dr. L. Richmond Sparks
Conductor

Invocation

Rev. Holly R. Ulmer, Chaplain
United Campus Ministry

National Anthem

Ms. Brittany Baratz

Greetings

Mr. Robert L. Pevenstein
University System of Maryland
Board of Regents

Senior Class Gift Presentation

Mr. Ryan Ples
Senior Council

Remarks to the Graduates

Mr. Andres Garcia
Graduating Senior

Musical Selection

"Welcome the Rain"
Music by Zina Goldrich
Lyrics by Marcy Heisler
Ms. Brittany Baratz, soloist
Ms. Catherine Mann, guitar
Mr. Loren Westbrook-Fritts, cello

Introduction of Speaker

Mr. Robert L. Toll
Chair, Commencement
Speaker Selection Committee

Address

Tim Kurkjian
Senior Writer, *ESPN The Magazine* and *ESPN.com*
Analyst/reporter ESPN TV

University of Maryland

Alumni Association Induction

Mr. Charles "Chip" Sollins '82
President, Maryland Alumni
Association Board of Governors

Message to the Graduates

Dr. Mote

**Presentation of
Colleges and Schools**

Deans

Conferring of Degrees

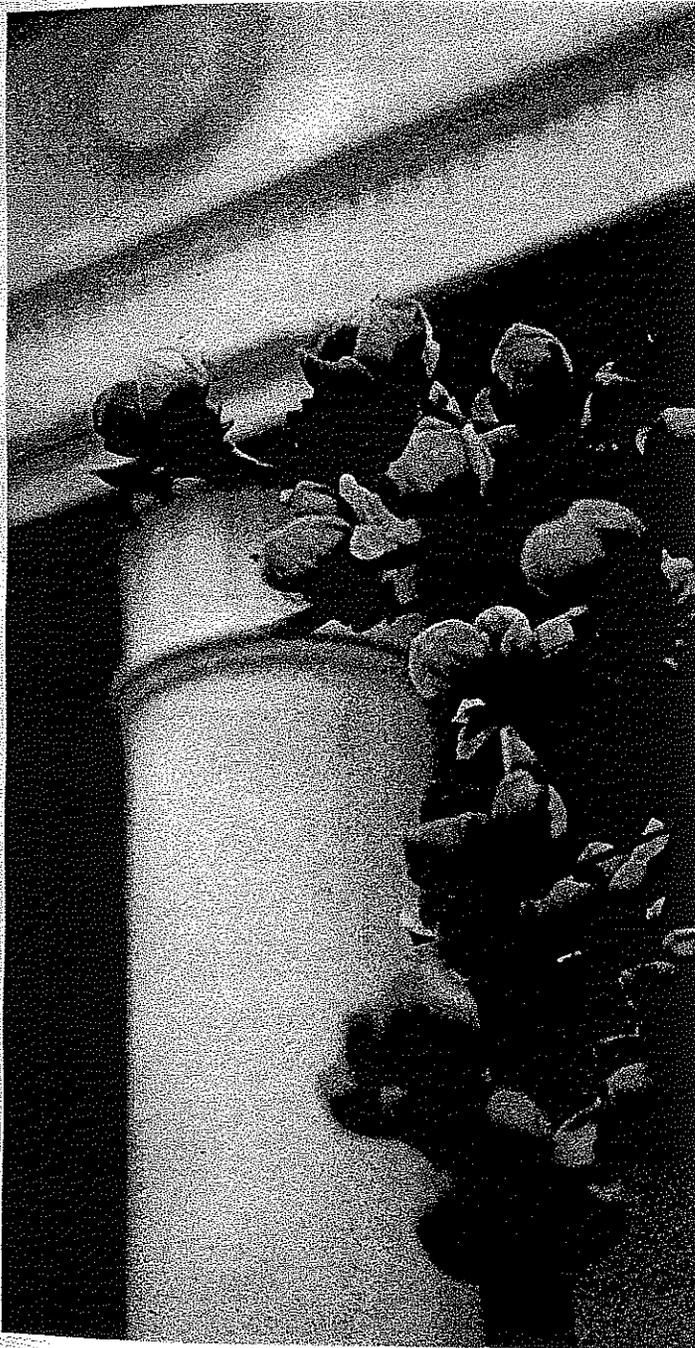
Dr. Mote

Alma Mater

Ms. Brittany Baratz

Recessional

University of Maryland
Concert Band



May 20, 2007 • Comcast Center • 7 p.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
Commencement Committee

Processional

University of Maryland
Concert Band
Dr. L. Richmond Sparks
Conductor

Invocation

Rabbi Eli Backman
Director, Chabad Jewish
Student Center

National Anthem

Professor Linda Mabbs, Soprano

Greetings

Mr. R. Michael Gill
University System of Maryland
Board of Regents

Senior Class Gift Presentation

Mr. Derek Standarowski
Senior Council

**Presentation of
University Medal**

Dr. Mote

Remarks to the Graduates

Mr. Ryan Cooper
Graduating Senior

Musical Selection

"Introduction and Samba"
by Maurice Whitney
Ms. Sarah Hughes, Soloist
University of Maryland
Concert Band

Introduction of Speaker

Mr. Jesse David Fox
Chair, Commencement Speaker
Selection Committee

Address

The Honorable Steny Hoyer '63
U.S. House of Representatives

University of Maryland

Alumni Association Induction

Mr. Marvin H. Rabovsky '81
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

**Presentation of
Colleges and Schools**

Deans

**Conferring of
Doctoral, Master's
and Bachelor's Degrees**

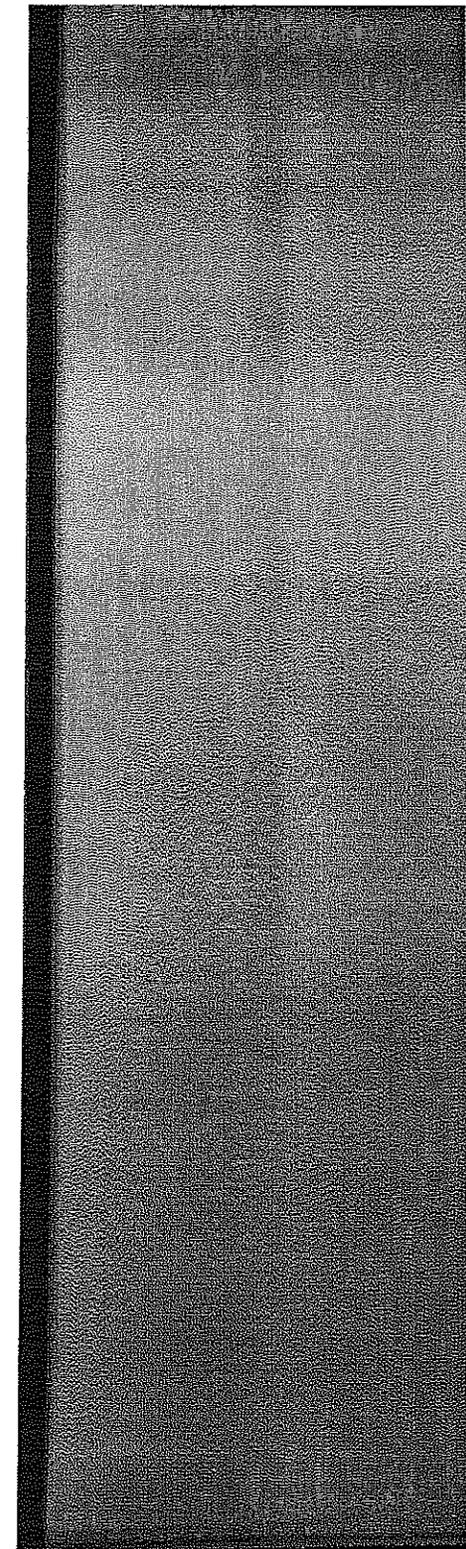
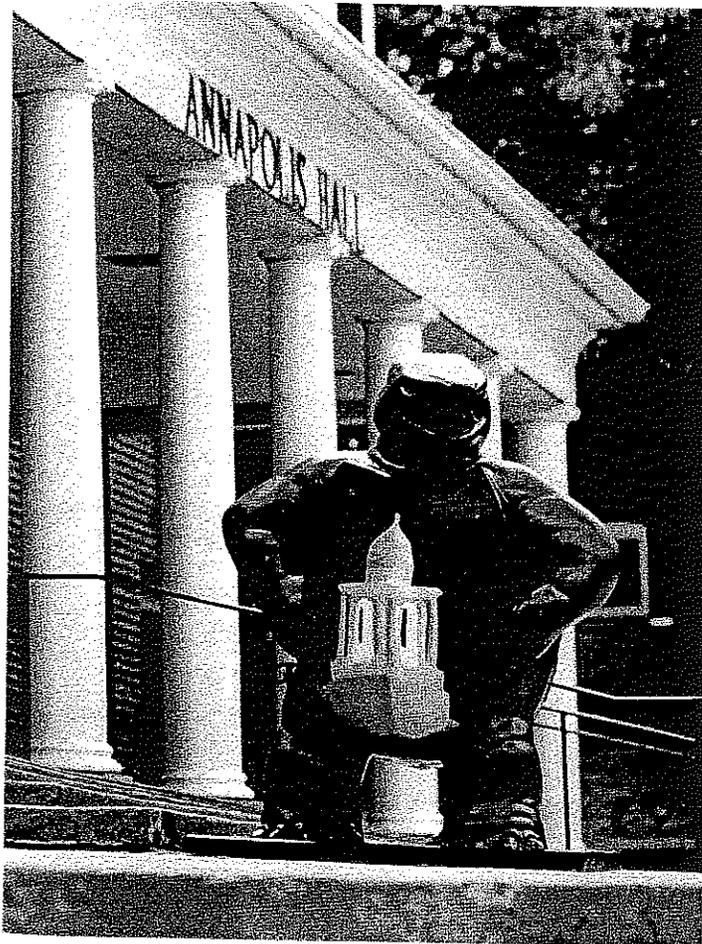
Dr. Mote

Alma Mater

Professor Mabbs

Recessional

University of Maryland
Concert Band



Dec. 20, 2006 • Comcast Center • 7:00 p.m.

Alma Mater

Hail! Alma Mater
 Hail to thee, Maryland!
 Steadfast in loyalty;
 For thee, we stand,
 Love for the Black and Gold
 Deep in our hearts we hold,
 Singing thy praise forever,
 Throughout the land.

Presiding

Dr. C. D. Mote, Jr.
 President

Master of Ceremonies

Mr. James N. Newton
 Commencement Committee

Processional

University of Maryland
 Concert Band
 Dr. L. Richmond Sparks
 Conductor

Invocation

Rev. Dr. Peter M. Antoci
 University Chaplain
 Episcopal/Anglican Campus
 Ministry

The National Anthem

Prof. Linda Mabbs, Soprano

Greetings

Dr. William E. Kirwan
 Chancellor
 University System of Maryland

Mr. A. Dwight Pettit

University System of Maryland
 Board of Regents

Senior Class Gift Presentation

Mr. Patrick Wu
 Senior Council

Remarks to the Graduates

Ms. Ashleigh Butler
 Graduating Senior

Musical Selection

"For Good"
 by Stephen Schwartz
 Lindsay Roberts and Heather
 Aldrich, soloists
 University of Maryland
 Concert Band

Introduction of Speaker

Mr. Matthew R. Hirsch
 Chair, Commencement
 Speaker Selection Committee

Address

Mr. Brian Gallagher
 President and CEO
 United Way of America

University of Maryland

Alumni Association Induction

Mr. Charles "Chip" Sollins, '82
 President-elect, University of
 Maryland Alumni Association

Message to the Graduates

Dr. Mote

**Presentation of Colleges
 and Schools**

Conferring of Degrees

Benediction

Rev. Dr. Antoci

Recessional

University of Maryland
 Concert Band

Floor Seating Arrangement
 for Graduates in Comcast Center

STAGE

MARSHALS

ARCHITECTURE
 ARTS & HUMANITIES
 BEHAVIORAL &
 SOCIAL SCIENCES
 COMPUTER, MATH &
 PHYSICAL SCIENCES
 INFORMATION
 STUDIES
 JOURNALISM

FACULTY

AGRICULTURE
 BUSINESS
 EDUCATION
 ENGINEERING
 HEALTH & HUMAN
 PERFORMANCE
 INDIVIDUAL STUDIES
 CHEMICAL AND
 LIFE SCIENCES

Sunday, May 21, 2006 • Comcast Center • 7:00 p.m.

Alma Mater

Hail! Alma Mater
 Hail to thee, Maryland!
 Steadfast in loyalty,
 For thee, we stand,
 Love for the Black and Gold
 Deep in our hearts we hold,
 Singing thy praise forever,
 Throughout the land.

Floor Seating Arrangement
 for Graduates in Comcast Center

STAGE

FACULTY & STAFF	MARSHALS	MARSHALS	FACULTY & STAFF
BUSINESS	ARCHITECTURE	ARTS & HUMANITIES	AGRICULTURE
HEALTH & HUMAN PERFORMANCE	BEHAVIORAL AND SOCIAL SCIENCES	CHEMICAL & LIFE SCIENCES	CMPS
INFORMATION STUDIES	JOURNALISM	INDIVIDUAL STUDIES	EDUCATION
	PUBLIC POLICY		ENGINEERING

Presiding

Dr. C. D. Mote, Jr.
 President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
 Undergraduate Studies

Processional

Symphonic Wind Ensemble
 Dr. L. Richmond Sparks,
 Conductor

Invocation

The Rev. Jeffrey Buffkin
 Baptist Chaplain

National Anthem

Prof. Linda Mabbs, Soprano

Greetings

Mr. Robert L. Pevenstein
 University System of Maryland
 Board of Regents

Senior Class Gift Presentation

Ms. Emily Dotter
 Senior Council

Presentation of University Medal

Dr. Mote

Remarks to the Graduates

Ms. Michelle Karkowsky
 Graduating Senior

Musical Selection

Stars & Stripes Forever
 by John Philip Sousa
 Symphonic Wind Ensemble

Introduction of Speaker

Ms. Mary Beth Hanley
 Ms. Nicole Foster
 Co-Chairs, Commencement
 Speaker Selection Committee

Address

The Honorable Paul Sarbanes
 U. S. Senate

University of Maryland

Alumni Association Induction

Mr. Marvin H. Rabovsky '81
 President, University of Maryland
 Alumni Association

Message to the Graduates

Dr. Mote

Presentation of Colleges and Schools

Deans

Conferring of Doctoral, Master's and Bachelor's Degrees

Dr. Mote

Benediction

The Rev. Buffkin

Alma Mater

Prof. Mabbs

Recessional

Symphonic Wind Ensemble

Alma Mater

Hail! Alma Mater
Hail to thee, Maryland!
Steadfast in loyalty;
For thee, we stand,
Love for the Black and Gold
Deep in our hearts we hold,
Singing thy praise forever,
Throughout the land.

Floor Seating Arrangement
for Graduates in Comcast Center

STAGE

MARSHALS ✓

ARCHITECTURE ✓

ARTS & HUMANITIES ✓

BEHAVIORAL &
SOCIAL SCIENCES ✓

COMPUTER, MATH &
PHYSICAL SCIENCES ✓

INFORMATION
STUDIES ✓

JOURNALISM ✓

FACULTY ✓

AGRICULTURE ✓

BUSINESS ✓

EDUCATION ✓

ENGINEERING ✓

HEALTH & HUMAN
PERFORMANCE ✓

INDIVIDUAL STUDIES ✓

CHEMICAL AND
LIFE SCIENCES ✓

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
Undergraduate Studies

Processional

Symphonic Brass Ensemble
John Huling, Conductor

Invocation

The Rev. William Byrne
Catholic Chaplain

The National Anthem

Ms. Linda Mabbs, Soprano

Greetings

The Hon. James C. Rosapepe
University System of
Maryland Board of Regents

Senior Class Gift Presentation

Mr. William Claude Collins III
Senior Council

Remarks to the Graduates

Mr. Samy Bassam Muaddi
Graduating Senior

Musical Selection

"Summon the Heroes"
by John Williams
Douglas Fraley, Soloist
Symphonic Brass Ensemble

Address

Dr. John Splaine
Associate Professor Emeritus
University of Maryland
Amos B. Hostetter, Jr. Chair
University of Denver (ret.)

University of Maryland

Alumni Association Induction

Marvin H. Rabovsky '81
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

Conferring of Doctoral, Master's and Bachelor's Degrees

Dr. Mote

Presentation of Colleges and Schools

Deans

Benediction

The Rev. Byrne

Recessional

Symphonic Brass Ensemble

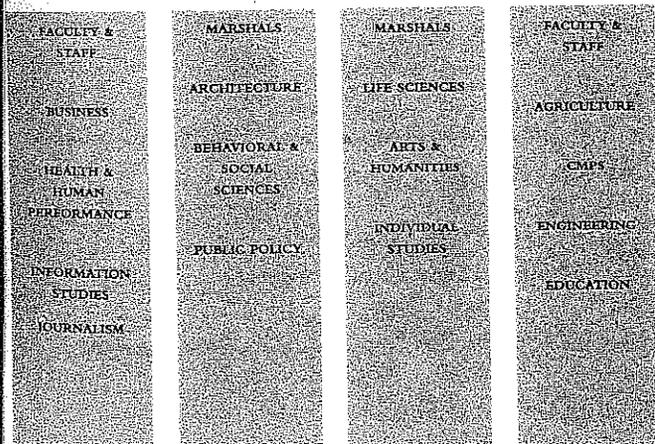
Saturday, May 21, 2005 • Comcast Center • 7:00 p.m.

Alma Mater

Hail, Alma Mater
 Hail to thee, Maryland
 Steadfast in loyalty
 For thee, we stand
 Love for the Black and Gold
 Deep in our hearts we hold,
 Singing thy praise forever,
 Throughout the land.

Floor Seating Arrangement
 for Graduates in Comcast Center

STAGE



Presiding
 Dr. C. D. Mote, Jr.
 President, University of Maryland

Master of Ceremonies
 Mr. James N. Newton
 Undergraduate Studies

Processional
 Symphonic Wind Ensemble
 Prof. John E. Wakefield
 Conductor

Invocation
 Chaplain Elizabeth Platz
 Lutheran Campus Ministry

National Anthem
 Prof. Linda Mabbs, Soprano

Greetings
 The Honorable
 Joseph D. Tydings '51
 University System of
 Maryland Board of Regents

Senior Class Gift Presentation
 Mr. Brad Hersh
 Ms. Julie Lowe
 Senior Council

**Presentation of
 University Medal**
 Dr. Mote

Remarks to the Graduates
 Mr. Fernando Balderrama
 Graduating Senior

Musical Selection
 "Bugler's Holiday"
 by Leroy Anderson
 Symphonic Wind Ensemble
 Prof. Wakefield, Conductor

Introduction of Speaker
 Ms. Maura A. Iezzi
 Ms. Christine Delargy
 Ms. Jessica Bowser
 Co-Chairs, Commencement
 Speaker Selection Committee

Address
 Ms. Andrea Mitchell
 Chief Foreign
 Affairs Correspondent
 NBC News

**University of Maryland
 Alumni Association Induction**
 Charles G. Carr '85
 President, University of Maryland
 Alumni Association

Message to the Graduates
 Dr. Mote

**Presentation of
 Colleges and Schools**
 Deans

**Conferring of
 Doctoral, Master's
 and Bachelor's Degrees**
 Dr. Mote

Benediction
 The Rev. Platz

Alma Mater
 Ms. Mabbs

Recessional
 Symphonic Wind Ensemble

*Flowers grown in the university greenhouse
 by the Department of Natural Resource
 Sciences and Landscape Architecture.*

Saturday, Dec. 18, 2004 • Comcast Center • 7:00 p.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
Undergraduate Studies

Processional

Symphonic Brass Ensemble
Dr. Milton Stevens, Conductor

Invocation

The Rev. Kim Capps
United Methodist Chaplain

The National Anthem

Ms. Carmen Balthrop, Soprano

Greetings

Dr. Patricia Florestano
University System of
Maryland Board of Regents

Senior Class Gift Presentation

Senior Council Representative

Remarks to the Graduates

Ms. Renee Sihvola
Graduating Senior

Musical Selection

"Summon the Heroes" by
Mr. John Williams
Symphonic Brass Ensemble

Address

The Hon. Chris Van Hollen
U.S. House of Representatives

University of Maryland

Alumni Association Induction

Charles G. Carr '85
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

**Conferring of Doctoral,
Master's and Bachelor's Degrees**

Dr. Mote

**Presentation of Colleges
and Schools**

Deans

Benediction

Rev. Capps

Recessional

Symphonic Brass Ensemble

Alma Mater

Hail! Alma Mater
Hail to thee, Maryland!
Steadfast in loyalty,
For thee, we stand,
Love for the Black and Gold
Deep in our hearts we hold,
Singing thy praise forever,
Throughout the land.

Floor Seating Arrangement
for Graduates in Comcast Center

STAGE

MARSHALS	FACULTY
ARCHITECTURE	AGRICULTURE
ARTS & HUMANITIES	BUSINESS
BEHAVIORAL & SOCIAL SCIENCES	EDUCATION
COMPUTER, MATH & PHYSICAL SCIENCES	ENGINEERING
INFORMATION STUDIES	HEALTH & HUMAN PERFORMANCE
JOURNALISM	INDIVIDUAL STUDIES
	LIFE SCIENCES

December 20, 2003 • Comcast Center • 7:00 p.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
Undergraduate Studies

Processional

Symphonic Brass Ensemble
Dr. Milton Stevens, Conductor

Invocation

Rev. Jeffrey Buffkin
Baptist Chaplain

The National Anthem

Mr. Jason Kaminski, Baritone

Greetings

Dr. William E. Kirwan
Chancellor
University System of Maryland

Mr. Orlan M. Johnson
University System of Maryland
Board of Regents

Senior Class Gift Presentation

Ms. Sarah Barnhart
Senior Council

Remarks to the Graduates

Ms. Robyn Ellyn Sanderson
Graduating Senior

Musical Selection

"Summon the Heros,"
by Mr. John Williams
Symphonic Brass Ensemble

Address

Mr. Sergey Brin '93

University of Maryland

Alumni Association Induction
Mr. Alan Cason '80
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

**Conferring of Doctoral,
Master's and Bachelor's Degrees**

Dr. Mote

**Presentation of Colleges
and Schools**

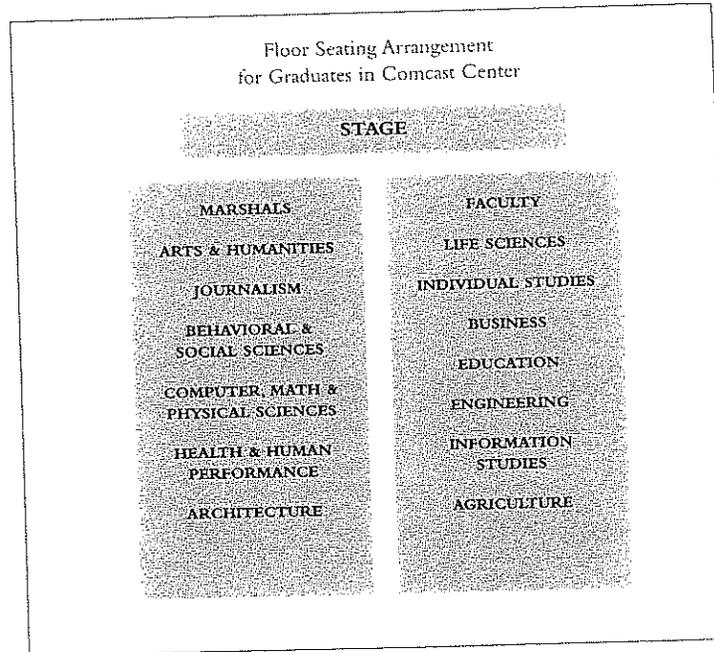
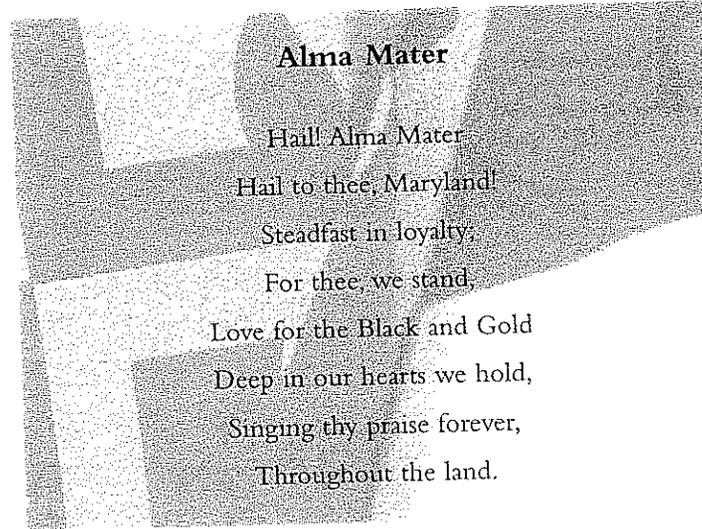
Deans

Benediction

Rev. Buffkin

Recessional

Symphonic Brass Ensemble



Thursday, May 22, 2003 • Comcast Center • 6:30 p.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
Undergraduate Studies

Processional

Symphonic Wind Ensemble
Mr. John E. Wakefield
Conductor

Invocation

The Rev. Kiran Sankhla
Hindu Chaplain

The National Anthem

Ms. Linda Mabbs, Soprano

Greetings

Mr. Thomas B. Finan, Jr.
University System of Maryland
Board of Regents

Senior Class Gift Presentation

Mr. Adam Chepenik
Mr. Saj Popat
Senior Council

Presentation of University Medal

Dr. Mote

Remarks to the Graduates

Ms. Rebecca Ariel Hoffberg
Graduating Senior

Musical Selection

America the Beautiful
Ms. Linda Mabbs,
soprano soloist with
The Symphonic Wind Ensemble
Mr. Wakefield, Conductor

Address

Mr. Franklin D. Raines
Chairman and Chief
Executive Officer
Fannie Mae

Conferring of Honorary Degrees

Dr. Mote

University of Maryland Alumni Association Induction

Ms. Cynthia Flanders
'82, M.B.A. '88
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

Conferring of Doctoral, Master's and Bachelor's Degrees

Dr. Mote

Presentation of Colleges and Schools

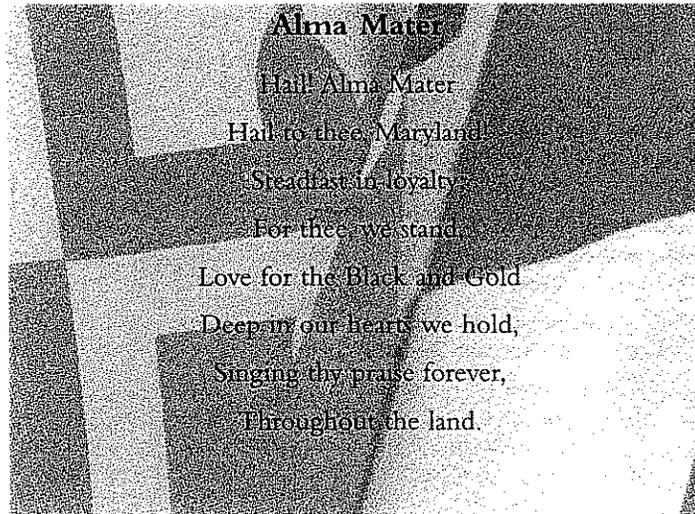
Deans

Benediction

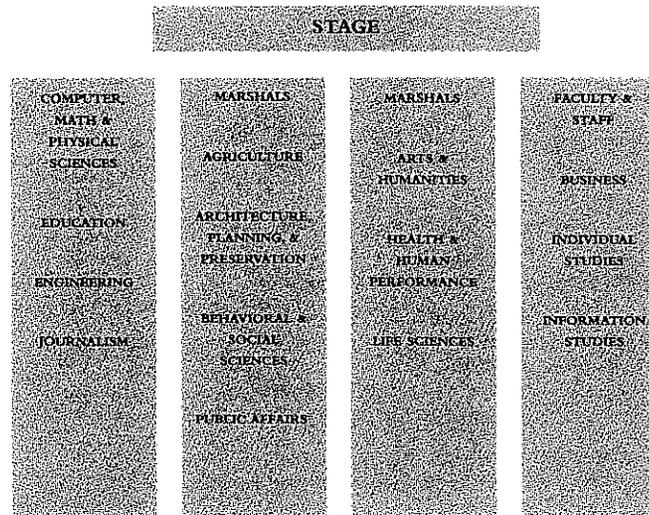
The Rev. Sankhla

Recessional

Symphonic Wind Ensemble



Floor Seating Arrangement
for Graduates in Comcast Center



Flowers grown in the university greenhouse by the Department of Natural Resource Sciences and Landscape Architecture.

December 22, 2002 • Comcast Center • 1:00 p.m.

Presiding
Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies
James N. Newton
Undergraduate Studies

Processional
Symphonic Brass Ensemble
Dr. Milton Stevens, Conductor

Invocation
Rabbi Eli Backman
Chabad Jewish Center

The National Anthem

Greetings
William E. Kirwan
Chancellor
University System of Maryland

William T. Wood
University System of Maryland
Board of Regents

Senior Class Gift Presentation
Kit Tam
Michael Demb
Senior Council

Remarks to the Graduates
Kirsten Ehrenspeck
Graduating Senior

Musical Selection
"Summon the Heros,"
by John Williams
Symphonic Brass Ensemble

Address
Dr. Dorothy Height

Conferring of Honorary Degree
Dr. Mote

University of Maryland Alumni Association Induction
Cynthia Flanders '82, M.B.A. '88
President, University of Maryland Alumni Association

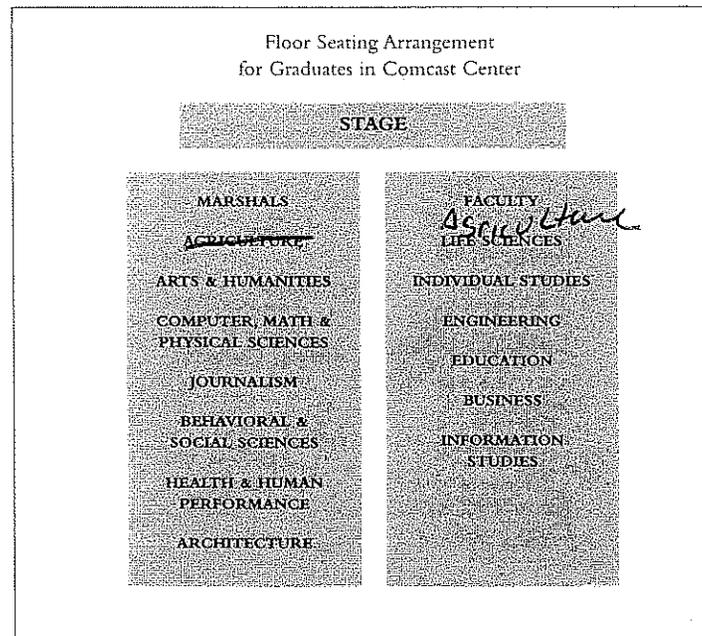
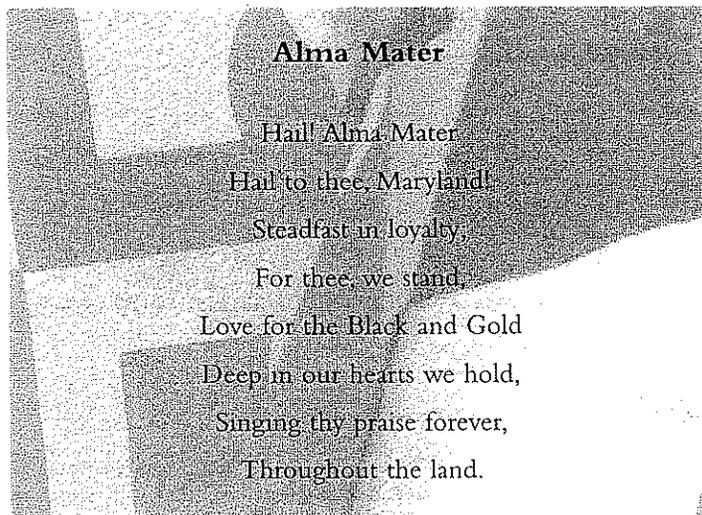
Message to the Graduates
Dr. Mote

Conferring of Doctoral, Master's and Bachelor's Degrees
Dr. Mote

Presentation of Colleges and Schools
Deans

Benediction
Rabbi Backman

Recessional
Symphonic Brass Ensemble



Thursday, May 23, 2002 • Cole Student Activities Building • 9:00 a.m.

Presiding
Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies
Mr. James N. Newton
Undergraduate Studies

Processional
Symphonic Wind Ensemble
Mr. John E. Wakefield
Conductor

Invocation
Dr. Ali Darwish
Muslim Chaplain

The National Anthem
Ms. Linda Mabbs, Soprano

Greetings
Mr. Joseph Vivona
Interim Chancellor,
University System of Maryland

Mr. Nathan A. Chapman
University System of Maryland
Board of Regents

Senior Class Gift Presentation
Sammy Popat
Adam Wexler
Senior Council

**Presentation of
University Medal**
Dr. Mote

Remarks to the Graduates
Zachary Bookman
Graduating Senior

Musical Selection
The Battle Hymn of the Republic
Linda Mabbs, soprano soloist with
The Symphonic Wind Ensemble
Mr. Wakefield, Conductor

Address
Mr. William K. Marimow
Editor and Senior Vice President
The [Baltimore] Sun

**University of Maryland
Alumni Association Induction**
Mr. J. Paul Carey '82
President, University of Maryland
Alumni Association

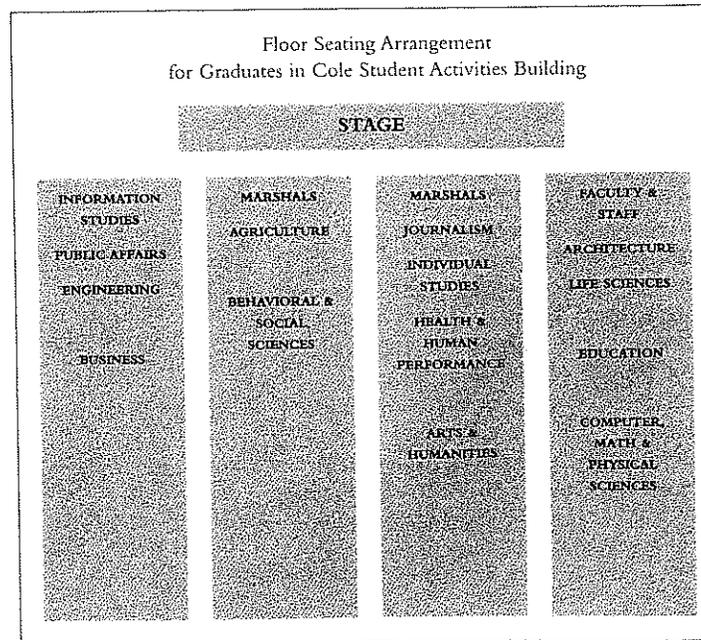
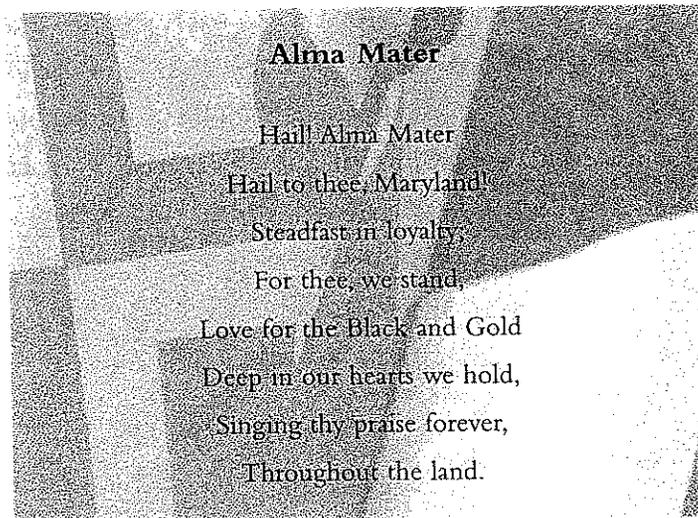
Message to the Graduates
Dr. Mote

**Conferring of Doctoral,
Master's and Bachelor's Degrees**
Dr. Mote

**Presentation of Colleges
and Schools**
Deans

Benediction
Dr. Darwish

Recessional
Symphonic Wind Ensemble



May 24, 2001 • Cole Student Activities Building • 9:00 a.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Mr. James N. Newton
Undergraduate Studies

Processional

Symphonic Wind Ensemble
Mr. John E. Wakefield
Conductor

Invocation

The Rev. Velma W. Brock
Episcopal/Anglican Ministry

The National Anthem

Ms. Linda Mabbs, Soprano

Greetings

Dr. Donald N. Langenberg
Chancellor
University System of Maryland

Mr. Nathan A. Chapman, Jr.

Chair
University System of Maryland
Board of Regents

Senior Class Gift Presentation

Ms. Rachael Polsky
Mr. Seth Rosenzweig
Senior Council

**Presentation of
University Medal**

Dr. Mote

Remarks to the Graduates

Mr. Mark D. Tosso
Graduating Senior

Musical Selection

The National Emblem March
by E. E. Bagley
The Symphonic Wind Ensemble
Mr. Wakefield, Conductor

Address

The Hon. Parris N. Glendening
Governor, State of Maryland

**Conferring of
Honorary Degree**

Dr. Mote

Response

Professor Charles H. Townes

**University of Maryland
Alumni Association Induction**

Dr. Jody K. Olsen '79
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

**Conferring of Doctoral,
Master's and Bachelor's Degrees**

Dr. Mote

**Presentation of Colleges
and Schools**

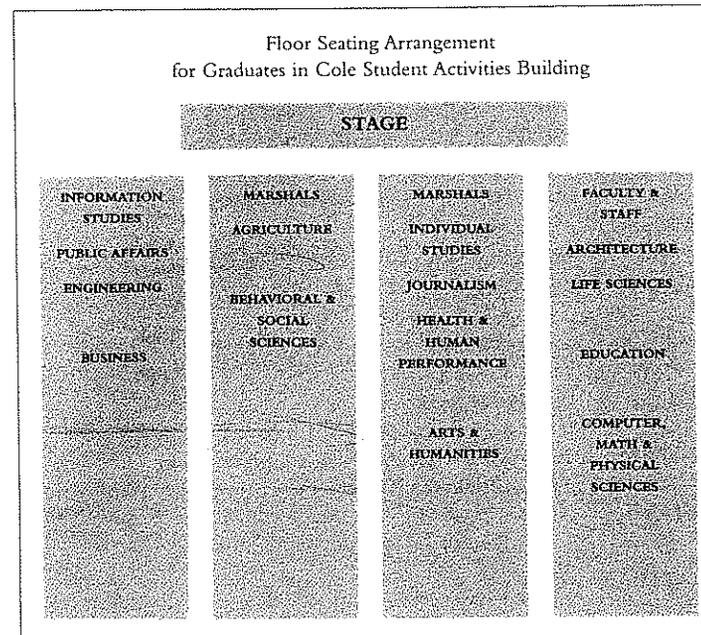
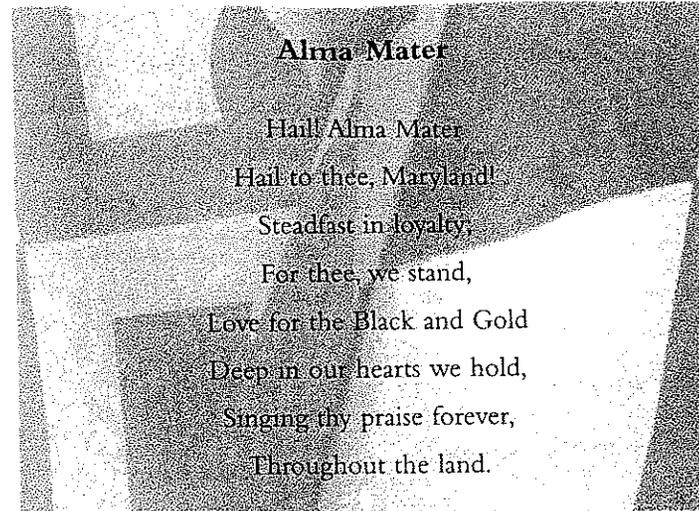
Deans

Benediction

The Rev. Brock

Recessional

Symphonic Wind Ensemble



December 20, 2001 • Cole Student Activities Building • 9:00 a.m.

Presiding
Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies
James N. Newton
Undergraduate Studies

Processional
Symphonic Brass Ensemble
Dr. Milton Stevens, Conductor

Invocation
The Reverend Kim Capps, Chaplain
United Methodist Ministry

The National Anthem
Led by Linda Mabbs, Soprano

Greetings
Dr. Donald N. Langenberg
Chancellor
University System of Maryland

Nathan A. Chapman, Jr.
Chair, University System of
Maryland Board of Regents

Senior Class Gift Presentation
Betsy Bratek
Steve Fox
Senior Council

Remarks to the Graduates
Sonia Kumar
Graduating Senior

Musical Selection
Symphonic Brass Ensemble
Olympic Fanfare and Theme
by John Williams

Address
Dr. David Satcher
Surgeon General of the
United States

**University of Maryland
Alumni Association Induction**
J. Paul Carey, '82 M.B.A.
President, University of Maryland
Alumni Association

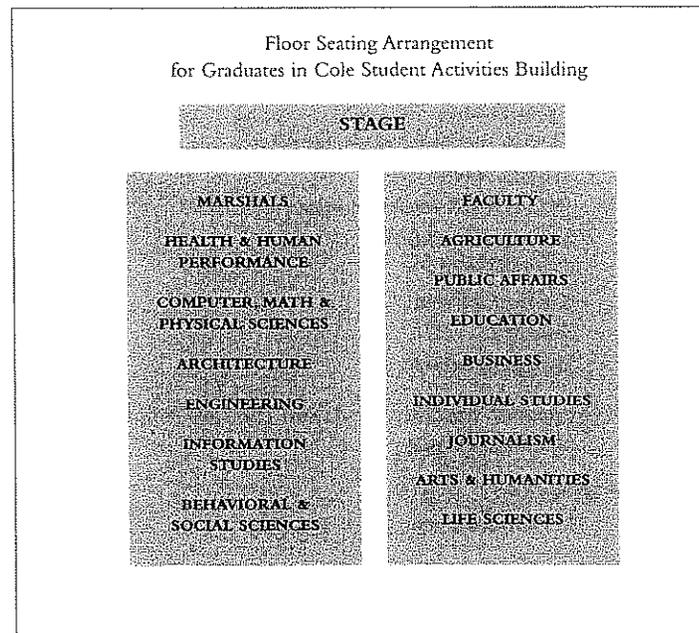
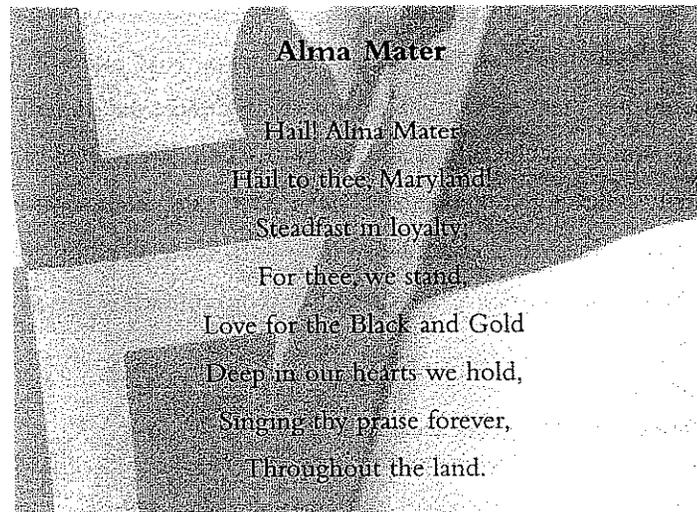
Message to the Graduates
Dr. Mote

**Conferring of Doctoral,
Master's and Bachelor's Degrees**
Dr. Mote

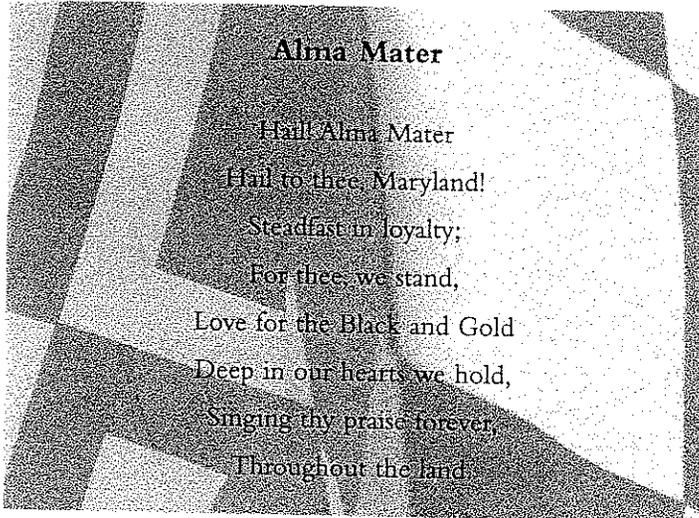
**Presentation of Colleges
and Schools**
Deans

Benediction
The Rev. Capps

Recessional
Symphonic Brass Ensemble



May 25, 2000 • Cole Student Activities Building • 9:00 a.m.



Presiding
 Dr. C. D. Mote, Jr.
 President, University of Maryland

Master of Ceremonies
 James N. Newton
 Undergraduate Studies

Processional
 Symphonic Wind Ensemble
 Dr. L. Richmond Sparks,
 Conductor

Invocation
 Mr. Robert Snyder
 Advisor, Christian Science

The National Anthem

Greetings
 Dr. Donald N. Langenburg,
 Chancellor
 University System of Maryland

Mr. David H. Nevins
 University System of Maryland
 Board of Regents

Senior Class Gift Presentation
 Katie Doll
 Vinit Patel
 Senior Council

Presentation of University Medal
 Dr. Mote

Remarks to the Graduates
 Mona H. Siddiqui
 Graduating Senior

Musical Selection
Dance of the Jesters
 Peter I. Tchaikovsky
 Transcribed by Ray E. Cramer
 The Symphonic Wind Ensemble
 Dr. Sparks, Conductor

Address
 The Hon. Kweisi Mfume

Conferring of Honorary Degrees
 Dr. Mote

University of Maryland Alumni Association Induction
 Mr. Adrian Teel '64
 President, University of Maryland Alumni Association

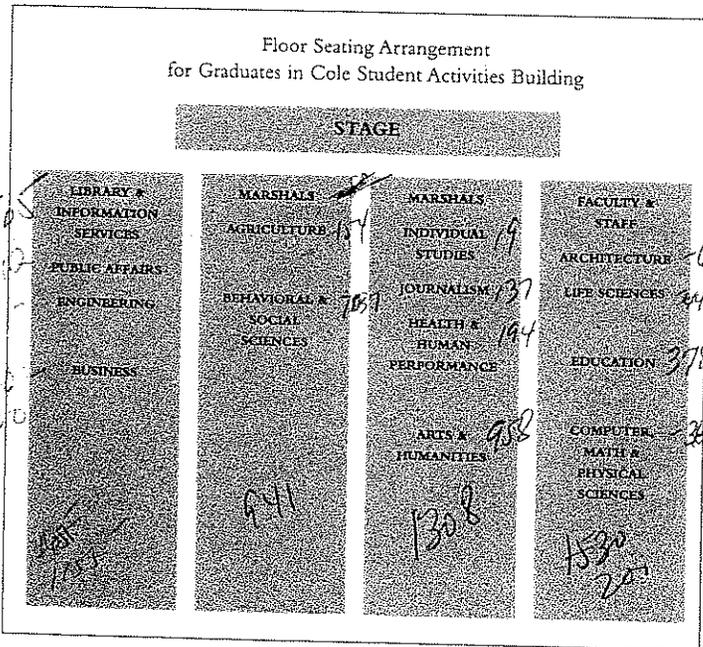
Message to the Graduates
 Dr. Mote

Conferring of Doctoral, Master's and Bachelor's Degrees
 Dr. Mote

Presentation of Colleges and Schools
 Deans

Benediction
 Mr. Snyder

Recessional
 Symphonic Wind Ensemble



December 21, 2000 • Cole Student Activities Building • 9:00 a.m.

Presiding
 Dr. C. D. Mote, Jr.
 President, University of Maryland

Musical Selection
 Symphonic Brass Ensemble
Olympic Fanfare and Theme
 by John Williams

Master of Ceremonies
 James N. Newton
 Undergraduate Studies

Address
 John S. Hendricks

Processional
 Symphonic Brass Ensemble
 Dr. Milton Stevens, conductor

**University of Maryland
 Alumni Association Induction**
 Dr. Jody K. Olsen '79
 President, University of Maryland
 Alumni Association

Invocation
 The Reverend Holly Ulmer
 Chaplain, United Campus Ministry

Message to the Graduates
 Dr. Mote

The National Anthem
 Led by Linda Mabbs, Soprano

**Conferring of Doctoral,
 Master's and Bachelor's
 Degrees**
 Dr. Mote

Greetings
 Nathan A. Chapman, Jr.
 Chair, University System of
 Maryland Board of Regents

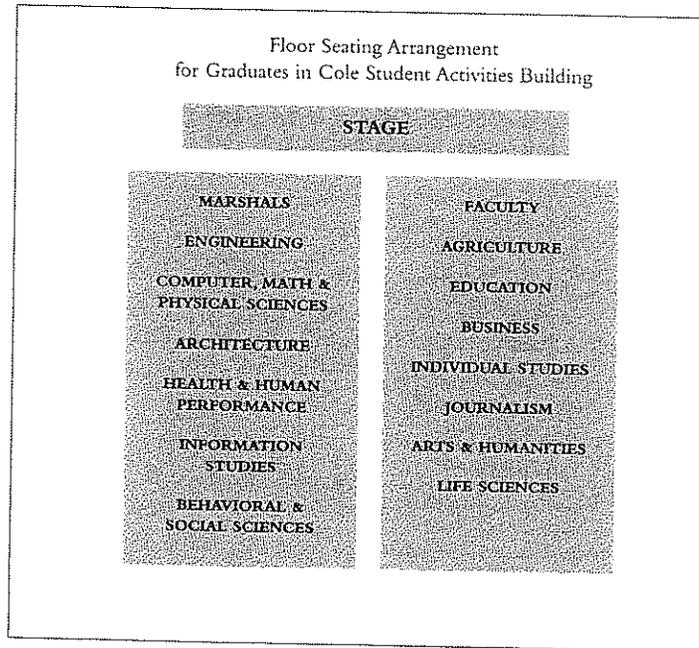
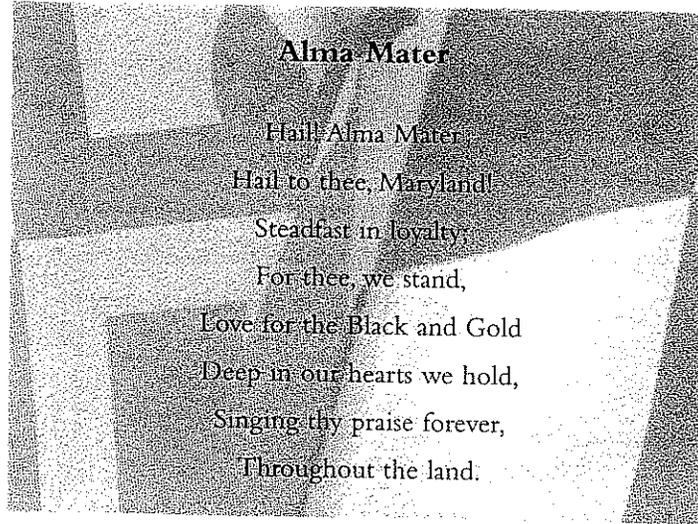
**Presentation of Colleges
 and Schools**
 Deans

Senior Class Gift Presentation
 Jared Stahl
 Senior Council

Benediction
 The Rev. Ulmer

Remarks to the Graduates
 Heather C. King
 Graduating Senior

Recessional
 Symphonic Brass Ensemble



May 24, 1999 • Cole Student Activities Building • 9:00 a.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

James N. Newton
Undergraduate Studies

Processional

Symphonic Wind Ensemble
Mr. John E. Wakefield, Conductor

Musical Selection

"Fortuna Imperatrix Mundi" from
Carmina Burana
Carl Orff, Composer
The Maryland Chorus and
The Symphonic Wind Ensemble
Dr. Paul Traver, Conductor

Invocation

The Reverend Gerald Buckner

The National Anthem

Dr. Traver, Conductor

Greetings

Mr. Lance W. Billingsley, Chair
University System of Maryland
Board of Regents

Senior Class Gift Presentation

Meg Smith
George Perry
Senior Council

Remarks to the Graduates

Benjamin Lynerd
Graduating Senior

Musical Selection

A Maryland Salute
arr. Jerry Brubaker
The Maryland Chorus and
The Symphonic Wind Ensemble
Mr. Wakefield, Conductor

Address

James Carville and Mary Matalin

University of Maryland

Alumni Association Induction
Mr. Edwin R. Fry
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

**Conferring of Doctoral,
Master's and Bachelor's Degrees**

Dr. Mote

**Presentation of Colleges and
Schools**

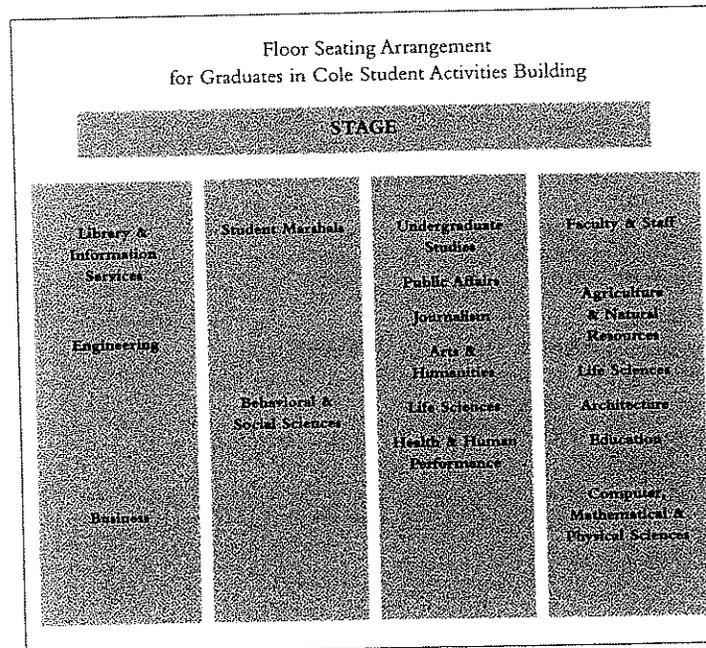
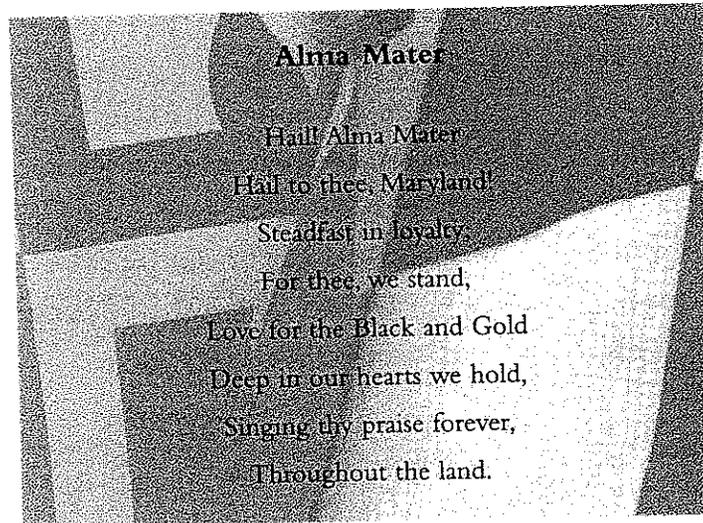
Deans

Benediction

The Rev. Buckner

Recessional

Symphonic Wind Ensemble
Mr. Wakefield, Conductor



December 23, 1999 • Cole Student Activities Building • 9:00 a.m.

Presiding
Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies
James N. Newton
Undergraduate Studies

Processional
Symphonic Wind Ensemble
Mr. John E. Wakefield, conductor

Invocation
The Reverend William Byrne

The National Anthem

Greetings
Nathan A. Chapman, Jr.
Chair, University System of
Maryland Board of Regents

Senior Class Gift Presentation
Elissa Aaronson
Sohail Zandieh
Senior Council

Remarks to the Graduates
G. Scott Shaw
Graduating Senior

Musical Selection
A Sousa Spectacular
March Medley by John Philip
Sousa
Symphonic Wind Ensemble

Address
Boomer Esiason '84

**President's Distinguished
Alumnus Award Presentation**
Mr. Adrian Teel '64
President, University of Maryland
Alumni Association

**University of Maryland
Alumni Association Induction**
Mr. Teel

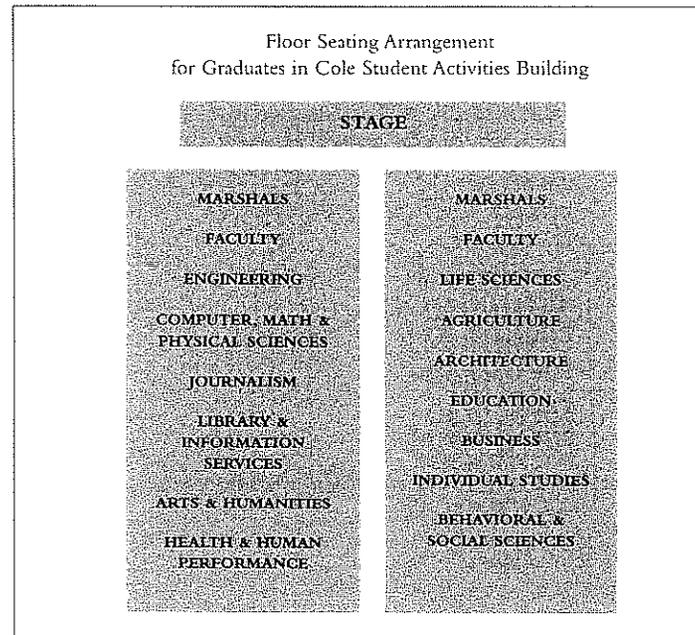
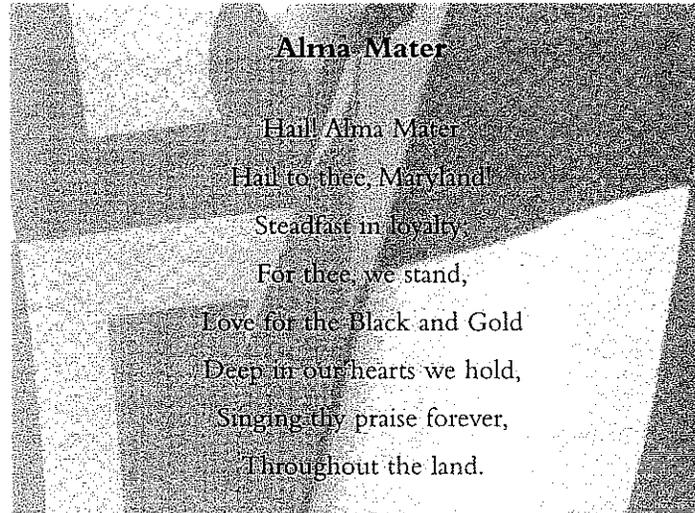
Message to the Graduates
Dr. Mote

**Conferring of Doctoral,
Master's and Bachelor's
Degrees**
Dr. Mote

**Presentation of Colleges
and Schools**
Deans

Benediction
The Rev. Byrne

Recessional
Symphonic Wind Ensemble



Order of Commencement

May 22, 1998 • Cole Student Activities Building • 9:30 a.m.

Presiding

Dr. William E. Kirwan, President
University of Maryland, College Park

Master of Ceremonies

Mr. Mitchell P. Hebert
Department of Theatre

Processional

Symphonic Wind Ensemble
Mr. John E. Wakefield, Conductor

Musical Selection

The Maryland Salute
arr. Jerry Brubaker
The Maryland Chorus and
The Symphonic Wind Ensemble
Dr. Paul Traver, Conductor

Invocation

The Reverend Dr. Ruby Reese Moore
Chaplain, Black Ministries

The National Anthem

Dr. Traver, Conductor

Greetings

Dr. Donald N. Langenberg
Chancellor, University System of Maryland

Mr. Lance W. Billingsley, Chair
University System of Maryland
Board of Regents

Senior Class Gift Presentation

President's Distinguished Alumnus Award

Mr. Edwin R. Fry
President-Elect
University of Maryland Alumni Association

Remarks to the Graduates

Randall Dana Katz
Graduating Senior

Address

The Hon. Madeleine Korbel Albright
Secretary of State

Conferring of Honorary Degrees

Dr. Kirwan

University of Maryland Alumni Association Induction

Mr. Fry

Message to the Graduates

Dr. Kirwan

Conferring of Doctoral, Master's and Bachelor's Degrees

Dr. Kirwan

Presentation of Colleges and Schools

Deans

Musical Tribute

Ms. Linda Mabbs, soprano
Mr. Robert McCoy, piano

Benediction

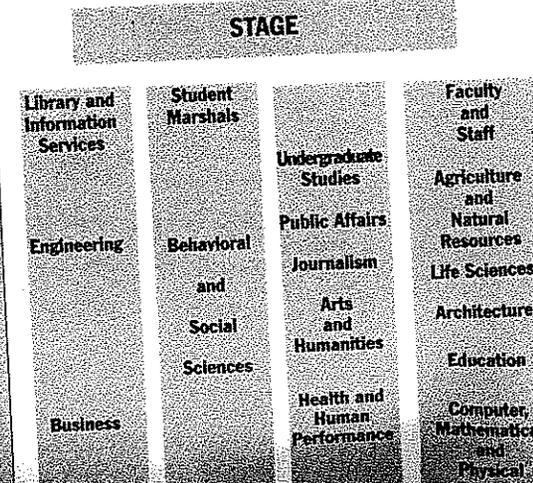
Recessional

Symphonic Wind Ensemble
Mr. Wakefield, Conductor

Alma Mater

Hail! Alma Mater;
Hail to thee, Maryland!
Steadfast in loyalty;
For thee we stand,
Love for the Black and Gold
Deep in our hearts we hold;
Singing thy praise forever
Throughout the land.

Floor Seating Arrangement for Graduates



December 20, 1998 • Cole Student Activities Building • 1:00 p.m.

Presiding

Dr. C. D. Mote, Jr.
President, University of Maryland

Master of Ceremonies

Professor Adele Cabot
Department of Theatre

Processional

Symphonic Wind Ensemble
Mr. John E. Wakefield, conductor

Invocation

Dr. John Stephenson
Director, L.D.S. Institute of Religion
Church of Jesus Christ of Latter Day
Saints

The National Anthem

Greetings

Ms. Louise Michaux Gonzales
Member, University System of
Maryland Board of Regents

Senior Class Gift Presentation

Mr. Faiz Ahmad and
Ms. Lauren Mallon
Senior Council

Ms. Jane Henson '55

Remarks to the Graduates

Ms. Amy Melissa Schlom
Graduating Senior

Musical Selection

Ballad for Chris by Elliot Del Borgo
Mr. Chris Vadala, alto saxophone
soloist
Symphonic Wind Ensemble

Address

Captain Scott F. O'Grady

University of Maryland

Alumni Association Induction
Mr. Edwin R. Fry '69
President, University of Maryland
Alumni Association

Message to the Graduates

Dr. Mote

Conferring of Doctoral,

Master's and Bachelor's

Degrees

Dr. Mote

Presentation of Colleges and

Schools

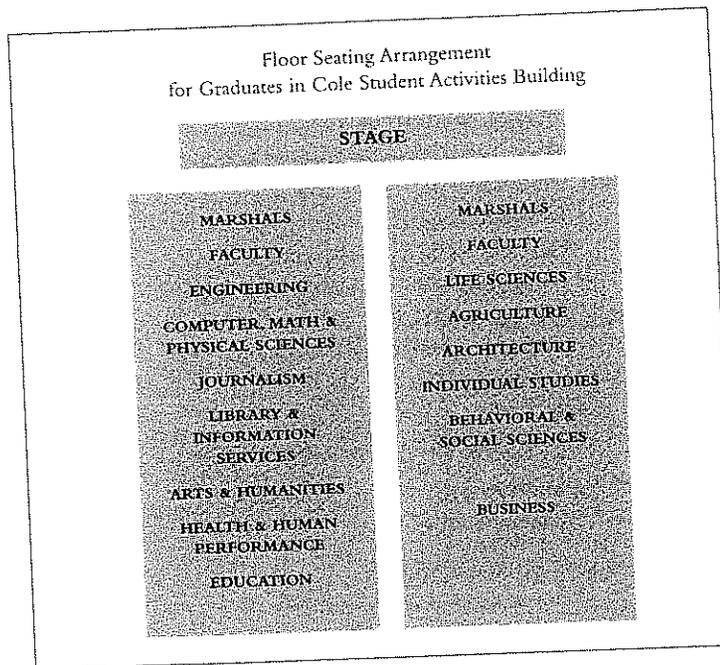
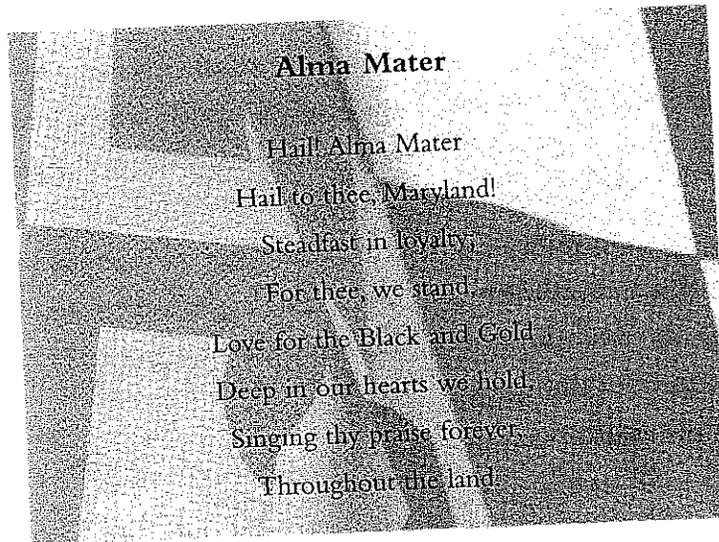
Deans

Benediction

Dr. Stephenson

Recessional

Symphonic Wind Ensemble



**Resolution on Open Access to Scholarly Publications.
Faculty Affairs Committee Draft of 2/27/09**

WHEREAS the research mission of the University depends on both ability of faculty, staff, and students to access scholarly works and having effective means to disseminate scholarship produced at the University, and

WHEREAS the cost of scholarly journals continually rises in price faster than inflation, and

WHEREAS these cost increases are unsustainable and thus threaten the ability of the University Libraries to provide access to scholarly publications, and

WHEREAS certain publishers pressure or require authors to relinquish their copyrights and even prohibit or discourage open access to preprints or reprints of these works, and

WHEREAS much of the research at the University is publicly funded, and

WHEREAS the content disseminated by these publishers is often produced, reviewed, and edited by faculty and other researchers, usually with no compensation, and

WHEREAS several alternative models, including the National Institutes of Health PubMed Central and the Digital Repository at the University of Maryland (DRUM) archive have been shown to be effective in providing open access to scholarly publications,

THEREFORE BE IT RESOLVED THAT

- (1) The University Senate urges the President to work collectively with other universities, research institutions, and other appropriate entities to establish and advocate for nationwide open access policies, such as those recently adopted by the National Institutes of Health, that would apply to all disciplines.
- (2) The University Senate urges the Libraries to continue to inform the faculty about the pricing and open access policies of the journals in its collection and, where possible, to assist faculty in negotiating reasonable copyright and open access arrangements.
- (3) The University Senate encourages faculty, students, and other researchers, where practical and not detrimental to their careers, to (a) publish in open access journals or journals that make their contents openly accessible shortly after publication, (b) negotiate with the journals in which they publish for the right to deposit articles in an open access repository, and (c) consider the price of the journal as one factor in the decision on where to publish.
- (4) The University Senate encourages faculty, students, and other researchers to deposit all preprints and reprints of articles, when permitted, in an open access repository such as the DRUM archive or, where appropriate, in discipline-specific repositories such as PubMed Central.