

April 14, 2011

**MEMORANDUM**

**TO:** University Senate Members

**FROM:** Linda Mabbs  
Chair of the University Senate

**SUBJECT:** University Senate Meeting on Thursday, April 21, 2011

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The next meeting of the University Senate will be held on Thursday, April 21, 2011. The meeting will convene at **3:15 p.m.**, in the **Atrium of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office<sup>1</sup> by calling 301-405-5805 or sending an email to [senate-admin@umd.edu](mailto: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 April 7, 2011, Senate Minutes (Action)
3. Report of the Chair
4. Campus Safety Report 2011 (Senate Doc. No. 10-11-50) (Information)
5. PCC Proposal to Establish an Area of Concentration in Graphic Design within the Bachelor's Program in Studio Art (Senate Doc. No. 10-11-52) (Action)
6. Review of the Family Care Resource and Referral Service (Senate Doc. No. 10-11-19) (Action)
7. Transition of the Senate CORE Committee (Senate Doc. No. 10-11-13) (Action)
8. Revisions to the Policy and Procedures for Non-Creditable Sick Leave for Faculty Members (Senate Doc. No. 10-11-37) (Action)
9. New Business
10. Adjournment

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

## **University Senate**

April 7, 2011

### **Members Present**

Members present at the meeting: 92

### **Call to Order**

Senate Chair Mabbs called the meeting to order at 3:20 p.m.

### **Approval of the Minutes**

Chair Mabbs asked for additions or corrections to the minutes of the March 2, 2011 meeting. Hearing none, she declared the minutes approved as distributed.

### **Report of the Chair**

#### Committee Volunteer Period

Mabbs explained that the volunteer period for Senate standing committees was now open. She encouraged the campus community to volunteer to serve on a committee by going to [www.senate.umd.edu](http://www.senate.umd.edu). The deadline to volunteer is April 22, 2011.

#### Remaining Senate Meeting

Mabbs reminded Senators that there were only two more Senate meetings this academic year. The next meeting, on April 21, 2011 will be the last business meeting of the semester for outgoing senators. The May 4, 2011 transition meeting will be for all continuing and incoming senators. Eric Kasischke will take over, as Senate Chair, and the Senate will vote for its next chair-elect and elected committees. The names of candidates running for the various committees and their candidacy statements will be distributed prior to that meeting.

#### CUSF Exec Committee/System Senate Chairs Meeting

Mabbs explained that she had recently attended a meeting of the Council of University System Faculty (CUSF) Executive Committee and the other University System of Maryland Senate Chairs. The primary topic of discussion was the benefits issues being debated by the Maryland State General Assembly. She explained that there would be no furloughs but increases in the cost of benefits were expected. She briefly reviewed some of the anticipated changes and directed the Senate to the senate website for an overview document of the expected benefits changes.

#### UMB/UMCP Merger

Mabbs explained that several senators had raised concerns regarding the recent announcement that the General Assembly was considering a proposal to conduct a study on the possible merger of the University of Maryland Baltimore and University of Maryland College Park campuses. She announced that President Loh will be

coming to the May 4, 2011 Senate Meeting to give his current thoughts about the merger. He is also willing to take questions from the Senate floor.

### **Committee Reports**

#### **PCC Proposal to Modify the Curriculum of the M.A. in Spanish Language and Literature by Adding a Concentration in Hispanic Applied Linguistics (Senate Doc. No. 10-11-47) (Action)**

David Salness, Chair of the Programs, Curricula, & Courses (PCC) Committee, presented the proposal to add a concentration in Hispanic Applied Linguistics to the Senate and provided background information.

Mabbs opened the floor to discussion; hearing none, she called for a vote on the proposal. The result was 73 in favor, 1 opposed, and 2 abstentions. **The motion to approve the proposal passed.**

#### **ERG Report on Representation of Single-Member Constituencies (Senate Doc. No. 09-10-38) (Action)**

Marc Pound, Chair of the Elections, Representation & Governance (ERG) Committee, presented the proposal to apportion the single member constitutions into the Plan of Organization and to hold the Plan of Organization review process in year seven to the Senate and provided background information.

Mabbs opened the floor to discussion of the proposal.

Senator Miller, Emeritus Faculty, questioned the accuracy of the data on the emeriti population. He stated that the data received from the Institutional Research Planning & Assessment (IRPA) Office was often inaccurate.

Pound responded that the data collected by the committee came from IRPA so the committee could only rely on the data that was given to them. However, the main point of this proposal is that the single member constituencies need to be reevaluated because they should only be a stepping-stone to reapportionment.

Senator Newhagen, Faculty, College of Journalism, stated that the past Plan of Organization asked for a review every five year but this was extended to at least ten years during the last review process. He did not understand why changing it to seven was necessary.

Pound clarified that the Committee was recommending that the frequency for review remain as "at least ten years" but that the next review be conducted in year seven.

Senator Newhagen, Faculty, College of Journalism, asked whom the Committee was recommending be reapportioned.

Pound responded that their recommendation was for the Plan of Organization Review Committee to consider reapportioning the single member constituencies such as the instructors, emeritus faculty, and research faculty.

Mabbs called for a vote on the proposal. The result was 64 in favor, 9 opposed, and 13 abstentions. **The motion to approve the proposal passed.**

**Faculty Affairs Committee Report on University Policies Related to Lecturers/Instructors & Research Faculty (Senate Doc. No. 10-11-04) (Action)**

Robert Schwab, Chair of the Faculty Affairs Committee, presented the proposal to establish a task force to review the processes for instructor/lecturers and research faculty. They also recommended that a survey be conducted of these constituencies and the policies and procedures for them be made clearer. Pound presented the proposal to the Senate and provided background information.

Mabbs opened the floor to discussion of the proposal.

Senator Pound, Research Faculty, thanked the Committee for their report but questioned why they focused on instructional faculty and not the research faculty. He stated that many of the grievances that he has heard from the research faculty echo what is stated in the report. He hopes that the proposed task force can focus on all non-tenure-track faculty.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that in her past experience as an Associate Dean in the Graduate School, there were several non-tenure-track faculty members who wanted to apply for research awards to support their research activities. She encouraged the task force to look into that issue as well and to work with the Graduate School on the issue.

Mabbs called for a vote on the proposal. The result was 74 in favor, 6 opposed, and 4 abstentions. **The motion to approve the proposal passed.**

**Report of the Task Force on Age-Related Faculty Issues (Senate Doc. No. 09-10-39) (Action)**

James Gilbert, Chair of the Task Force on Age-Related Faculty Issues, presented to the Senate the proposal to help facilitate the retirement process and engage emeritus faculty and provided background information.

Mabbs opened the floor to discussion of the proposal.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that the report mentions that other institutions have procedures for phased-in retirement that we do not have but does not give specifics.

Gilbert responded that phased retirement programs are not allowed in the State of Maryland. Stanford University requires it, but the State of Maryland feels that it

should not be offered to the University faculty if there are not similar programs for other state workers.

Gullickson asked if we could petition for phased retirement?

Ellin Scholnick, Member of the Task Force on Age Related Faculty Issues, stated that the Provost's Office had tried to implement a phased retirement program but the State Attorney General and the Governor ultimately rejected the program.

Senator Kahn, Faculty, College of Computer, Mathematical, and Natural Sciences, stated that many faculty would be much more willing to retire if we were not guided into the Optional Retirement Program (ORP). There are great examples of exceptional ways that an emeritus faculty member can contribute to the life of the campus. Jerry Miller is an example...but we do not want to set up any incentive that would allow for abuse.

Gilbert responded that the task force's report does not encourage people to retire nor for units to hire them back to teach. They would simply like to make the retirement process clearer and find ways to allow emeritus faculty to reengage.

Senator Gulick, Faculty, College of Computer, Mathematical, and Natural Sciences, stated that he felt the recommendation about space should be stronger. There are retired faculty that have no space. If they are active, they should definitely have space. We need to rethink how we provide space for current faculty and retired faculty.

Senator Buchanan, Faculty, College of Agriculture and Natural Sciences, stated that providing space is not sufficient. There also needs to be more resources so that emeritus faculty can provide a meaningful contribution.

Gilbert agreed that space was the least that the University could provide.

Mabbs called for a vote on the proposal. The result was 70 in favor, 5 opposed, and 6 abstentions. **The motion to approve the proposal passed.**

**University Library Council Report on the University Open Access Movement: A Proposal for Broad University Engagement (Senate Doc. No. 10-11-32) (Action)**

Martha Nell Smith, Chair of the University Library Council, presented the proposal to create a joint task force to review and educate on the issues of open access to the Senate and provided background information.

Mabbs opened the floor to discussion of the proposal.

Senator Miller, Emeritus Faculty, stated that the issue was well analyzed by the Library Council but he had concerns about the term "dynamic situation" because things are changing so rapidly. He was also concerned about the effectiveness of a task force because of its temporary nature as opposed to a long-term established

body. The issue of staff support is also troublesome. A task force could only work if there was adequate amount of professional staff support to work with the university community on these issues. In the absence of this support, he was concerned that the Task Force will fail without leaving a legacy that can deal with the dynamic situation of open access. There needs to be a commitment on the part of the administration to support an effort that will yield something that will benefit the campus in the long run. Policies that can react in a nimble fashion are necessary.

Smith responded that inaction is not an option. We are asking for a task force, but we understand that it will not come up with the solution. The University needs to make a statement about open access even if it is that one size does not fit all. They need to give some guidance to the campus.

Senator Owen, Faculty, Libraries, stated that he agreed with Senator Miller's comments. He also commended the Library Council for their efforts. He explained that the 2009 Open Access Resolution did reveal that extensive education is needed. We need to address the needs of the various disciplines. He supported the Council's recommendations and encouraged the Senate to support it as well. He also stated that the Libraries welcome the opportunity to assist in the education component of the process.

Senator Pop, Faculty, College of Computer, Mathematical, and Natural Sciences, stated that we could not claim to educate and help minorities and the underprivileged constituents without supporting open access. A lot of these journals take away our rights in order to publish even work that is not directly edited by the journal. He suggested that work produced by someone at the University should be retained in the original version to be deposited in the Digital Repository at the University of Maryland (DRUM). We are extremely late on this issue. 10-15 universities have already made strong statements on this issue. We are falling behind and we cannot afford to do that.

Smith responded that that is why inaction is not an option. Some institutions are backtracking from their initial stances on open access. That is why we are recommended that a careful review be conducted.

Senator Buchanan, Faculty, College of Agriculture and Natural Resources, stated that he could not find any action items aside from establishing a task force.

Smith responded that the Library Council cannot set policy but does believe that this is an issue that needs to be considered in depth by a task force.

Dean Steele, Voting Ex-Officio, Libraries, stated that this is an important issue for the Libraries and is a part of their strategic plan. They are willing to find ways to make some aspects of the recommendation happen. She hopes that there are some aspects that can be worked on more quickly than others because the issue has many layers. She also thanked the Library Council for their reasoned discussion and study of the issue. She urged the Senate to support the proposal.

Smith stated that Dean Steele has been a leader in educating on open access issues.

Mabbs called for a vote on the proposal. The result was 68 in favor, 4 opposed, and 5 abstentions. **The motion to approve the proposal passed.**

### **Unfinished Business**

#### **PCC Proposal to Reorganize and Rename the Departments in the College of Education (Senate Doc. No. 10-11-41) (Action)**

Mabbs explained that the Senate would continue debate on the PCC Proposal to Reorganize and Rename the Departments in the College of Education because it was unfinished business from the last meeting. She stated that an addendum to the proposal, outlining the College of Education's actions since our last meeting, has been included in the materials.

#### Senate Executive Committee (SEC) Procedural Motion

Mabbs stated that the Senate Executive Committee (SEC) has submitted a procedural motion, which limits each speaker to five minutes. She further explained that Robert's Rules of Order dictate that no speaker can speak again until all those who wish to speak have had the opportunity.

Mabbs opened the floor to discussion of the procedural motion; hearing none, she called for a vote on the motion. The result was 64 in favor, 10 opposed, and 1 abstention. **The motion to limit speakers to five minutes passed.**

#### Discussion of the Proposal

Dean Wiseman, Voting Ex-Officio, College of Education, stated that since the last Senate meeting, the College of Education has provided in the addendum a rebuttal to the issues raised at the last meeting and results of the vote on whether or not to reorganize the college. She explained that the reorganization is a change to departmental structures not a change to programs. It does not alter or eliminate any individual programs or degrees at this time. She also gave history and background on the reorganization process since its inception as well as the rationale for the reorganization. She also stated that the University's Strategic Plan and the economic climate guided them towards the reorganization. Wiseman explained that internal and external reviews were conducted, all of which commented on program and faculty "silos" within the College, lack of sustained collaborations across departments, and redundancy in course work and programs. Students also commented on the benefit of cross-departmental work and more collaboration and cooperation among the faculty in different areas. Wiseman stated that she was encouraged to consider the idea of reorganization by the Provost. While she did make the decision to consider reorganization, she honored the principles of shared governance throughout the process. Faculty had opportunities to voice concerns, propose alternate models, and take an active role in the shaping of the College's

future. Faculty, staff, and students were encouraged to participate in the process. The proposed reorganization is based on two years of work and from a realization that the College cannot fiscally support multiple small departments and redundancy in programs and course offerings. Great colleges continue to innovate, create, and build to their existing excellence. Wiseman thanked the numerous faculty, staff, and students for their hard work on the proposal and urged the Senate to approve the proposal.

Senator Stromquist, Faculty, College of Education, responded to the question of what prompted the reorganization. She stated that the decision was guided by Provost Farvardin who made it clear that the College's ability to secure future support and funding was linked to a reduction in the number of departments. The rationale was the need for greater interaction among faculty and the need to avoid small and inefficient units and programs. The parameter of change was to reduce the number of departments into a manageable state. College-wide input was gathered and questions arose about whether small meant inefficient. The financial implications from the reorganization have not been fully examined. There was a fear that program identity would be lost. New departmental cultures and joint curriculum offerings will be negotiated next academic year. Thus far, program rankings have not been affected by rumors of reorganization. The lengthy process has resulted in a decline in morale so many constituents would like to move forward. The vote on the reorganization revealed 75% of the constituents were in favor of the reorganization.

Senator Miletich, Undergraduate, College of Arts & Humanities, thanked the College for their work since the last meeting. He stated that the addendum made their goals very clear and concise.

Senator Yuravlivker, Graduate Student, College of Behavioral and Social Sciences, thanked the Dean for her presentation. The materials address the concerns raised at the last meeting so he is happy to vote for this proposal.

Senator Petkas, Exempt Staff, raised some concerns about impact on staff in the reorganization. He stated that page 14 of the proposal states that the current FTE will move with the current department for faculty and graduate students but there is no mention of staff. He asked for a clarification on whether staff would lose jobs as a result of the reorganization.

Dean Wiseman responded that no staff members would lose their positions because of the reorganization.

Senator Stromquist, Faculty, College of Education introduced Jessica Bancroft to speak on behalf of the College of Education's staff. She stated that the reorganization-helped staff re-evaluate how they were doing things and whether they were effective and efficient. She was very pleased with how the reorganization has progressed. As an advisor, her interaction with students has been positive regarding the reorganization and she has seen no negative impact on the students especially in terms of course offerings.



Senator Rowe, Faculty, College of Education, introduced David Imig, Chair of the College of Education Senate. Imig described the process since the last Senate meeting. He explained that the College Senate is the representative body of the College. It adopted a resolution calling for Dean Wiseman to respond to the University Senate's concerns and encouraged her to move forward with the reorganization by a vote of 15 in favor, 3 against, and 1 abstention. The College was encouraged to hold a vote of the College Assembly on support of the actions of the College Senate and the reorganization. He stated that 75% of those who voted affirmed the action of the College Senate and move forward on the reorganization. He affirmed that the process according to their Plan of Organization was followed and urged the Senate to approve the reorganization proposal.

Senator Pound, Research Faculty, expressed concerns from a constituent about the voting process. He stated that research faculty members were not allowed to vote in the beginning of the process, there was a rule change that not voting was considered a no vote, it was not clear what they were voting on.

David Imig responded that the process was in accordance with the College Plan of Organization. The College of Education is much more inclusive, including all faculty not just tenured/tenure-track faculty. However, in order to conform to the Plan, there were some changes made. The results do reflect the research faculty. He said there was some confusion but a clarifying email was sent on what was being voted upon.

Greg Hancock, Non-Voting Ex-Officio & Chair of the Department of Measurement, Statistics and Evaluation, stated that he understands that there are many people whom he does not speak for and many that he does speak for. He asked if anyone believes that this reorganization will take the College from being good to great. He does not think so because the College's Strategic Plan already outlines preeminent, interdisciplinary, diversity oriented and technology oriented regardless of the reorganization. He does not think it is clear what value is added by the reorganization. He stated that the proposal is only for a change in the administrative structure and not programs and degrees. Hancock does not believe that great change can be brought about without programmatic change or a foundational and identity defining vision. He also questioned the data from the voting results, stating that it could be construed that less than 50% of the College was committed to the reorganization. There is no way to infer that there is the strong internal support that is essential to the reorganization. There is not enough in the proposal including commitment to make the College great. He respectfully requested that the Senate vote against the proposal. Hancock also stated that he was committed to working cooperatively to make the best possible future for his department, college, and campus.

Senator Stromquist, Faculty, College of Education introduced Robert Lent, who stated that he served as immediate past chair of the College of Education Senate. He gave his insight on the process including the various forms of input representation from all constituencies. There is a thoughtful minority that is not

happy with the outcome but their criticism was acknowledged and discussed to the extent possible. At the end of the day, the majority of voters in the College have endorsed the reorganization. He asked the Senate to honor their governance process and vote in favor of the reorganization.

Senator Miller, Emeritus Faculty, stated that two concerns raised at the last meeting still have not been addressed. There has been no review of the programs within the College and that function should guide structure when reorganizing the College. He also raised concerns about whether large departments could be nimble. Miller also called the question.

Chair Mabbs clarified that Miller's motion to call the question, would have to be voted on immediately and, if passed, would result in the Senate immediately moving to a vote on the proposal.

Mabbs called for a vote on the motion to call the question. The result was 48 in favor, 14 against, and 2 abstentions. **The motion to end debate on the proposal passed.**

Mabbs stated that the Senate would now vote on the proposal. The result was 46 in favor, 16 opposed, and 6 abstentions. **The motion to approve the proposal passed.**

### **New Business**

Mabbs opened the floor to new business.

Senator Miller, Emeritus Faculty, stated that he would like to present the following resolution for adoption by the Senate.

"The Senate Chair, Chair-Elect, and the Senate Executive Committee find and implement effective ways of making presentations to the Committees of the Board of Regents, the Board of Regents, and at legislative hearings in Annapolis on issues of substantial concern to the constituent groups of the University Senate."

Mabbs asked for a second to the motion and received one. She opened the floor to discussion of the resolution; hearing none, she called for a voice vote on the resolution. The result was unanimous in favor of the resolution. **The resolution passed.**

### **Adjournment**

Senate Chair Mabbs adjourned the meeting at 5:00 p.m.



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-50
<b>PCC ID #:</b>	NA
<b>Title:</b>	Campus Safety Report 2011
<b>Presenter:</b>	Gene Ferrick, Chair, Campus Affairs Committee
<b>Date of SEC Review:</b>	April 8, 2011
<b>Date of Senate Review:</b>	April 21, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	The Campus Affairs Committee is charged annually with holding a campus-wide Safety Forum, gathering input on safety and security issues at the University of Maryland, and documenting these findings in a Safety Report.
<b>Relevant Policy # &amp; URL:</b>	NA
<b>Recommendation:</b>	The Campus Affairs Committee is presenting the Campus Safety Report to the Senate as an informational item.
<b>Committee Work:</b>	The Campus Affairs Committee began planning their annual safety forum in November 2010. The Committee chose to focus this year's forum on traffic safety with a special emphasis on scooters and scooter safety. The Committee also created a special guest panel to highlight issues with traffic and scooter safety on campus. The panel for the forum consisted of Darryl Conway, Assistant Athletic Director; Lt. Bob Mueck, Public Safety; Lt. Phil Tou, Public Safety; Matt Riddick, DOTS (filled in for David Allen, Director of DOTS), and Gene Ferrick, Campus Affairs Committee Chair. The forum was held on February 22, 2011 in the Maryland room 0100 Marie Mount Hall.
<b>Alternatives:</b>	NA
<b>Risks:</b>	NA
<b>Financial Implications:</b>	NA
<b>Further Approvals Required:</b>	NA

## Campus Affairs Committee Safety Forum Report 2011

The Campus Affairs Committee is charged with conducting a safety forum annually. This year the forum was held on February 22, 2011 in the Maryland room 0100 Marie Mount Hall. The safety forum is one of a few opportunities for members of the campus to discuss safety concerns on campus. The SGA and GSG held safety walks during the fall semester. In recent years the Campus Affairs committee has attached a theme or a focus to the safety forum. This year's focus is on traffic safety with a special emphasis on scooters and scooter safety. This year's committee also created a special guest panel to highlight issues with traffic and scooter safety on campus. The panel for the forum consisted of Darryl Conway, Assistant Athletic Director; Lt. Bob Mueck, Public Safety; Lt. Phil Tou, Public Safety; Matt Riddick, DOTS (filled in for David Allen, Director of DOTS), and Gene Ferrick, Campus Affairs Committee Chair.

The turnout for the forum was disappointing. In order to gather feedback from the community the CAC decided to set up a short survey concerning the helmet policy. This survey is available to the campus community via the senate web site. The data collected will be used as a part of the committee's consideration of the helmet policy.

Panel member and moderator Gene Ferrick gave a brief introduction and description of the Campus Affairs Committee Safety Forum and its history to the attendees. He then opened the floor to each panel member, allowing them to comment on campus traffic safety, especially in regard to scooter safety.

### Lt. Bob Mueck

The underlying issue with scooters on campus is that current State law does not mandate the use of a helmet while operating a scooter. However, scooter operators must understand that when they ride their scooter they are considered a motor vehicle and therefore must abide by all state laws in place for motor vehicles or rules of the road. This is not limited to speed limits and stopping at stop signs, but extends to unlawful use on sidewalks and weaving in and out of traffic, which is considered reckless. The number of complaints involving scooters has increased substantially in the past 1-2 years. Complaints ranging from riding recklessly, the number of people on a scooter, and a large number of the complaints are related to "close calls" involving near accidents with cars and scooters. Because of this increase in complaints there has been and will continue to be a notable increase in enforcement towards scooter riders. Currently, Public Safety Officers are restricted to enforcing laws pertaining to riding on sidewalks, reckless behavior, speed limits, and number of passengers (there must be a seat and foot rest for each passenger); the enforcement of registration and helmets are not within the jurisdiction of Public Safety (currently). There is a sense that a scooter is a motorized bicycle, giving the rider a false sense of security and safety. The fact is scooters can travel at high speeds and without a helmet and proper footgear (and other protective wear) serious physical harm can occur.

### Darryl Conway

The athletic department has a vested interest in traffic and scooter safety, as many of the athletes on campus utilize the perceived convenience scooters provide. However, the athletic department does not provide scooters to the student athletes despite the multitude of rumors supporting the contrary. Athletes do not receive a scooter as part of their scholarship or as reward of winning championships. This would be in direct violation of NCAA rules and regulations and the University would be put on probation if any scooter purchase were made. The athletic department does recognize that many of the

campus's scooter riders are athletes, and as such provides safety materials to the athletes at mandatory coaches meetings at the beginning of the season. The athletic department would also be in full support of a helmet policy on campus.

Matt Riddick

Scooter registration is currently free for students, staff, and faculty. This is very similar to the process used for other vehicle registration. The registration process is in place so that DOTS can provide service to the campus community, protect against thefts, and help to ensure that persons on campus are parking in the correct provided spaces. The numbers of scooters on campus has risen dramatically in recent years; in response DOTS is attempting to continually add more parking spots for scooters. The efforts for more parking spots is not only a direct reaction to the increase in numbers, but also to assist scooters to resist the temptations to park or ride on the sidewalk-which is a direct violation. Parking in non-scooter designated parking spots (sidewalks and bike racks) results in the scooter being towed, an infraction that entails a \$60 fine. The registration process for scooters will be changing in the fall; it will then cost around \$100 to register a scooter. In addition instead of a small sticker verifying registration the scooter owner will be given a small license plate. The price for towing will also increase; additionally scooters may first be booted before being towed.

DOTS main concern with traffic safety and scooters on campus deals with road sharing. The large amount of traffic on campus roads, especially main thoroughfares with buses and shuttles providing service to the campus in addition to the regular vehicle traffic, the safety of smaller motor vehicles such as scooters has become a high priority. DOTS' goals are finding better ways to educate on and enforce the proper rules of the road to scooter riders.

Gene Ferrick

The Campus Affairs Committee has been charged by the Senate Executive Committee (SEC) to consider a campus wide helmet policy for scooters. The SEC asked the committee to consider safety issues and concerns related to scooters, compare the policies of peer institutions, and consult with the Legal office and Department of Public Safety. The Legal Office has advised the committee that the University can implement a helmet policy because the University polices its own roadways. This information was obtained through contact with the Attorney Generals Office. The committee is currently attempting to collect public opinion on the subject of scooter helmets. The committee is also trying to determine how to implement a helmet policy, how it can be enforced, and whether fines can be applied to violators of the policy. The committee has been in conversations with the Office of Student Conduct, and it is the strong feeling that if a policy is put in place it should not be a Student Judiciary issue.

Open Forum

Question: How, or what method, is the committee currently leaning towards for implementation of a helmet policy? Would tickets be issued by police officers or a citation issued by a campus representative? Is it more of a legal issue or a campus issue?

Answer: The fairest method is some type of citation. Because it is not just a policy for students, but for the entire campus, staff and faculty that ride scooters would be held to the same standard. A citation would cover everyone. The committee is in the process of determining the logistics of what department can/will be in charge of issuing the citations. Currently DOTS or Police can issue parking tickets, it is hoped that this policing freedom would extend to a helmet policy and police officers would be allowed

to write citations based on University policy. The Committee is discussing how a system could be put in place for this to happen.

Question: What is the current or similar policy?

Answer: Currently, there is no helmet policy for scooters or any other mode of transportation. There is a registration policy for scooters that intend to park on campus. The purpose of registration is to help keep control of the parking situation and for safety concerns. Vehicles parked on campus are to be registered and this helps to know who is on campus. In addition, all State motor vehicle laws apply to everyone on campus. According to State law scooters must abide by all motor vehicle laws in addition to rules that apply only to scooters. For example scooters are not permitted to drive on roadways with speed limits of greater than 50 mph, and for roadways with limits up to 50 mph scooters are not allowed to operate higher than 35 mph. Many students (and other members of the public) don't realize that if, while operating a scooter, you are issued a citation in violation of any motor vehicle law, the citation will count against your driver's license. Points will be added to your license and it can affect your insurance. Under federal law scooters have all the requirements and elements of a motorcycle. It is the size of the engine that defines a scooter versus a motorcycle; above 50cc and it is considered a motorcycle. You also must have a driver's license or a valid moped permit to operate a scooter.

Question: Would it be possible to advertise or provide better education on these facts?

Answer: Education is another consideration suggested in the charge from the SEC. The Athletic Department does provide a general safety discussion to the athletes at the beginning of each year, and provides them with information. The Department of Public Safety also has safety educational flyers that have been distributed. One of the possible recommendations from the committee is that during the registration process for scooters educational information would be provided and a document would be signed stating the information was received and understood. It is also thought that this could be the time for educating the campus scooter riders about the helmet policy and the implications, if the policy is put in place.

Question: Currently under state law there is no helmet law? What about bicycles?

Answer: Currently there is no state law for scooter riders to wear a helmet. According to State law motorcycle riders must wear a helmet and anyone under the age of 16 must wear a bicycle helmet (while riding a bicycle).

Question: Where then would the policy end? Is it only scooters? What about bicycles or skateboards? All of which can be dangerous- why just scooters?

Answer: The charge from SEC was originally only for scooters probably due to the speed that scooters can go. It could be considered to go beyond scooters. There have also been a high number of accidents dealing with scooters in the recent past.

Question: Why now? Is this more of a reactionary response to the recent high profile accidents or is it proactive and a policy that the campus really wants?

Answer: The University has been taking safety steps prior to the accidents. The Department of Public Safety has been working for some time to try and get the scooters off of the sidewalks and to obey the

rules of the road. More parking has been and continues to be created for scooters. It is both pro- and reactive. Athletics has been encouraging the athletes to wear helmets since 2005, but there has not been a mandate in place for enforcing helmets to be worn.

Comment from Lt. Mueck: Everyone has a responsibility-pedestrians, bicyclists, scooter riders, and people in cars and needs to be aware of their responsibilities no matter what their mode of conveyance is. Common sense will go a long way.

Question: What can we do instead of enforcing a helmet policy? I ride a motorcycle and would never go without my helmet. How do we relay that it is unsafe without a policy?

Answer: Many states currently don't have laws for helmets- even for motorcycles - not to mention scooters or bicycles. However, there is research showing that States that have dropped their helmet laws have seen an increase in head injuries.

Question: (from Panel) Are there any scooter riders in the room?

Answer: No, there was one motorcycle rider and he always wears a helmet.

Comment: Scooters are treated like a toy, a toy for transportation. Many of the scooter riders on campus seem to have the perception that it is not dangerous to ride a scooter; especially without a helmet and other proper gear (footwear-shoes not flip flops). Scooters are seen as a convenient mode of transportation that can get you from one side of campus to the other quickly and without consequence-if you are lucky. A helmet is seen as inconvenient because you would then have to carry it with you or lock it to your scooter. The fact is that if a scooter rider is obeying ALL of the rules of the road a scooter isn't going to get them to class any faster (than walking).

Question: How many scooters are registered on campus?

Answer: Unsure of the exact number, but it is a growing number and has been on a steady increase for the past couple of years.

It was acknowledged that there are many problems with bicycles on campus as well; with riders putting themselves and others in bad situations because of ignorance and breaking the rules of the road. However, the number of scooters on campus continues to grow and because of those numbers the safety concerns grow and need to be addressed.

It was suggested that a special site be created for scooters to educate and inform the University's scooter riders of all the requirements needed for operating a scooter, as well as the consequences (points against the rider's driver's license etc.) There is a high probability that many of the campus' scooter riders are unaware of these consequences. A site like this could be tied into the registration process with DOTS, which could get the information to the public.

Question: What is the precedence of a policy like this? Are there other universities that have helmet laws/policies?

Answer: The committee has been checking with peer institutions and the results so far have been that no other universities have helmet policies, but the states do. For example, in California and Michigan it is

state law that scooter riders wear a helmet. In North Carolina you must be at least 16 years old to operate a scooter and on highways you must wear a helmet. Illinois does not have a helmet law. Several states do not distinguish between motorcycles and motor scooters; Maryland recognizes them as two different classifications of vehicle. The city of College Park could create a city ordinance requiring that scooter riders wear helmets within the city limits; just as the University can create a policy for on campus use of scooters.

Seeing that there were no further questions or comments Ferrick closed the open forum. All of the concerns raised at the forum would be further discussed at the next Campus Affairs Committee meeting on March 8, 2011. Due to the low attendance rate of the forum other methods of reaching out to the campus community for opinions on a helmet policy such as using the suggestion of a website will be explored.

Ferrick thanked the panel and all that were in attendance for coming and expressing their concerns for campus traffic safety.

The Campus Affairs Committee met on March 8, 2011 and discussed the minutes from the Safety Forum. Because of the low attendance to the forum it was decided that a simple webpage linked to the Campus Affairs Committee website (<http://www.senate.umd.edu/committees/campusaff/index.cfm>) would be created along with a dedicated email address ([helmet@umd.edu](mailto:helmet@umd.edu)), and a survey to gather further input and give members of the campus an outlet for expressing their concerns or questions about scooter safety and thoughts on a helmet policy. The Campus Affairs Committee plans to use all of the information gathered from the Safety Forum, survey, and email address to gain a comprehensive understanding of whether a helmet policy would be appropriate for our campus.





## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-52
<b>PCC ID #:</b>	10047
<b>Title:</b>	Proposal to Establish an Area of Concentration in Graphic Design within the Bachelor's Program in Studio Art
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	April 8, 2011
<b>Date of Senate Review:</b>	April 21, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The College of Arts and Humanities and the Department of Art propose to establish a new Area of Concentration in Graphic Design within the Bachelor's Program in Studio Art.</p> <p>This proposal is part of the Department of Art's ongoing plan to increase the rigor, challenge, and overall quality of its programs. Currently, there is no formal, structured specialization focused on graphic design at the advanced level, even though student demand for graphic design instruction has been strong for more than a decade. This new formal concentration will help the department recruit, advise and retain high-caliber students in the Art Studio major.</p> <p>This area of concentration is restricted to students accepted by portfolio review. The concentration requires 27 credits of specific graphic design courses to be taken with 33 credits of Studio Art foundation and elective courses, for a total of 60 credits for the major.</p> <p>This proposal is part of a larger proposal to modify the curriculum of the Bachelor of Arts in Art Studio curriculum. The Area of Concentration in Graphic Design, one piece of the overall proposal, is being submitted to the Senate because it requires subsequent</p>

	<p>approval from the President, Chancellor, and Maryland Higher Education Commission. The number of specific graphic design credits (27) meets the Maryland state definition of a formal area of concentration (by exceeding 24 credits) and thus requires state approval.</p> <p>The Department of Art already has the faculty, courses, and infrastructure needed to create this option without requiring any new resources.</p>
<b>Relevant Policy # &amp; URL:</b>	NA
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
<b>Committee Work:</b>	<p>The Committee considered the proposal at its meeting on April 1, 2011. William C. Richardson, Professor in the Department of Art, and Beth Loizeaux, Associate Dean of Arts and Humanities, were present to discuss the proposal and answer questions.</p> <p>The Senate PCC committee voted and approved the proposal at its April 1, 2011 meeting.</p>
<b>Alternatives:</b>	The Senate could decline to approve the proposed program.
<b>Risks:</b>	If the Senate does not approve the proposed program, the University will lose an opportunity to offer a fully defined concentration in the vital and highly popular field of graphic design.
<b>Financial Implications:</b>	There are no significant financial implications with this proposal.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

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

• Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO.

**10047**

• Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

**College/School:**

Please also add College/School Unit Code-First 8 digits: **01202700**

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**Department/Program:**

Please also add Department/Program Unit Code-Last 7 digits: **1270501**

**Type of Action (choose one):**

- |  |  |
|--|--|
| X Curriculum change (including informal specializations)   | <i>New academic degree/award program</i> |
| <i>Renaming of program or formal Area of Concentration</i> | New Professional Studies award iteration |
| <i>Addition/deletion of formal Area of Concentration</i>   | New Minor                                |
| <i>Suspend/delete program</i>                              | Other                                    |

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

**Summary of Proposed Action:**


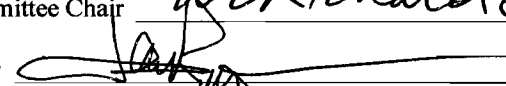
Change current single-track curriculum to three-track curriculum.

Track 1: Continue current open program 48-credit BA with addition of Digital Media course to Foundation Area. Add Digital Media as official area in Intermediate Course options. Includes new course proposals for Digital Media.

Track 2: Competitive portfolio admission option for Advanced Specialization in Art Area (Digital Media, Painting, Printmaking, Sculpture, or Intermedia). Track 1 plus 12 credit Specialization for a total 60 credit BA with Advanced Specialization. Includes new course proposal for Advanced Specialization Seminar.

Track 3: Competitive portfolio admission option for Advanced Specialization in Graphic Design. This option shares Foundation and 6 credits of Art electives with Track 1, then requires 21 credits of required Graphic Design courses plus 6 credits of Graphic Design electives for a 60 credit BA with Advanced Specialization in Graphic Design. Includes new course and course change proposals.

**APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.**

1. Department Committee Chair  10/24/2010
2. Department Chair  10/24/2010
3. College/School PCC Chair TOM MURPHY BCU 2/23/11
4. Dean Elizabeth B. Loizey STJ 2/22/11
5. Dean of the Graduate School (if required) \_\_\_\_\_
6. Chair, Senate PCC \_\_\_\_\_
7. University Senate Chair (if required) \_\_\_\_\_
8. Senior Vice President for Academic Affairs & Provost \_\_\_\_\_

**PROPOSAL FOR  
PROGRAM CHANGE**

**UNIVERSITY OF MARYLAND AT COLLEGE PARK,  
MARYLAND**

**Bachelor of Arts in Studio Art**

**DEPARTMENT OF ART  
COLLEGE OF ARTS AND HUMANITIES  
DEAN JAMES F. HARRIS**

**PROPOSED INITIATION DATE: Fall 2012**

## **Department of Art Undergraduate Curriculum Revision 10/2010**

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- e) Table comparing current single track BA in Studio Art with Track 1. Page 12.
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## **OVERVIEW**

The academic mission of the undergraduate program in the Department of Art is to offer courses that, at the lower level, provide both an effective foundation for art majors and serve as meaningful elective courses for the many non-majors interested in studio art and, at the upper level, to prepare art majors for a variety of advanced academic and career possibilities in art and graphic design. The current BA degree requirements give our majors an excellent generalized course of study. At the advanced level, however, there is no structured requirement for the development of focused specializations in specific areas of study. While they may take a variety of forms, advanced specializations with portfolio admission gateways are hallmarks of high quality undergraduate programs. The loss of faculty during the 90's, well documented in Department reviews of 1997 and 2004, made it impossible to move forward with this plan for revision of the undergraduate program, which, in one form or another, has been a strategic priority in numerous Department 5-year plans. The hiring of five new faculty members since 1999 (two of whom have been promoted with tenure, and three are assistant professors progressing successfully in drawing/theory, printmaking, and graphic design) has made the advancement of this proposal possible.

The Department proposes to replace its current single track BA program with three tracks that lead to a BA in Studio Art:

- Track 1: BA in Studio Art. This track matches, with a few changes, the current 48 credit BA in Studio Art. It would continue as an open program with no portfolio admission and would serve a majority of art students. All majors would enter in Track 1. This track offers a broad experience in various media, and would provide ample room for double majors, double degrees, and interdisciplinary-oriented students. Art Education majors would take Track 1. 48 major credits total.
- Track 2: BA in Studio Art with an Advanced Specialization in Digital Media, Painting, Printmaking, Sculpture or Intermedia. This track is restricted to students admitted by portfolio review and requires the completion of a 12 credit block of courses on top of Track 1 requirements. 60 major credits total.
- Track 3: BA in Studio Art with an Advanced Specialization in Graphic Design. This track is restricted to students accepted by portfolio review and requires the completion of 33 credits of Foundation and art electives shared with Track 1, and 27 credits of specific graphic design courses. 60 major credits total.

## **RATIONALE**

From the Strategic Plan for The University of Maryland, Transforming Maryland: Higher Expectations, published in May 2008. Under Part 1: Institutional Priorities, Goal 1 of the Research, Scholarship, and the Creative and Performing Arts section (page 18):

“The University will foster a culture in which every program and center engages in research, scholarship, and other creative works at the level of the best in its discipline.”

“By 2010, every program will formulate a plan for its advancement, with a target of improving its national ranking by 2018, if such rankings are available and reliable. Among disciplines where the number of national programs is large, the goal is to have at least 80% of our programs ranked within the top 25 by 2018.”

This proposal is part of the Department of Art’s ongoing plan to increase the rigor, challenge, and overall quality of its programs, with the goal of providing both undergraduate and graduate programs that are considered, by ranking and reputation, to be in the upper echelon of those of comparable size and academic orientation in the country.

The proposed revision of the BA Program addresses both the content of the Foundation Area (100-200 level) and the structure of the advanced education of our highest achieving students. The addition of the ARTT 255: Digital Processes in Art and Design to the Foundation requirements would reflect the increasing importance of digital media in all areas of art and design, and bring greater currency and contemporary relevance to the existing BA program. The designation of Digital Media as an official media area would demonstrate the importance conferred by the Department on evolving faculty, technologies, and content in this field.

At the advanced level, the current BA offers no structured requirements that would lead to the development of focused specializations in specific art media areas or graphic design. Our top undergraduates often seek admission to MFA programs or employment in a variety of professional design environments upon graduation. Coherent portfolios of work are required by both, and students must pursue such specializations independently. Creating a more clearly defined structure at the advanced level is aimed directly at these top students. Furthermore, the expanded course sequence in Graphic Design will reflect the contemporary importance of digital and interactive media in that field, adding depth and focus to this vital and popular area in the Department. The proposed program expands the admission by portfolio gateway process that has been used successfully in the Graphic Design area and Departmental Honors programis for the past decade, identifying and serving a larger group of professionally motivated and deserving students. This curriculum revision will, in a number of ways, move the program significantly closer to the goals set by the Department, the College, and the University.

When reviewing the top programs in Art and Graphic Design, one must consider the different kinds of programs that are offered. The available rankings of art programs are dominated by professional art schools, such as the Maryland Institute College of Art or the Chicago Art Institute, or universities with Schools of Art, such as Yale, Washington University in St. Louis, University of Michigan, Virginia Commonwealth University, University of Georgia, University of Wisconsin, or Indiana University. These are large schools, housing large faculties, and offering a broad array of courses and concentrations.

There are also numerous highly respected art and/or graphic design programs that, like the one at UMCP, are housed in departments within Colleges of Arts and Humanities or Arts and Sciences. While these departments tend to be smaller, with fewer faculty, facilities, and areas of specialization, they also tend to be less isolated from their respective universities.

One of our peer institutions, UCLA, has a program comparable to the one we propose. It offers a rigorous BA at the undergraduate level, and a high quality MFA at the graduate level. UCLA is a top-ten ranked graduate art program (USNEWS and World Report, the main ranking body for art and design programs, only ranks graduate programs), and is much larger than ours in terms of faculty, facilities, and students. It does, however, provide an excellent model for development.

The Department of Art is strongly committed to its integration into the College of Arts and Humanities and the University at large and, indeed, believes that these connections enhance the professional potential of the undergraduate art degree, informing it with interdisciplinary resources and academic options. Artists and designers are faced, like virtually all of today's graduates, with an employment landscape that demands intellectual flexibility and a variety of skills. The conservatory approach to educating artists and designers, and the "training" it implies, is losing ground to the breadth of education that art and design students find in a university environment.

The Department's External Review of 2004-05 recommended that the most effective strategy for achieving its goals would be for the Department to focus and intensify its established areas of excellence. It recommended against the development of a BFA degree program, an oft-stated Department strategic goal, due to lack of faculty numbers, course offerings, and resources. The top BFA programs at universities typically require a minimum of 72-78 credits in art or design. Given the 60 credit limit on major programs in ARHU (Page 2 of the ARHU listing in the 2010-2011 Undergraduate Catalog), it is clear that a 60 credit BFA would only compare favorably to the least rigorous BFA programs offered by our peers. A BA requiring 60 credits, on the other hand, would provide our top students with a program that compares favorably to the most rigorous, in-depth BA programs in the U.S. (U. Iowa – 39-50cr; U. Kansas – 51cr; U. Washington – 60 cr; U. Tennessee – 39 cr; Penn State – 51 cr; UNC Ch.Hill – 41; U. Oregon – 68cr; U. Kentucky – 51cr; Arizona St. U. – 54cr. The Universities of Michigan, Florida, Texas, Wisconsin, Georgia, and Illinois offer BFA only, and require 72 – 98 major credits )

The reputation of the Department is built upon the success of our graduates. In 2002, the Department initiated its restructured and expanded MFA program, matching the requirements of the top graduate programs in the field. The outstanding professional and academic accomplishments of graduates from this program have been major factors in the advancement of the Department's reputation. The undergraduate program also contributes to our profile as top students attend graduate programs across the country, or enter a wide variety of professional design environments. Their success reflects positively on the Department, and often in broader geographic networks than MFA graduates who tend to remain in the mid-atlantic and northeast corridor.

In 1998, the Department initiated its Honors Program. This four course program, including a specialized seminar and the development of an Honors Thesis, has provided an enhanced



educational experience for an elite group of Seniors (7 maximum) each year. Departmental Honors has proven to be a very successful program from which a large proportion of our graduates who have attended MFA programs in Art during the past decade have graduated. The Honors Program would remain the crown jewel in the undergraduate program, and although we expect most Honors students will come from those selecting Tracks 2 and 3, it would also be available to Track 1 students who might need extra room in their undergraduate studies for a second major or interdisciplinary studies.

Each year there is also a sizeable number of excellent art students who are either not accepted into the Honors program or do not apply for a variety of reasons. As proposed, Track 2 would provide a structure for advanced work by a broader group of our top students. The enhanced focus and development, combined with the additional mentorship in their chosen media, would have a positive effect on a larger number of our students' progress to graduate programs in the field. The advanced specializations in art are designed to help our students to develop the "coherent body of work" required for admission to virtually all MFA programs.

Track 3 would focus and enhance the existing selective admission program in Graphic Design. The reduction of the annual number of new students accepted into the program from 40 to 20, and bringing each class through the program as a cohort, would allow the existing faculty to offer a more robust curriculum that would significantly improve preparation for either advanced study or professional work in the graphic design field.

With these facts and recommendations in mind, the Department has concluded that the proposed three-track curriculum for the BA in Studio Art is the optimal choice for the continued development of the undergraduate program, and the best use of available resources and faculty. While maintaining the current open major for generalists, double majors, or the Art Education students, the addition of advanced specialization options will directly benefit our top undergraduates. The proposed curriculum will also fully define the area of Graphic Design and establish the specific course structure that this vital and highly popular area requires to prepare its students for this competitive field. The new curriculum will provide an advanced structure that will benefit all students who possess the dedication and focus to succeed in advanced academic or professional environments.

The following are specific identifications of the elements of the three-track program with cost and staffing information included.

#### **A. Track 1: The revision of the current 48 credit BA in Studio Art.**

- Track 1: BA in Studio Art. This track will incorporate the proposed changes listed below, and require 48 total credits, as does the current BA. This will be an open major, with no portfolio review for admission. All students will enter the Department as Track 1 students.

Changes to current BA for Track 1. (See Page 11 for a table comparing current major and proposed Track 1).

1. Add *ARTT 255: Introduction to Digital Art and Design Processes* to the Foundation Courses required by the BA, expanding the Foundation component of the program from five to six courses and 15 to 18 credits. (See chart on page 11)

ARTT 255 will replace *ARTT 354: Elements of Computer Graphics*, which will be deleted, as the introductory course in digital media. Much of the content such as instruction in current software will remain the same, but the course will be more closely connected to foundation principles in art and design. The move of this course to the Foundation area reflects the increasing use of digital media in many aspects of art and design, and the importance of developing an introductory skill set in this area as early as possible.

The Art Education/Art Studio major is administered by the Education Department and is integrated with our current BA. The additional foundation course could be taken in an elective slot in the program.

Costs and staffing: The Department regularly offers 62 seats per semester of elective ARTT 354 (Two double sections of 24 and one single section of 14). The Department regularly offers 72 seats each of Foundation requirements ARTT 200 and 210, which would predict the target seat number for a new 200-level Foundation requirement. Currently, four of the five sections of ARTT 354 are taught in the CSS computer lab, and space for more is available. If we replace the fifth section currently offered with a double section in CSS, it will bring the total seats to 72 using the same number of faculty (3).

2. The formal addition of Digital Media as media area in the Intermediate section of the major, and as an area of specialization in Track 2. This includes the addition of new courses, ARTT 370: Elements of Digital Media, and ARTT 479: Advanced Digital Media Studio (Multi-level studios with subtitled topics, repeatable to 12 credits.)

The new courses are permanent additions to the curriculum, and have been regularly offered as Special Topics courses as the Digital Media area has evolved.

Costs and staffing: Introductory courses (370) have been taught by Associate Professor Brandon Morse and part-time Lecturer Narendra Ratnapala. The addition of Associate Professor Hasan Elahi to the faculty in Fall 2010 makes a more varied selection of advanced courses possible. There is ample space for new sections in the EMC and the developing Digital Atelier. See table for Digital Media staffing below.

3. Change the Intermediate Course requirement. Introductory courses in major media areas are offered at the 300-level in the Department of Art, and will include: Digital Media, Painting, Printmaking, and Sculpture. This change will give students greater flexibility in selecting courses, and allow them to take more than one introductory course in Printmaking or Sculpture, which offer multiple introductory courses at the 300-level in

different media. Both Painting and Digital Art will offer only one course at the intermediate level. The listed requirement will change from the somewhat confusing current listing, “ One course from three of four areas,” to, “Three courses total, from a minimum of two areas.”

The overall credit requirement for Intermediate courses will remain the same. New requirements would add Digital Media (making official what has been a de facto reality for some time). It would also remove Graphic Design courses from the Intermediate electives since they will only be available in the Graphic Design Specialization.

4. A reduction of one course, 400-level Art Theory, in the Advanced requirement to free three credits for the expansion of the Foundation requirement.

The current advanced Art Theory courses are staffed entirely by adjunct faculty and the Department has had some difficulties offering a wide enough selection of these courses. Advisors often allow students to replace this requirement with Art History or Studio courses. The exchange of this advanced requirement for introduction of digital media as a required course in the Foundation area will not be a significant “program cost.” The content added to the Foundation area will help to provide a stronger and more relevant overall major.

5. A change of the 400-level Advanced requirement to include the choice of a studio art or art theory course.

This will give students with a more theoretical or critical orientation the option of taking an Art Theory course to fulfill this requirement.

## **B. Track 2: The addition of 12 credit Advanced Specializations in specific media areas. 60 credits total.**

- Track 2: BA in Studio Art with an Advanced Specialization in Digital Media, Painting, Printmaking, Sculpture, or Intermedia. This track would require students to complete, in addition to the Track 1 requirements, an additional 12 credit Advanced Specialization in their chosen media.
- Track 2 will be limited to a maximum of 20 new students each year, with an entrance portfolio review administered each Spring.
- Students may apply to the Advanced Specialization after the completion of at least two intermediate art classes and ARTT 418. Students may re-apply one time before the completion of 90 credits.
- All advanced specializations will require students to take *ARTT 481 Advanced Specialization Seminar*, a new course restricted to those accepted into Track 2. This

seminar, focusing on contemporary art theory, criticism, and professional preparation will function as a capstone for the track.

- This program will be administered by the Undergraduate Director, and the admission committee will be comprised of all full-time art faculty. The portfolio review procedure will parallel the established admissions procedure used by the Departmental Honors Program for the past decade.

#### Course changes and cost/staffing for Track 2:

1. 400-level courses in the Department of Art are offered as multi-level advanced studios that are repeatable for up to 12 credits. The student makeup of these advanced studios is flexible, and the existing course structure will easily accommodate any additional pressure that Track 2 students place on 400-level studios. Track 2 will accept a maximum of 20 new students each year, or approximately 4-5 students in each component discipline. Our top art students, the target of the Track 2 major, already fill nearly every elective space in their degree with art courses. According to OIRP data reviewing 477 students who graduated with ARTT degrees from 2002 - 2007, 29% took at least 48 credits of courses with ARTT designation, which when combined with the 6 – 12 credits of supporting area come from ARTH, means that many of our students are already taking the courses required to satisfy Track 2. This data makes us certain that no additional faculty or classrooms will be necessary to conduct the Track 2 program. There will also be a slight reduction of demand on advanced art courses by Graphic Design students because they will not be required as electives in the new Track 3 curriculum.
2. *ARTT 481: Advanced Specialization Seminar* will be a required, and defining, course for all Track 2 majors. This will be a unifying course for all students completing Advanced Specializations in in various art media. It will focus on contemporary art theory, criticism, and professional preparation. It will be offered each semester and restricted to Track 2 students only. If a Track 1 student chooses to take 60 or more credits in art and supporting courses, he or she will not be eligible to receive the certificate of advanced specialization that the Department will produce for its Track 2 students. This course will be taught by a rotation of existing faculty and the course from which they are released will be covered by funds previously used to offer an upper level Art Theory course. (See Track 1 reduction of Art Theory course).
3. The establishment of Intermedia as an official Advanced Specialization option. This designation reflects the increasingly hybrid and interdisciplinary nature of contemporary art. The Department generally encourages interaction across media and a majority of faculty members commonly employ multiple media in their own creative work.

### **C. Track 3: The addition of BA in Studio Art with a Concentration in Graphic Design. 60 credits total.**

The original design component of the curriculum was implemented in 1994, and was built around the expertise of faculty who had been moved into the Department during the reorganization of 1990-92. Student demand for graphic design courses has been very strong since the beginning. In 2000, the Department began to successfully match student demand with existing faculty and program capabilities by administering a selective-admission concentration in graphic design, and offering courses in this area only to students admitted into the program. Each semester the Department receives 40-50 applications for the 20 available spots. Even with the selective enrollment there are too many students and too few courses to prepare the students adequately for today's expanding graphic design profession.

The graphic design profession has changed greatly since the informal Design Concentration was established over 10 years ago. At that time, the majority of design projects were print-based (posters, magazine ads, and other paper-printed applications), and screen-based designs were just beginning to blossom into multi-tiered projects. Today, the opposite is the case: screen-based design projects dominate the professional landscape and traditional printed projects are becoming the exception rather than the rule. Employers routinely request applicants who are well versed in web-based and interactive skills along with print- and paper-based production knowledge. Emerging designers need to have a strong foundation in art as well as the graphic design principles such as concept, typography and composition plus the contemporary computer skills. Today's graphic designers must create and adapt messages across a variety of software platforms. The program changes outlined in this document will help the Department recruit and retain the higher caliber students aspired to within the University of Maryland Strategic plan (p. 7 and p. 12, respectively). The proposed Track 3 curriculum will provide a more professionally competitive program by:

- Reducing the number of students admitted to 20 per year, and moving them through a specific sequence of courses as a cohort. This will allow the same number of faculty to increase the number of courses offered by teaching some courses in alternating semesters. The coherent sequence of required courses will provide students with a markedly superior program.
- Making better use of existing faculty expertise, along with selective adjuncts. The faculty has changed and the curriculum needs to evolve.
- Adjusting numbers, titles, and description of courses to indicate sequential requirements.
- This program will be administered by the Graphic Design area head. The admission committee will be comprised of all full-time graphic design faculty. The portfolio review procedure that has been in place since 2000 will remain essentially unchanged.

In the current single-track BA structure, the graphic design concentration includes only four distinct design courses (ARTT350, ARTT351, ARTT352 and ARTT458 (Repeatable), and students are encouraged to take two additional courses in digital media (ARTT354 and ARTT489I). Graphic design students must fit their concentration into the single BA structure, and many who wish to take additional graphic design courses do so in independent studies sections with specific faculty.

The proposed Track 3 curriculum would require students to complete the foundation courses shared by all three tracks before advancing to upper-level graphic design courses. The Specialization would diverge from Tracks 1 and 2 at the intermediate level, where only two art electives would be required. Specialization students would then be required to complete a specific sequence of 6 required courses plus 3 electives from a menu of 11 graphic design courses. By limiting the number of students in the Specialization to 20 per year, and offering courses in alternating semesters, the Department can provide a truly excellent undergraduate program in Graphic Design that, while still firmly connected to the College and University, provides students with the tools needed to succeed in the competitive professional world. The reduced enrollment would be comprised of only the most talented, most serious graphic design students, and the reduced number will also be better match for the current contracted job market.

The Graphic Design area has undergone many improvements within the past three years. In 2007 the Department hired an assistant professor, Audra Buck-Coleman, whose scholarly and creative interests better complemented those of Professor's Lozner and Thorpe than those of her predecessor (whose primary interest was in furniture design). Buck-Coleman adds expertise in digital and interactive processes, with an active involvement in collaborative and socially engaged projects. The increased coherence of the faculty cohort is reflected in the proposed Track 3 curriculum.

Through the support of the Provost and a generous benefactor, the Department created the Design Lab in 2008 in 2322 ASY. The studio has been transformed into an attractive, highly functional space within which design students pursue their studies. It is outfitted with professional-quality equipment including a highly suitable audio/visual projector system, two printers, a high-end scanner, and laptops with updated version of industry-standard software.

The graphic design faculty members have cultivated a strong stewardship with two benefactors, which has resulted in three gifts to the program totaling \$185,000 for an eight-year period. In addition to the above-mentioned benefits, this gift has augmented scholarship opportunities for graphic design students and enabled the creation of the "Nancy Clarvit Design Week," an event that brings in renowned guest lecturers and designers to supplement the design curriculum.

With a focused faculty roster and new, high quality facilities, the Graphic Design Area is stronger than it has ever been since joining the Department of Art. The proposed Track 3 curriculum will bring greater rigor and coherence to the program, and provide its students with an excellent undergraduate experience that will compete with the best programs of its size and academic orientation in the country.

**Comparison of Current BA requirements and new Track 1 requirements, followed by comparison of Track 2 and Track 3 requirement.**

<b>Current Requirements for the B.A. in Studio Art</b>	<b>Proposed Requirements for Track 1 B.A. in Studio Art</b>
<b>Foundation Courses: 15 Credits</b>	<b>Foundation Courses: 18 Credits</b>
ARTT 100 Two-Dimensional Design Fundamentals ARTT 110 Elements of Drawing I ARTT 150 Introduction to Art Theory ARTT 200 Three Dimensional Art Fundamentals ARTT 210 Elements of Drawing II	ARTT 100 Two Dimensional Design Fundamentals ARTT 110 Elements of Drawing I ARTT 150 Introduction to Art Theory ARTT 200 Three Dimensional Art Fundamentals ARTT 210 Elements of Drawing II <b>ARTT 255 Introduction to Digital Art and Design Processes (Add)</b>
<b>Intermediate Courses: 9 Credits</b>	<b>Intermediate Courses: 9 Credits</b>
One course from three of four areas:	<b>Three courses total, from a minimum of two areas:</b>
Painting (ARTT 320) Sculpture (ARTT 330, 331 , 332, 333, 334) Printmaking (ARTT 340, 341, 342, 344) <b>Design (ARTT 350, 351, 352) (Remove)</b>	Painting (ARTT 320) Sculpture (ARTT 330, 331 , 332, 333, 334) Printmaking (ARTT 340, 341, 342, 344) <b>Digital Media (ARTT 370) (Add)</b>
<b>Advanced Courses: 12 Credits</b>	<b>Advanced Courses: 9 Credits</b>
ARTT 418 Advanced Drawing Studio <b>One 300/400 Level Art Theory (Remove)</b> One 300/400 level ARTT elective One 400 level ARTT elective	ARTT 418 Advanced Drawing Studio One 300/400 level Art Studio elective One 400 level Art Studio <b>or Art Theory(add)</b> elective
<b>Supporting Area: 12 Credits</b>	<b>Supporting Area: 12 Credits</b>
ARTH 200, ARTH 201, two 300/400 Level ARTH or Art Theory electives	ARTH 200, ARTH 201, two 300/400 Level ARTH or Art Theory electives

## Track 2

Proposed Requirements for the B.A. in Studio Art with an Advanced Specialization in Digital Media, Painting, Printmaking, Sculpture, or Intermedia . Each Specialization is 12 credits beyond the 48 credits required by Track 1. 60 Credits Total

### Digital Media:

ARTT 479 Advanced Digital Media Studio (Two repeatable 3cr. courses) **6 credits**

Option: ARTT 479 or ARTT 353/449 (Photo) or 34x/448 (Printmaking) courses that emphasize digital processes. (3 credits of 498 Directed Studies may be substituted for 479 credit) **3 credits**

ARTT 481 Advanced Specialization Seminar (Track 2 students only). Students in Department Honors Program may substitute ARTT 480 for this course.) **3 credits**

### Painting:

ARTT 428 Advanced Painting Studio (Three repeatable 3cr. courses ) **9 credits**  
(3 credits of 498 Directed Studies may be substituted for 428 credit)

ARTT 481 Advanced Specialization Seminar (Track 2 students only). Students in Department Honors Program may substitute ARTT 480 for this course.) **3 credits**

### Printmaking:

Option: ARTT 34x or ARTT 448 **3 credits**

ARTT 448 Advanced Printmaking Studio (Two repeatable 3cr. courses) **6 credits**  
(3 credits of 498 Directed Studies may be substituted for 448 credit)

## Track 3

Proposed Requirements for the B.A. in Studio Art with a Concentration in Graphic Design. Track 3 students share foundation, supporting area, and two electives with Track 1, totaling 33 credits. Concentration consists of 27 credits. 60 Credits Total

### Foundation Courses: 18 Credits

ARTT 100 Two Dimensional Art Fundamentals  
ARTT 110 Elements of Drawing I  
ARTT 150 Introduction to Art Theory  
ARTT 200 Three Dimensional Art Fundamentals  
ARTT 210 Elements of Drawing II  
**ARTT 255 Introduction to Digital Art and Design Processes**

Studio Art Electives: 300/400 level: **6 credits**

Supporting Area: **12 credits**

ARTH 200, ARTH 201, \*\*ARTT358\*, and one Upper Level ARTH or Art or DesignTheory elective

Graphic Design Advanced Specialization:  
Required courses - **18 credits**

ARTT 355: Intermediate Graphic Design Principles  
ARTT 356: Graphic Design Processes  
ARTT 357: Interactive Graphic Design  
ARTT 454: Advanced Graphic Design Principles  
ARTT 455: Three-Dimensional Graphic Design  
ARTT 458: Graphic Design Portfolio

\*\*ARTT 358: Design Literacy: Decoding Visual Culture, a Design Theory course, is required as part of the Art History or Theory supporting area requirement for Track 3 students only.

Graphic Design elective courses: **6 credits**

Not all courses offered every semester. Some offered during Summer and Winter terms.

ARTT 456: Motion Design  
ARTT 457: Advanced Interactive Design  
ARTT 459: Advanced Graphic Design Studio  
ARTT 488: Special Topics in Graphic Design  
ARTT 499: Directed Studies in Graphic Design



<b><u>Printmaking (Con't)</u></b>	
ARTT 481 Advanced Specialization Seminar (Track 2 students only). Students in Department Honors Program may substitute ARTT 480 for this course.)	<b>3 credit</b>
<b><u>Sculpture:</u></b>	
Option: ARTT 33x or ARTT 438	<b>3 credits</b>
ARTT 438 Advanced Sculpture Studio (Two repeatable 3cr. Courses) (3 credits of ARTT 498 Directed Studies may be substituted for 438 credit.)	<b>6 credits</b>
ARTT 481 Advanced Specialization Seminar (Track 2 students only). Students in Department Honors Program may substitute ARTT 480 for this course.)	<b>3 credits</b>
<b><u>Intermedia:</u></b>	
Option: ARTT 3xx or ARTT 4xx	<b>3 credits</b>
ARTT 4xx Advanced Studio (Two repeatable 3cr. Courses) (3 credits of ARTT 498 Directed Studies may be used for 4xx credit.)	<b>6 credits</b>
ARTT 481 Advanced Specialization Seminar (Track 2 students only). Students in Department Honors Program may substitute ARTT 480 for this course.)	<b>3 credits</b>

## **PROPOSED ARTT LISTING FOR UNDERGRADUATE CATALOGUE**

### **The Major**

The Department of Art and Design offers three tracks to a Bachelor of Arts Degree(BA).

- Track 1: BA in Studio Art. This is an open program with no portfolio admission requirement. This track provides ample space for outside electives, encourages interdisciplinary interaction, and provides double major or double degree possibilities. The Art Education Curriculum works with Track 1. Credit requirements: 36 credits in Studio Art, and 12 credits in supporting courses in Art History and/or Art Theory, for a total of 48 credits.
- Track 2: BA in Studio Art with Advanced Specialization. This track is restricted to students admitted by competitive portfolio review, and is aimed at students who envision graduate study or professional careers in art. Students accepted into this track will complete, in addition to the requirements for Track 1, a 12 credit advanced specialization in specific media areas, including ARTT 481: Advanced Specialization Seminar. Areas of specialization include: Digital Media, Painting, Printmaking, Sculpture, and Intermedia. Credit requirements: 48 cr. listed in Track 1 plus 12 cr. in Advanced Specializations, for a total of 60 credits.
- Track 3: BA in Studio Art with an Advanced Specialization in Graphic Design. This track is restricted to students admitted into the Graphic Design Specialization through a competitive portfolio review. This program provides a pre-professional orientation emphasizing interactive design, graphic design theory, and interdisciplinary research. Students accepted into the Graphic Design program must complete a specific sequence of courses at both the 300 and 400 level. Design courses are only available to students who have been admitted to the Design Program. Credit requirements: 21 credits in Foundation and studio art electives, and 12 credits in supporting courses in Art History and/or Theory (ARTT 358 Design Literacy: Decoding Our Visual Culture satisfies 3 credits of the supporting area for Graphic Design students) for a total of 60 credits.

All majors enter the Department in Track 1, the open BA, and take a required group of six Foundation courses (18 credits). After completion of the Foundation courses, students may continue in Track 1 without portfolio review, or choose to submit a portfolio of work completed in Track 1 courses for admission into Track 2 or Track 3. Portfolio Reviews for both specializations will take place during the Spring semester, usually during late March.

Students interested in Track 2 may apply after the completion of at least two 300-level courses, plus completion or enrollment in ARTT 418. Students may re-apply one time.

Students interested in Track 3 must have completed or be enrolled in the required Foundation courses to apply to the specialization. The strict course requirements in Graphic Design make early application to Track 3 optimal. Students may re-apply one time.

Transfer students who have completed courses equivalent to the Foundation and intermediate courses at UMCP may apply immediately to Tracks 2 or 3 if they choose.

The admission committee for Track 2 will be comprised of full-time art faculty members. The admission committee for Track 3 will be comprised of full-time design faculty. These are competitive programs with a limit of approximately 20 new students per year in the combined Art areas, and approximately 20 students per year in Graphic Design.

For information about the Portfolio Review process for Tracks 2 and 3 please see Department of Art Website: [http://art.umd.edu/advancedspecialization\\_application\\_information.html](http://art.umd.edu/advancedspecialization_application_information.html)

**I. Requirements for Track 1: BA in Studio Art** **48 total credits**

**Foundation Courses** **18 Credits**

ARTT 100 Two Dimensional Design Fundamentals  
ARTT 110 Elements of Drawing I  
ARTT 150 Introduction to Art Theory  
ARTT 200 Three Dimensional Art Fundamentals  
ARTT 210 Elements of Drawing II  
ARTT 255 Introduction to Digital Art and Design Processes

**Intermediate Courses:** **9 Credits**

Choose three courses total from at least two areas on this list:

Painting (ARTT 320)  
Sculpture (ARTT 330, 331, 332, 333)  
Printmaking (ARTT 340, 341, 342, 344)  
Digital Media (ARTT 370)

**Advanced Courses:** **9 Credits**

ARTT 418 Advanced Drawing Studio  
One 300/400-level ARTT elective  
One 400-level ARTT or Art Theory elective

**Supporting Area:** **12 Credits**

ARTH 200, ARTH 201, plus two 300/400-level ARTH or Art Theory electives  
(Department recommends ARTH 351: Twentieth Century 1945 to present)

**Total** **48 Credits**

**II. Track 2: BA in Studio Art with an Advanced Specialization: 12 credits on top of 48 credits from Track 1. 60 total credits.**

Admission into Track 2 is determined by a competitive portfolio review. Students may apply to Track 2 after completing a minimum of two intermediate courses. In addition to fulfilling Track 1 requirements, students accepted into Track 2 must complete a 12 credit Advanced

Specialization consisting of 9 credits in a chosen media area (Digital Media, Painting, Printmaking, Sculpture, or Intermedia), and 3 credits of ARTT 481: Advanced Specialization Seminar, a course restricted to Track 2 students.

**Course Requirements for Areas of Advanced Specialization in Studio Art:** Advanced media courses ending in 8 or 9 are repeatable up to 12 credits.

**Digital Media:**

- ARTT 479 Advanced Digital Media Studio (2 repeatable 3 cr. courses) **6 credits**
- Option: ARTT 479 or ARTT 353/449 (Photo) or 34x/448 (Printmaking) **3 credits**  
courses that emphasize digital processes.  
(3 cr. of ARTT 498 Directed Studies may be substituted for ARTT 479 cr.)
- ARTT 481 Advanced Specialization Seminar (Track 2 students only. **3 credits**  
Students in Department Honors Program may substitute the Honors Seminar  
for this course.

**Painting:**

- ARTT 428 Advanced Painting Studio (Three repeatable 3 cr. courses) **9 credits**  
(3 cr. of ARTT 498 Directed Studies in Art may be substituted for ARTT428)
- ARTT 481 Advanced Specialization Seminar (Track 2 students only. **3 credits**  
Students in Department Honors Program may substitute the Honors Seminar  
for this course.

**Printmaking:**

- Option: ARTT 34x or ARTT 448 **3 credits**
- ARTT 448 Advanced Printmaking Studio(Two repeatable 3 cr. courses) **6 credits**  
(3 cr. of 498 Directed Studies may be substituted for 448 credit)
- ARTT 481 Advanced Specialization Seminar (Track 2 students only. **3 credits**  
Students in Department Honors Program may substitute the Honors Seminar  
for this course.

**Sculpture:**

- Option: ARTT 33x or ARTT 418\* or ARTT 438 **3 credits**
- ARTT 438 Advanced Sculpture Studio (Two repeatable 3cr. Courses) **6 credits**  
(3 cr. of ARTT 498 Directed Studies in Art may be substituted for438 credit.)
- ARTT 481 Advanced Specialization Seminar (Track 2 students only. **3 credits**  
Students in Department Honors Program may substitute the Honors Seminar  
for this course.

## **Intermedia:**

- ARTT 4xx Advanced Studios (Combination of inter-related courses ) **9 credits**  
(3 cr. of ARTT 498 Directed Studies in Art may be used for 4xx credit.)
- ARTT 481 Advanced Specialization Seminar (Track 2 students only. **3 credits**  
Students in Department Honors Program may substitute the Honors Seminar  
for this course.

## **III. Track 3: BA in Studio Art with an Advanced Specialization in Graphic Design. 60 credits**

Intermediate and Advanced Graphic Design courses are restricted to students who have been accepted into the Design Concentration by an application process and competitive portfolio review, and to Track 2 Intermedia students whose anticipated graphic design course(s) enrollment has been approved by the Graphic Design Area Head. All Track 3 students must satisfy the following requirements:

### **Track 3 Requirements**

Foundation and Supporting Area courses listed in Track 1 BA (3 credits of the 12-credit Supporting Area requirement must be ARTT 358)	<b>27 credits</b>
ARTT 35x or 45x Graphic Design Electives	<b>6 credits</b>
ARTT 3xx / 4xx Art Electives	<b>6 credits</b>
Required Graphic Design Area of Concentration Courses	<b>21 credits</b>

### **Graphic Design Advanced Specialization: Required courses - 21 credits**

- ARTT 355: Intermediate Graphic Design Principles
- ARTT 356: Graphic Design Processes
- ARTT 357: Interactive Graphic Design
- ARTT 454: Advanced Graphic Design Principles
- ARTT 455: Three-Dimensional Graphic Design
- ARTT 458: Graphic Design Portfolio
- ARTT 358: Design Literacy: Decoding Visual Culture is required as part of the Art History or Theory supporting area.

### **Graphic Design elective courses: Student choice – 6 credits.**

Not all courses are offered every semester. Some are offered during Summer and Winter terms.

- ARTT 386: Experiential Learning (Graphic Design Internship only)
- ARTT 456: Motion Design
- ARTT 457: Advanced Interactive Design
- ARTT 459: Advanced Graphic Design Studio
- ARTT 488: Special Topics in Art and Design (Graphic Design-specific topic only)
- ARTT 499: Directed Studies in Graphic Design (Independent studies with Design faculty)

## Catalogue Listings for Current and Proposed Courses

### 1. New Course required for all Advanced Specializations in Art Areas.

**ARTT 481 Advanced Specialization Seminar (3)** Three hours of discussion per week. Prerequisites: Track 2 students by permission only. Seminar combines contemporary art theory, criticism, professional practice and career preparation in relation to students' works from all areas of specialization.

### 2. Current Graphic Design Courses from Undergraduate Catalogue

**ARTT 350 Elements of Design (3)** Six hours of laboratory per week. Prerequisites: ARTT200, and ARTT210; and permission of department through portfolio review. Not open to students who have completed ARTT250. Credit will be granted for only one of the following: ARTT350 or ARTT250. Formerly ARTT 250. Investigation of basic design principles and methods. Introduction to basic typography, layout, illustration, exhibit design, and product/package design. **Action: Delete.**

**ARTT 351 Elements of Graphic Design and Illustration (3)** Six hours of laboratory per week. Prerequisite: ARTT250 or ARTT350 or permission of instructor. Credit will be granted for only one of the following: ARTT350 or ARTT250. Instruction to visual communications, logo, multi-page publication, marketing graphics, as well as a variety of media and techniques of editorial illustration. **Action: Delete.**

**ARTT 352 Three Dimensional Graphics (3)** Six hours of laboratory per week. Prerequisite: ARTT350 or permission of instructor. Graphic design and color concepts applied to three-dimensional objects and architectural environments. Presentations include scale drawings, scale models, and real size mock-ups. **Action: Change to 452.**

**ARTT 458 Graphic Design (3)** Six hours of laboratory per week. Prerequisites: ARTT350 and ARTT351. Repeatable to 12 credits if content differs. Advanced techniques and theory of graphic design. Image and text, poster, magazine, film, and television graphics, propaganda symbolism included. **Action: Change to Graphic Design Portfolio.**

**Note:** Some graphic design courses have been offered as ARTT 489 Special Topics in Art. Independent studies students take ARTT 498 Directed Studies in Art.

### 3. Proposed Graphic Design Courses for Undergraduate Catalogue (Course equivalents for returning or current majors are underlined)

**ARTT355: Intermediate Graphic Design Principles (3)** Six hours of laboratory per week. Prerequisite: ARTT 150, 200, 210, 255 and admission into Graphic Design Advanced Specialization (Track 3). Grading method: Reg. Credit will be granted for only one of the following: ARTT 250, ARTT 350 or ARTT 355. Investigation of basic concepts, history, techniques, and

materials used by professional graphic designers, focusing on typography. Explores various aspects of design related to typography through examination and production of many types of finished work.

**ARTT356: Graphic Design Processes (3)** Six hours of laboratory per week. Prerequisite: ARTT 150, 200, 210, 255 and admission into Graphic Design Advanced Specialization (Track 3). Grading method: Reg. Credit will be granted for only one of the following: ARTT 351 or ARTT 356. Explores pre-press techniques for designers; computer file preparation, paper selection, separations, screen printing, thermography, variable data and finishes. Emphasis on concept-driven and community-based projects using type- and illustration-oriented processes. Includes printer tour and presentation from a paper representative.

**ARTT357: Interactive Design (3)** Six hours of laboratory per week. Prerequisite: ARTT355 and ARTT356 plus admission into Graphic Design Advanced Specialization. Grading method: Reg. In-depth exploration of interactive design and website construction. Emphasis on concept-driven and community-based projects using variety of interactive software programs.

**ARTT 358: Design Literacy: Decoding Our Visual Culture (3)** Three hours of lecture per week. Prerequisite: ARTT355 and ARTT356 plus admission into Graphic Design Advanced Specialization. Grading method: Reg. Previously offered as ARTT 489. Credit will be granted for only one of the following: ARTT 489 with Design Literacy subtitle or ARTT 358. Holistic presentation of design history and theory from pre-history to present. Covers primarily visual communication design and includes the interrelationship of interior-, furniture-, industrial, fashion-design, and architecture.

**ARTT 454: Advanced Graphic Design Principles : Design In Society(3)** Six hours of laboratory per week. Prerequisite: ARTT355 and ARTT356. Grading Method: Reg. Focus on social responsibility and community activism. History and theory of propaganda and advocacy-based design. Students explore current design practices, work individually, and collaborate in teams with non-profits or other clients with community-based or socio-cultural agendas. Research and writing-intensive course.

**ARTT 455: Three Dimensional Graphic Design (3)** Six hours of laboratory per week. Prerequisite: ARTT355 and ARTT356. or permission of department. Grading method: Reg. Credit will be granted for only one of the following: ARTT 352 or ARTT 455. Continued exploration of advanced graphic design practices with primary emphasis on 3-D object and packaging design. The course includes research, course reading discussions, oral presentations, lectures, and specific project assignments, which will require a proficient level of hand-skills (craft) and computer-skills. Sustainability is a featured topic of this course.

**ARTT456: Motion Design (3)** Six hours of laboratory per week. Prerequisite: ARTT355, ARTT356 and ARTT357 or permission of department. Grading method: Reg. Explores computer graphics and visual communication principles in a time-based context. Examination of fundamental design principles through digital projects that involve photo manipulation, digital illustration, layout, animation, and web design.

**ARTT 457: Advanced Interactive Graphic Design (3)** Six hours of laboratory per week. Prerequisite: ARTT357. Grading method: Reg. Advanced concepts and techniques of interactive design and interactive software. Examination of corporate, client-based and public service-based interactive design strategies.

**ARTT 458: Graphic Design Portfolio (3)** Six hours of laboratory per week. Prerequisite: ARTT 454. Repeatable to 12 credits if content differs. Grading method: Reg. Students will compose a comprehensive professional portfolio. Curriculum includes contracts, copyright issues, interviewing skills, resume and cover-letter writing, design briefs and proposals, freelance business issues as well as portfolio preparation and presentation; portfolio presentation includes basics of book arts.

**ARTT 459: Advanced Graphic Design Studio (3)** Six hours of laboratory per week. Prerequisite: ARTT 454. Repeatable to 12 credits if content differs. Student-run design firm working with non-profits and other organizations. Organizations act as clients; the students as a creative firm. Under the guidance and supervision of faculty, students learn first-hand about working with clients, working within a budget, working with printers and press runs, and working under real deadlines.

**ARTT 488: Advanced Special Topics in Graphic Design (3)** Six hours of laboratory per week. Prerequisite: ARTT 355, ARTT 356 or permission of department. Repeatable to 12 credits if content differs. Variable topics in Graphic Design theory and practice.

**ARTT 499: Directed Studies in Graphic Design (1-3)** Six hours of laboratory per week. Prerequisite: Permission of department. Repeatable to 12 credits if content differs. Advanced independent studies in Graphic Design. Meetings with faculty and studio time arranged.



**Fall and Spring Semester Course Offering and Faculty Assignments in Graphic Design.**

Graphic Design Faculty include: Assistant Professor Audra Buck-Coleman, Associate Professor Ruth Lozner, and Associate Professor James Thorpe. Buck-Coleman teaches three courses in Fall and two in the Spring semester.

Fall Semester	Spring Semester
<p><b>Thorpe</b> ARTT 100: Two Dimensional Design Fundamentals</p> <p><b>Buck-Coleman</b> ARTT 255: Introduction to Digital Art and Design Processes</p> <p><b>Buck-Coleman</b> ARTT 355: Intermediate Graphic Design Principles</p> <p><b>Thorpe</b> ARTT 356: Graphic Design Processes</p> <p><b>Buck-Coleman</b> ARTT 454: Advanced Graphic Design Principles</p> <p><b>Lozner</b> ARTT 459: Advanced Graphic Design Studio</p> <p><b>Lozner</b> HON 248Y: Design and the Creative Process</p> <p><b>Adjunct</b> ARTT 457: Advanced Interactive Graphic Design</p> <p>Internship Coordinated by Graphic Design ARTT 386: Experiential Learning</p> <p>Individual Studies ARTT 499: Directed Studies in Graphic Design</p> <p><u>Summer or Winter Options</u> Thorpe – ARTT100: Elements of Design Buck-Coleman - ARTT 456: Motion Design Any Graphic Design Faculty: ARTT 488: Special Topics in Graphic Design ARTT 499: Directed Studies in Graphic Design</p>	<p><b>Thorpe</b> ARTT 100: Two Dimensional Design Fundamentals</p> <p><b>Thorpe</b> ARTT 100: Two Dimensional Design Fundamentals</p> <p><b>Buck-Coleman</b> ARTT 255: Introduction to Digital Art and Design Processes</p> <p><b>Adjunct *</b> ARTT 357: Interactive Graphic Design</p> <p><b>Lozner</b> ARTT 358: Design Literacy: Decoding Our Visual Culture</p> <p><b>Buck-Coleman</b> ARTT 455: Three Dimensional Design</p> <p><b>Adjunct **</b> ARTT 457: Interactive Graphic Design</p> <p><b>Lozner</b> ARTT 458: Graphic Design Portfolio</p> <p>Internship Coordinated by Graphic Design ARTT 386: Experiential Learning</p> <p>Individual Studies ARTT 499: Directed Studies in Graphic Design</p> <p><u>Summer or Winter Options</u> Buck-Coleman - ARTT 456: Motion Design Any Graphic Design Faculty: ARTT 488: Special Topics in Graphic Design ARTT 499: Directed Studies in Graphic Design</p>

\* Adjunct position funded by released of Thorpe teaching two ARTT 100 courses (Four sections). \*\* Adjunct position needed to replace Lozner for HON248Y during Fall semester. Funded by soft money generated by Summer and Winter courses.

#### **4. Current Digital Media Courses from Undergraduate Catalogue**

**ARTT 354 Elements of Computer Graphics** (3) Six hours of laboratory per week. Prerequisite: ARTT150, ARTT200, and ARTT 210; or permission of department. Introduction to computer graphics, imaging, illustration and mixed media. **Delete.**

**ARTT 456 Computer Modeling and Animation** (3) Six hours of laboratory per week. Prerequisite: ARTT 354. Introduction to computer animation as a time-based artistic medium. Technical principles and processes involved in the creation of an animated short film: students will research the various ways in which computer animation can function as a time-based medium. **Change to Motion Design.**

**Note:** The title of this course will be changed to Motion Design, a Graphic Design course, and the description will be adjusted to better reflect course content. Although the course has been on the books for some time, it has not been offered in over five years.

**ARTT 489 Advanced Special Topics in Art** (3) Six hours of laboratory per week. Prerequisite: Permission of department. Repeatable to 6 credits if content differs. Formerly ARTS489. Development of student's work on an advanced studio level within the context of a special topic.

**Note:** Various advanced Digital Media courses have been offered under ARTT 489. The new courses proposed will make them permanent.

#### **5. Proposed Digital Media Courses for Undergraduate Catalogue**

**ARTT 255: Introduction to Digital Art and Design Processes** (3) Six hours of laboratory per week. Prerequisite: ARTT100 and 110. Credit will be granted for only one course, either ARTT 255 or ARTT 354. Grading method: Reg. Introduction to basic software and principles of digital imaging, and how they are applied to art and design. Topics covered: Digital image construction and manipulation, Vector-Based digital techniques (layout, typography, etc), time-based digital techniques (video and audio composition and manipulation), and basic interactivity (web-design). Digital media used to explore visual principles established in ARTT 100.

**ARTT 370 Elements of Digital Media** (3) Six hours of laboratory per week. Prerequisite: ARTT150, ARTT200, ARTT210, ARTT 255. Basic principles of programming for artists. Exploration of image creation and manipulation, interactivity, and linkages between digital audio and video. Emphasis on contemporary issues in digital art.

**ARTT 479 Advanced Digital Media Studio** (3) Six hours of laboratory per week. Prerequisite: ARTT 370 or permission of department. Repeatable to 12 credits if content differs. Variable multi-level studio emphasizing advanced concepts and processes related to time-based,

projection, installation, interactive, and audio/visual integrated digital art. Emphasis on contemporary art issues and individual directions.

**6. Sample of Fall / Spring Teaching Assignments in Digital Media:**

Digital Media faculty include Associate Professor Brandon Morse, Associate Professor Hasan Elahi, and Lecturer Narendra Ratnapala. Professor Morse is currently Graduate Director and is released from one course in the Spring, which is taught by Ratnapala until Morse returns.

Fall Semester	Spring Semester
<p><b>Ratnapala</b> ARTT 255: Introduction to Digital Art and Design Processes</p> <p><b>Ratnapala</b> ARTT 255: Introduction to Digital Art and Design Processes</p> <p><b>Morse</b> ARTT 370: Elements of Digital Media</p> <p><b>Morse</b> ARTT 479: Advanced Digital Media Studio</p> <p>Internship Coordinated by Art ARTT 386: Experiential Learning</p> <p>ARTT 489: Advanced Special Topics in Art Variable course.</p> <p>Individual Studies ARTT 498: Directed Studies in Art</p>	<p><b>Ratnapala</b> ARTT 255: Introduction to Digital Art and Design Processes</p> <p><b>Ratnapala</b> ARTT 255: Introduction to Digital Art and Design Processes</p> <p><b>Morse</b> ARTT 370: Elements of Digital Media</p> <p><b>Ratnapala</b> ARTT 479: Advanced Digital Media Studio</p> <p>Other Courses:</p> <p>Internship Coordinated by Art ARTT 386: Experiential Learning</p> <p>ARTT 489: Advanced Special Topics in Art Variable course.</p> <p>Individual Studies ARTT 498: Directed Studies in Art</p>

Note: New Associate Professor (Fall 2010) Hasan Elahi is currently teaching the Graduate Colloquium, freeing up the money previously spent on visiting Lecturers who have taught the course (8-9K). This money can fund a variety of other part-time positions. In the future, Professor Elahi could offer another ARTT 479: Advanced Digital Studio, with varying topics.

**ARTT Track 1: B.A. in Studio Art (w/CORE)**

**YEAR 1**

**Semester 1**

**CORE/ARHU/ELECTIVES**

MATH 110/111/113/115/140/220/STAT 100

ENGL 101 (A/H/U/S or X)

UNIV 100 or 101

Language Requirement (#1)

**MAJOR**

ARTT 100

ARTT 150 (also CORE HA) or ARTT 110

**Semester 2**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Lab - LL or PL)

CORE (e.g. SH or SB)

Language Requirement (#2)

1st YEAR *Benchmarks*:

CORE: Fundamental English and Math requirements

MAJOR: ARTT100, 110, 150

**MAJOR**

ARTH 2xx (also CORE HA/HO)

ARTT 110 or ARTT 150(also CORE HA/HO)

**YEAR 2**

**Semester 3**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Non Lab - LS/PS/MS)

CORE (SH or second SB)

Language Requirement (#3)

**MAJOR**

ARTH 2xx (also CORE HO/Diversity)

ARTT 210 (or 200 or 255)

**Semester 4**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Non Lab - LS/PS)

CORE (e.g. SH or second SB)

CORE (e.g. HL)

2nd YEAR *Benchmarks*:

CORE: 7 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

MAJOR: ARTT100, 110, 150, 200, 210, 255

**MAJOR**

ARTT 255 (or 200 or 210)

ARTT 200 (or 210 or 255)

**YEAR 3**

**Semester 5**

**CORE/ARHU/ELECTIVES**

CORE Advanced Studies (#1)

CORE Professional Writing (ENGL 391/392/393/394/395)

Elective (1xx-4xx)

**MAJOR**

ARTT320/ARTT33\_/ARTT34\_/ARTT370

ARTT320/ARTT33\_/ARTT34\_/ARTT370)

**Semester 6**

**CORE/ARHU/ELECTIVES**

CORE Advanced Studies (#2)

CORE (e.g. Diversity) or Elective (1xx-4xx)

Elective (1xx-4xx)

3rd YEAR *Benchmarks*:

CORE: Complete all courses.

MAJOR: All three Intermediate courses (Three from ARTT320/33x/34x/370), ARTH 3xx-4xx or Art Theory 4xx

**MAJOR**

ARTT320/ARTT33\_/ARTT34\_/ARTT370)

ARTH 3xx-4xx or Art Theory 4xx

**YEAR 4**

**Semester 7**

**CORE/ARHU/ELECTIVES**

Elective (1xx-4xx)

Elective (3xx-4xx) or ARTT 386 Internship

**MAJOR**

ARTT 418

ARTH 3xx-4xx or Art Theory 4xx

**Semester 8**

**CORE/ARHU/ELECTIVES**

Elective (1xx-4xx)

Elective (3xx-4xx)

Elective (3xx-4xx) or ARTT 386 Internship

**MAJOR**

ARTT 3xx/ 4xx

ARTT 4xx

**ARTT: B.A. in Studio Art (Track 1) w/GenEd**

**YEAR 1**

**Semester 1**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed MATH 110/111/113/115/140/220/STAT 100  
Gen-Ed ENGL 101 (A/H/U/S or X)  
UNIV 100 or 101  
Language Requirement (#1)

**MAJOR**

ARTT 100  
ARTT 150 (also CORE HA) or ARTT 110

**Semester 2**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Oral Comm)  
Gen-Ed (e.g. Analytic Reasoning)  
Language Requirement (#2)

1st YEAR *Benchmarks:*

CORE: English and Math requirements; Oral Communications, Analytic Reasoning

MAJOR: ARTT100, 110, 150

**MAJOR**

ARTT 110 or ARTT 150(also CORE HA)  
ARTH 2xx (also CORE HA/HO)

**YEAR 2**

**Semester 3**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed(e.g. Distributive/I-course)  
Gen-Ed(e.g. Distributive/I-course)  
Language Requirement (#3)

**MAJOR**

ARTH 2xx (also CORE HO/Diversity)  
ARTT 210 (or 200 or 255)

**Semester 4**

**CORE/ARHU/ELECTIVES**

Gen-Ed(e.g. Distributive/I-course)  
Gen-Ed(e.g. Distributive/I-course)  
Gen-Ed(e.g. Distributive/I-course)

2nd YEAR *Benchmarks:*

GEN-ED: 5 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

MAJOR: ARTT100, 110, 150, 200, 210, 255

**MAJOR**

ARTT 200 (or 210 or 255)  
ARTT 255 (or 200 or 210)

**YEAR 3**

**Semester 5**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed(e.g. Distributive/I-course)

CORE Professional Writing (ENGL 391/392/393/394/395)

Gen-Ed(e.g. Distributive/I-course)

**MAJOR**

ARTT320/ARTT33\_/ARTT34\_/ARTT35\_  
ARTT320/ARTT33\_/ARTT34\_/ARTT370

**Semester 6**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed(e.g. Distributive/I-course)  
Gen-Ed(e.g. Diversity)  
Elective (1xx-4xx)

**MAJOR**

ARTT320/ARTT33\_/ARTT34\_/ARTT370  
ARTH 3xx-4xx or Art Theory

3rd YEAR *Benchmarks:*

GEN-ED: Complete all requirements.

MAJOR: All three Intermediate courses (Three from ARTT320/33x/34x/370),one ARTH 3xx-4xx

**YEAR 4**

**Semester 7**

**GEN-ED/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx)

**MAJOR**

ARTT 418  
ARTH - (3xx-4xx) or Art Theory

**Semester 8**

**GEN-ED/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx)  
Elective (3xx-4xx) or ARTT 386 Internship

**MAJOR**

ARTT 4xx  
ARTT 3xx-4xx

**ARTT Track 2: B.A. in Studio Art with an Advanced Specialization in Art (w/CORE)**

**YEAR 1**

**Semester 1**

**CORE/ARHU/ELECTIVES**

MATH 110/111/113/115/140/220/STAT 100  
ENGL 101 (A/H/U/S or X)  
UNIV 100 or 101  
Language Requirement (#1)

**MAJOR**

ARTT 100  
ARTT 150 (also CORE HA) or ARTT 110

**Semester 2**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Lab - LL or PL)  
CORE (e.g. SH or SB)  
Language Requirement (#2)

1st YEAR *Benchmarks:*

CORE: Fundamental English and Math requirements

MAJOR: ARTT100, 110, 150

**MAJOR**

ARTH 2xx (also CORE HA/HO)  
ARTT 110 or ARTT 150(also CORE HA/HO)

**YEAR 2**

**Semester 3**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Non Lab - LS/PS/MS)  
CORE (SH or second SB)  
Language Requirement (#3)

**MAJOR**

ARTH 2xx (also CORE HO/Diversity)  
ARTT 210 (or 200 or 255)

**Semester 4**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Non Lab - LS/PS)  
CORE (e.g. SH or second SB)  
CORE (e.g. HL)

2nd YEAR *Benchmarks:*

CORE: 7 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

MAJOR: ARTT100, 110, 150, 200, 210, 255

**MAJOR**

ARTT 255 ) (or 200 or 210)  
ARTT 200 (or 210 or 255)

**YEAR 3**

**Semester 5**

**CORE/ARHU/ELECTIVES**

CORE Advanced Studies (#1)  
CORE Professional Writing (ENGL 391/392/393/394/395)

**MAJOR**

ARTT320/ARTT33\_/ARTT34\_/ARTT370  
ARTT320/ARTT33\_/ARTT34\_/ARTT370  
ARTT 418/ARTT 3xx-4xx/ARTH 3xx-4xx/Theory

**Semester 6**

**CORE/ARHU/ELECTIVES**

CORE Advanced Studies (#2)  
CORE (e.g. Diversity) or Elective (1xx-4xx)

3rd YEAR *Benchmarks:*

CORE: Complete all courses.

MAJOR: Complete all intermediate courses (Three from ARTT 320/33x/34x/370), ARTT 418, two ARTH 3xx-4xx or Art Theory 4xx, Portfolio Application to Advanced Specialization in Art (Track 2).

**MAJOR**

ARTT 3xx-4xx or ARTT 418  
ARTH 3xx-4xx or Art Theory 4xx  
ARTT320/ARTT33\_/ARTT34\_/ARTT370

**YEAR 4**

**Semester 7**

**CORE/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx) or ARTT 386 Internship

**MAJOR**

ARTT 4xx(Specialization)  
ARTT 481 or 4xx (Specialization)

**Semester 8**

**CORE/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx) or ARTT 386 Internship

**MAJOR**

ARTT 4xx or 481 (Specialization)  
ARTT 4xx (Specialization)  
ARTT 4xx

**ARTT Track 2: B.A. in Studio Art with an Advanced Specialization in Art (w/GenEd)**

**YEAR 1**

**Semester 1**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed MATH 110/111/113/115/140/220/STAT 100  
Gen-Ed ENGL 101 (A/H/U/S or X)  
UNIV 100 or 101  
Language Requirement (#1)

**MAJOR**

ARTT 100  
ARTT 150 (also CORE HA) or ARTT 110

**Semester 2**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Oral Comm)  
Gen-Ed (e.g. Analytic Reasoning)  
Language Requirement (#2)

**MAJOR**

ARTT 110 or ARTT 150(also CORE HA)  
ARTH 2xx (also CORE HA/HO)

1st YEAR **Benchmarks:**

CORE: English and Math requirements; Oral Communications, Analytic Reasoning

MAJOR: ARTT 100, 110, 150, ARTH 2xx

**YEAR 2**

**Semester 3**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
Gen-Ed (e.g. Distributive/I-course)  
Language Requirement (#3)

**MAJOR**

ARTH 2xx (also CORE HO/Diversity)  
ARTT 210 (or 200 or 255)

**Semester 4**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
Gen-Ed (e.g. Distributive/I-course)  
Gen-Ed (e.g. Distributive/I-course)

**MAJOR**

ARTT 200 (or 210 or 255)  
ARTT 255 (or 200 or 210)

2nd YEAR **Benchmarks:**

GEN-ED: 5 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

MAJOR: All Foundation courses: ARTT100, 110, 150, 200, 210, 255, and ARTH 2xx, 2xx

**YEAR 3**

**Semester 5**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
GenEd Professional Writing (ENGL 39x)

**MAJOR**

ARTT 320/ARTT33\_/ARTT34\_/ARTT35\_  
ARTT 320/ARTT33\_/ARTT34\_/ARTT35\_  
ARTT 418/ARTT 3xx-4xx/ARTH 3xx-

4xx/Theory

**Semester 6**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed(e.g. Distributive/I-course)  
Gen-Ed(e.g. Diversity)

**MAJOR**

ARTT 320/ARTT33\_/ARTT34\_/ARTT370  
ARTH (3xx-4xx) or Art Theory (Diversity)  
ARTT 3xx/4xx/ARTT 418

3rd YEAR **Benchmarks:**

GEN-ED: 7 of 8 Distributive, Diversity

MAJOR: All intermediate courses (Three from ARTT 320/33x/34x/370), ARTT 418, ARTT 3xx/4xx elect, ARTH 3xx-4xx, Portfolio Application to Track 2.

**YEAR 4**

**Semester 7**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
Elective (3xx-4xx)

**MAJOR**

ARTT 4xx (Specialization)  
ARTT 4xx or 481(Specialization)  
ARTH (3xx-4xx) or Art Theory

**Semester 8**

**GEN-ED/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx) or ARTT 386 Internship

**MAJOR**

ARTT 4xx or 481(Specialization)  
ARTT 4xx (Specialization)  
ARTT 4xx

**ARTT Track 3: B.A. in Studio Art with an Advanced Specialization in Graphic Design (w/CORE)**

**YEAR 1**

**Semester 1**

**CORE/ARHU/ELECTIVES**

MATH 110/111/113/115/140/220/STAT 100  
ENGL 101 (A/H/U/S or X)  
UNIV 100 or 101  
Language Requirement (#1)

**MAJOR**

ARTT 100  
ARTT 150 (also CORE HA) or ARTT 110

**Semester 2**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Lab - LL or PL)  
CORE (e.g. SH or SB)  
Language Requirement (#2)

**MAJOR**

ARTH 2xx (also CORE HA/HO)  
ARTT 110 or ARTT 150(also CORE HA/HO)

1st YEAR *Benchmarks:*

CORE: Fundamental English and Math requirements

MAJOR: ARTT100, 110, 150

**YEAR 2**

**Semester 3**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Non Lab - LS/PS/MS)  
CORE (SH or second SB)  
Language Requirement (#3)

**MAJOR**

ARTH 2xx (also CORE HO/Diversity)  
ARTT 210 (or 200 or 255)

**Semester 4**

**CORE/ARHU/ELECTIVES**

CORE (e.g. Non Lab - LS/PS)  
CORE (e.g. SH or second SB)  
CORE (e.g. HL)

**MAJOR**

ARTT 255 ) (or 200 or 210)  
ARTT 200 (or 210 or 255)

2nd YEAR *Benchmarks:*

CORE: 7 of 9 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

MAJOR: ARTT100, 110, 150, 200, 210, 255, Portfolio Application to Advanced Specialization in Graphic Design

**YEAR 3**

**Semester 5**

**CORE/ARHU/ELECTIVES**

CORE Advanced Studies (#1)  
Elective (1xx-4xx)

**MAJOR**

ARTT320/ARTT33\_/ARTT34\_/ARTT370  
ARTT 355  
ARTT 356  
ARTT 358 (Required)

**Semester 6**

**CORE/ARHU/ELECTIVES**

CORE Advanced Studies (#2)  
CORE Professional Writing (ENGL 391/392/393/394/395)

**MAJOR**

ARTT 357 (Required)  
ARTH 3xx-4xx or Art Theory 4xx  
ARTT320/ARTT33\_/ARTT34\_/ARTT370

3rd YEAR *Benchmarks:*

CORE: Complete all courses.

MAJOR: Art Electives, ARTT 355, 356,357,358, ARTH 3xx-4xx or Art Theory 4xx

**YEAR 4**

**Semester 7**

**CORE/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx) or ARTT 386 Internship

**MAJOR**

ARTT 454(Required)  
ARTT 386/456/459 (Fall only)/488/499

**Semester 8**

**CORE/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx)

**MAJOR**

ARTT 458 (Required)  
ARTT 386/456/457 (Spring only)/488/499  
ARTT 455 (Required)



**ARTT Track 3: B.A. in Studio Art with an Advanced Specialization in Graphic Design (w/GenEd)**

**YEAR 1**

**Semester 1**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed MATH 110/111/113/115/140/220/STAT 100  
Gen-Ed ENGL 101  
UNIV 100 or 101  
Language Requirement (#1)

**MAJOR**

ARTT 100  
ARTT 150 (also CORE HA) or ARTT 110

**Semester 2**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Oral Comm)  
Gen-Ed (e.g. Analytic Reasoning)  
Language Requirement (#2)

**MAJOR**

ARTT 110 or ARTT 150(also CORE HA)  
ARTH 2xx (also CORE HA/HO)

1st YEAR **Benchmarks:**

CORE: English and Math requirements; Oral Communications, Analytic Reasoning

MAJOR: ARTT 100, 110, 150, ARTH 2xx

**YEAR 2**

**Semester 3**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
Gen-Ed (e.g. Distributive/I-course)  
Language Requirement (#3)

**MAJOR**

ARTH 2xx (also CORE HO/Diversity)  
ARTT 210 (or 200 or 255)

**Semester 4**

**CORE/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
Gen-Ed (e.g. Distributive/I-course)  
Gen-Ed (e.g. Distributive/I-course)

**MAJOR**

ARTT 200 (or 210 or 255)  
ARTT 255 (or 200 or 210)

2nd YEAR **Benchmarks:**

GEN-ED: 5 of 8 Distributive Studies Courses)

ARHU: Foreign language sequence completed.

MAJOR: All Foundation courses: ARTT100, 110, 150, 200, 210, 255, ARTH 2xx, 2xx, Portfolio Application to Advanced Specialization in Graphic Design.

**YEAR 3**

**Semester 5**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
GenEd Professional Writing (ENGL 39x)

**MAJOR**

ARTT 320/ARTT33\_/ARTT34\_/ARTT35\_  
ARTT 355 (Fall only) (Required)  
ARTT 356 (Fall only) (Required)

**Semester 6**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed(e.g. Distributive/I-course)  
Gen-Ed(e.g. Diversity)

**MAJOR**

ARTT 357 (Spring only) (Required)  
ARTT 358 (Spring only) (Required)

ARTT320/ARTT33\_/ARTT34\_/ARTT370

3rd YEAR **Benchmarks:**

GEN-ED: 7 of 8 Distributive/I Courses, Diversity

MAJOR: ARTT 355, 356, 357, 358, two ARTT 3xx/4xx electives

**YEAR 4**

**Semester 7**

**GEN-ED/ARHU/ELECTIVES**

Gen-Ed (e.g. Distributive/I-course)  
Elective (3xx-4xx)

**MAJOR**

ARTT 454(Required)  
ARTT Choice:  
386/456/459(Fallonly)/488/499  
ARTH (3xx-4xx) or Art Theory

**Semester 8**

**GEN-ED/ARHU/ELECTIVES**

Elective (1xx-4xx)  
Elective (3xx-4xx) or ARTT 386 Internship  
only/488/499

**MAJOR**

ARTT 458 (Required)  
ARTT Choice: 386/456/457 (Spring  
ARTT 455 (Required)

**OIRP DATA: ARTT MAJORS 2003 – 2007 ARTT CREDITS TAKEN**

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2	<b>Fiscal Year Graduates in 10020 (Studio Art) by Credits Earned in ARTT courses</b>											
3												
4			<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>ARTT credits</b>				
5	<b>Credits</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>					
6	3					1				1		Transfers, less than total
7	6			1						1		
8	9				1					1		
9	12	1						1		2		
10	15	1	1							2		
11	18		2		1	2	1			6		1.25%
12	21	3	1	1	1	1	2			8		1.70%
13	24	5	3	1	4	2	15					3.10%
14	27	4	5	5	4	4	22					4.60%
15	30	3	7	1	3	4	18					3.80%
16	33	6	14	3	6	10	39					8.10%
17	35	1		1			2			117		24.5% total
18	36	10	12	12	9	8	51					10.7% total
19	37		1				2					
20	39	10	11	14	6	9	50					10.50%
21	42	8	10	13	15	12	58					12.20%
22	43	1	2				4					
23	44						1			1		
24	45	15	9	15	15	10	64					13.40%
25	46		1				1					
26	47		1			1	2					
27	48	13	10	13	10	9	55					11.50%
28	50					1	1					
29	51	4	3	6	4	9	26					5.50%
30	52	1	1				2					
31	53			1			1					
32	54	4	1	7	3	1	16					3.30%
33	55						1			1		
34	57		1	1			2					
35	58		2				2					
36	60	4	2	1	1	1	9					1.90%
37	63	1		1	1	1	4					
38	65			1			1					
39	66	1	1	1			3					
40	69	1		1			2					
41	75					1	1					
42	78						1			309		65% total
43	<b>Graduates</b>	97	102	101	89	88	477					
44												
45	Five students is 1.04% of total											
46												
47	*cumulative credits earned in ARTT Courses											
48	*Does not include incomplete, audited, withdraw, pass/fail, or failed											
49												
50	Office of Institutional Research, Planning and Assessment											
51	2/12/08											
52	Draft											

See following page for explanation of data.

### **Explanation/Analysis of Data**

The table above gives a quantitative snapshot of a recent five-year period in the Department of Art. From 2002 – 2007, there were 477 total graduates from ARTT. This number does not include the numerous double-majors that list their other major as the primary. Additionally, this data does not include the 6-12 credits of Art History (ARTH) courses required as a supporting area in the 48 credit total for the BA in Studio Art.

Of the 477 total graduating students in the table, 127 (26.6%) took at least 48 ARTT credits, which, when added to the 12 credits of Supporting Area, indicates that fully a quarter of our students are already taking the total number of ARTT credits required by Tracks 2 and 3 in the proposed BA. It is with this data in mind that the Department is confident that it has the resources to offer the new program without outside support.



**University Senate  
TRANSMITTAL FORM**

<b>Senate Document #:</b>	10-11-19
<b>PCC ID #:</b>	N/A
<b>Title:</b>	Review of the Family Care Resource and Referral Service
<b>Presenter:</b>	Cynthia Shaw
<b>Date of SEC Review:</b>	4/8/2011
<b>Date of Senate Review:</b>	4/21/2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The Family Care Resource and Referral Service (FCRRS) proposal, approved by the University Senate on March 12, 2010 and signed by President Mote on March 26, 2010, required that an ad hoc committee be created to review the Service during the program's inaugural year. The Family Care Review Committee (FCRC) was appointed in summer 2010 and charged on September 30, 2010 to begin their review. Specifically, the FCRC was asked to oversee implementation of the FCRRS and to present an evaluation of the service to the Senate Executive Committee in April 2011. The FCRC was also asked to recommend future child and elder care initiatives for the campus.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	<p>Based on the current evaluation, the Family Care Review Committee recommends the following:</p> <ul style="list-style-type: none"> <li>• The contract with Family Care Resources should be renewed in FY12 with an increase in funding to more realistically address the original scope of work and the growing demand for child and elder care services.</li> <li>• The number of free consultations for FY12 should be increased by 10% to 264 consultations.</li> <li>• The number of campus-wide seminars should remain at 10, with new seminars addressing both general child care and elder care issues and more detailed coverage of topics introduced in FY11 seminars (e.g., legal/tax issues</li> </ul>

	<p>in elder care, nanny care).</p> <ul style="list-style-type: none"> <li>• Additional financial resources should be provided to offer a FY12 summer camp fair and six new family care seminars/presentations held for: new student, faculty, and staff orientations on the College Park campus; UMCP programs at Shady Grove; and University of Maryland Extension offices at off-campus sites.</li> <li>• The Family Care website should be updated with timely child and elder care information, such as a listing of summer camps in the local area and listings of support groups for elder/family care providers. Scanned pdf files currently on the website should be retyped or converted to webpage format for visual clarity.</li> <li>• Based on the annual review and recommendation of the ad hoc Senate Family Care Review Committee, University Human Resources will request funding for the Family Care Resource and Referral Service for future years.</li> </ul>
<b>Committee Work:</b>	<p>The FCRC met on October 14, 2010; December 16, 2010; February 17, 2011; and March 17, 2011. During these meetings, committee members reviewed FCRRS activities and developed an electronic client survey to evaluate individual consultations. The Committee also met with David Rieger (Assistant Director, Human Resources) and Carol Ann Rudolph (Owner and Consultant, Family Care Resources) during its December meeting for a mid-term evaluation of the FCRRS. At its final meeting in March, the committee reviewed a draft of the evaluation report and made recommendations for continuation of the service in FY12. In late March the FCRC voted unanimously to approve the final recommendations and final report.</p>
<b>Alternatives:</b>	<p>The FCRRS could remain in its current form with the current level of funding. The FCRRS could be discontinued.</p>
<b>Risks:</b>	<p>The current FCRRS may not be able to meet the demands of the campus community for child care and elder care referral services. Discontinuation of the service may impair the University's ability to attract and retain the best faculty, staff, and students.</p>
<b>Financial Implications:</b>	<p>Financial resources would be required annually to maintain and expand the FCRRS. The FCRC supports the University in making financial resources available for this purpose.</p>
<b>Further Approvals Required:</b>	<p>Senate Approval, Presidential Approval</p>

# **Senate Family Care Review Committee**

**Senate Document Number 10-11-19**

## **Review of the Family Care Resource and Referral Service**

**September 2010 to March 2011**

### **Background**

The Family Care Resource and Referral Service (FCRRS) proposal, approved by the University Senate on March 12, 2010 and signed by President Mote on March 26, 2010, required that an ad hoc committee be created to review the Service during the program's inaugural year. The Family Care Review Committee (FCRC) was appointed in summer 2010 and charged on September 30, 2010 to begin their review (Appendix 1). Specifically, the FCRC was asked to oversee implementation of the FCRRS and to present an evaluation of the service to the Senate Executive Committee in April 2011. The FCRC was also asked to recommend future child and elder care initiatives for the campus.

### **Committee Work**

The FCRC met on October 14, 2010; December 16, 2010; February 17, 2011; and March 17, 2011. During these meetings, committee members reviewed FCRRS activities and developed an electronic client survey to evaluate individual consultations. The Committee also met with David Rieger (Assistant Director, Human Resources) and Carol Ann Rudolph (Owner and Consultant, Family Care Resources) during its December meeting for a mid-term evaluation of the FCRRS. At its final meeting in March, the committee reviewed a draft of the evaluation report and made recommendations for continuation of the service in FY12. In late March the FCRC voted unanimously to approve the final recommendations and final report.

### **Family Care Resource and Referral Service (FCRRS)**

The FCRRS is operated by Family Care Resources, a company owned by child care specialist Carol Ann Rudolph. Ms. Rudolph also employs an elder care specialist, Rosemary Allender. The Service is located in 1116 Cole Student Activities Building, and the family care specialists are also available to conduct telephone consultations with members of the UMCP community. Family Care Resources received a UMCP contract to provide the following services in FY11:

- 10 seminars on timely child care and elder care issues
- 240 personalized, professional consultations for UMCP faculty, staff and students on child and elder care issues, on a first-come, first served basis at no cost
- Website with childcare and eldercare resources, including best practices for selecting care providers
- Print resources on child and elder care issues available to the campus community.

### **Seminars**

Seven seminars were held between September 2010 and February 2011, and an additional three are planned before the end of FY11. Seminar titles are presented below with attendance indicated in parentheses.

- Navigating the World of Child Care (28)
- Assessing the Needs of Aging Parents and Relatives (60)

- Transitioning Infants and Toddlers into Child Care (25)
- Legal and Financial Aspects of Caring for Aging Parents or Relatives (50)
- Selecting a Summer Camp for Your Child (32)
- Utilizing Home Care Agencies to in Evaluation and Care of Aging Parents and Relatives (43)
- How to Select a High Quality Preschool Program (25)

Many additional presentations/services were provided by Family Care Resources at the request of campus units during this six-month time period:

- Child and family care presentation at the Graduate Student Affairs Assembly meeting
- Family care service table at New Faculty Orientation
- Family care service table at University Health Fair
- Family care briefing for Facilities Managers
- Presentation to the Director of Student Orientation
- Seminar for the Center for Advanced Study of Language
- Summer camp fair in partnership with Graduate Student Government, including representatives of UM camps, local recreation departments, and YMCA camps (attended by more than 100 parents)

Notably, attendance at the seminars greatly exceeded expectations (original estimate of 25 participants per seminar). Attendance averaged 38 participants per seminar, with elder care seminars drawing as many as 60 attendees.

Anonymous paper evaluations were administered in four of the Fall semester seminars, including two on child care and two on elder care. Evaluations were received from 148 seminar participants (Appendix 2). Ratings of the overall quality of the seminars on a 5-point scale (1=poor, 2=below average, 3=average, 4=good, 5=very good) ranged from 4.0 to 4.5. Additionally, the vast majority of participants rated each seminar’s content as “good” or “very good;” the handouts and written material as “helpful” or “very helpful;” and the extent to which the seminar increased their knowledge as “much” or “very much.”

**Personal Consultations**

The Child Care and Elder Care Specialist provided 149 personalized, family care consultations with UMCP faculty, staff, and students in the six month period between September 2010 and February 2011. Consultations averaged 25 per month, a number 25% higher than projected in the consultant’s contract (20 consultations per month). The vast majority of consultations occurred in the campus FCRRS office but a small number were conducted by telephone. The consultation log (Appendix 3) provides the following breakdown of those who received consultations.

Clients Receiving Personalized Family Care Consultations, September through February 2010

	Number	Percent
Faculty	31	21%
Staff	85	57%
Students	33	22%

Consultations were obtained by a very diverse group, including: undergraduate students, graduate students; and faculty and staff from the president’s office, all six campus divisions (academic affairs, administrative affairs, student affairs, research, university relations, information technology); all twelve academic colleges/schools; and numerous research centers. Approximately 63% of the consultations addressed child care issues and 37% addressed elder care issues.

In late February 2011, the FCRC sent out an electronic survey to all consultation clients who provided an email address. Responses were received from 57 clients, of whom 53% were staff, 35% were faculty, and 12% were students (Appendix 4). Among this group, 48% learned about the service from a campus announcement (e.g., FYI), 45% from email, and 21% from a colleague or friend. Approximately 2/3 of the respondents had received a child care consultation and almost 1/3 obtained an elder care consultation. Respondents rated their satisfaction with the consultant and the consultation on a 5 point scale, ranging from 1=very dissatisfied to 5=very satisfied. Average ratings, provided below, indicate a very high level of satisfaction with the quality of both the consultant and consultation.

<b>Consultant</b>	<b>Mean Rating</b>
Promptness in scheduling consultation	4.7
Knowledge of family care resources	4.7
Friendliness/courtesy/respect	4.8
Preparation for consultation	4.5
Communication skills	4.6
<b>Consultation</b>	
Relevance of information to my problem	4.5
Helpfulness of information and options offered	4.5
Usefulness of written handouts and resources	4.4
Convenience of consultation	4.7

When asked about outcomes of their consultation, 42% of the respondents reported that they had recently located child or elder care, 36% had called referrals, and 31% were continuing their search for appropriate care. Approximately 27% stated that they were coping better with an existing problem and 29% described “other” positive outcomes (e.g., shared information with family members involved in care, obtained respite care for a child with disabilities, now possess information to find care once we need it). More than 94% of respondents reported that they would seek a consultation again and 96% said they would recommend the service to a friend.

Open-ended questions sought additional information about what clients liked best about the consultations and what could be improved. More than 30 comments praised the quality of the consultants, describing Ms. Rudolph and Ms. Allender as, “very knowledgeable,” “informed about issues,” “supportive,” “professional,” “warm and approachable,” “helpful,” “courteous,” and “efficient.” Respondents further praised the consultants’ research relating to their problems, the “customized” or “personalized” nature of the consultation, the frank information about how to evaluate care options, and the excellent follow-up by consultants. One respondent concluded, “Ms. Rudolph has been the most incredible resource I’ve ever had on campus... (she) provided



information that would have taken me hours, days, weeks to figure out on my own. She takes the term ‘one stop shop’ to a whole new level!”

When asked about improving the service, a few respondents suggested increasing “marketing” of the seminars and consultations, and three suggested expanding and updating the website with more resources, including family care options outside the local area. Two suggested starting lists of campus families interested in “nannyshares” or family daycare. A large number of respondents commented that the Family Care Service was “fine as is,” while others suggested that the campus provide more child care centers and family-friendly policies (e.g., paid maternity leave).

### **Website and Family Care Resources**

The FCRRS contract further required the development of a website of family care resources for members of the University of Maryland community. Ms. Rudolph contracted with the University’s Web and New Media Strategies, University Marketing and Communications, to create the Service website, [http://www.uhr.umd.edu/Family\\_care/](http://www.uhr.umd.edu/Family_care/), which went live in late February 2011. The website is located on the University Human Resources website and will be maintained/updated by Human Resources staff with information provided by the contractor.

The FCRRS website provides an overview of the Family Care Resource and Referral Service; downloadable brochures; information about consultations and scheduling of appointments; a calendar of seminars and events; and child care and elder care resources. Child care resources include links to: Maryland, District of Columbia, and Northern Virginia referral agencies with lists of centers and family care homes, as well as information about how to research violations and complaints; local licensing agencies; and statewide Child Care Resource Centers. Elder care resources include: links to local Administration on Aging Offices; information on geriatric care management; caregiver resources; housing resources; and financial materials (e.g., Veterans Affairs assistance, information on long term care insurance). The website also provides “best practices” for evaluating and selecting child and elder care services.

Finally, the FCRRS provides a selection of print educational materials and resources to help individuals make informed family care decisions. These materials are provided at every seminar, and are available at the FCRRS office in Cole Student Activities Building. Many of the resources present information from key national family care organizations, such as the National Association for the Education of Young Children the National Association for Family Care, and the National Association of Geriatric Care Managers.

### **Summary**

The Family Care Review Committee concluded that Family Care Resources has provided services exceeding requirements of the FCRRS contract. Seminars have been well attended and positively reviewed (with elder care seminars doubling attendance estimates). Consultations have exceeded initial projections, received excellent evaluations, and addressed the needs of diverse University stakeholders. A FCRRS website has been established and educational resources have been made available to the campus community.

The University demand for family care information, coupled with efforts to effectively market the new service, have resulted in a situation where the consultants are spending significantly more hours on campus and incurring greater expenses for personnel and resources than originally projected. Although not required in the contract, Ms. Rudolph has contributed her time to make presentations at student, staff and faculty orientations; organized a University summer camp fair; and made special presentations to campus units, such as the Center for Advanced Study of Language. She has received additional requests to make family care presentations for the School of Engineering, UMCP programs at Shady Grove, and University of Maryland Extension Offices around the State (all requests that fall outside the original scope of work).

It should be noted that the Family Care Resources bid for the FY11 FCRRS was substantially below that of the other three agencies submitting bids, even for the original scope of work. The budgets of the other three finalists, none of which had an elder care specialist on staff, were: \$132,500, \$189,330, and \$244,700. Consultations with family care resource and referral services at our peer schools (Berkeley, UCLA, Michigan, Illinois, and North Carolina-Chapel Hill) indicate that demand for family care resource and referral services grows as these centers become more well known on campus, rather than declining in years following introduction of the service.

### **Recommendations**

Based on the current evaluation, the Family Care Review Committee recommends the following:

- The contract with Family Care Resources should be renewed in FY12 with an increase in funding to more realistically address the original scope of work and the growing demand for child and elder care services.
- The number of free consultations for FY12 should be increased by 10% to 264 consultations.
- The number of campus-wide seminars should remain at 10, with new seminars addressing both general child care and elder care issues and more detailed coverage of topics introduced in FY11 seminars (e.g., legal/tax issues in elder care, nanny care).
- Additional financial resources should be provided to offer a FY12 summer camp fair and six new family care seminars/presentations held for: new student, faculty, and staff orientations on the College Park campus; UMCP programs at Shady Grove; and University of Maryland Extension offices at off-campus sites.
- The Family Care website should be updated with timely child and elder care information, such as a listing of summer camps in the local area and listings of support groups for elder/family care providers. Scanned pdf files currently on the website should be retyped or converted to webpage format for visual clarity.
- Based on the annual review and recommendation of the ad hoc Senate Family Care Review Committee, University Human Resources will request funding for the Family Care Resource and Referral Service for future years.

## **Appendices**

Appendix 1 – Charge

Appendix 2 – Seminar Evaluation Summary


Appendix 3 – Consultation Log

Appendix 4 – Consultation Evaluation Summary

## Appendix 1 - Charge



### University Senate CHARGE

<b>Date:</b>	September 28, 2010
<b>To:</b>	Cynthia Shaw Chair, Family Care Review Committee
<b>From:</b>	Linda Mabbs Chair, University Senate 
<b>Subject:</b>	Review of the Family Care Resource and Referral Service
<b>Senate Document #:</b>	10-11-19
<b>Deadline:</b>	April 1, 2011

The Senate Executive Committee (SEC) requests that the Family Care Review Committee review the recently established Family Care Resource and Referral Service.

On March 25, 2010, the Senate approved the proposal entitled, "Recommendation to Establish a Family Care Resource and Referral Service at the University of Maryland" (Senate Document# 09-10-36). This service was approved by President Mote and subsequently established in the summer of 2010. Family Care Resources has already begun its work by presenting seminars and consulting on both childcare and elder care.

The proposal establishing this service, stipulated that an ad hoc committee be established to conduct an independent assessment of the first year of the service.

The SEC requests that the committee review the service in order to help the University determine the desired mix of services (e.g., seminars, consultations) for subsequent years, allocate consultations equitably to campus constituencies, and expand or reduce specific family care services based on their use and perceived value.

Specifically, we ask that you:

1. Oversee the implementation and evaluation of the service.
2. Design a survey that appropriately assesses the value of the service.
3. Analyze evaluation data from the service provider.
4. Recommend changes to the existing service if appropriate.
5. Recommend future child and elder care initiatives for the campus.

We ask that you submit your report and recommendations to the Senate Office no later than April 1, 2011. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

## Appendix 2 - Seminar Evaluation Summary

### Navigating the Challenging World of Child Care

Seminar Evaluation    Presenter: Carol Ann Rudolph    Date: September 28th 2010

						<u>Total # Response/Total # Participants</u>
<u>Overall Rating Level - Quality of Seminar</u>	<u>Poor 1</u>	<u>Below Average 2</u>	<u>Average 3</u>	<u>Good 4</u>	<u>Very Good 5</u>	
	1	1	0	11	5	18/28
<u>Overall Rating Level - Content of Seminar</u>	<u>Poor 1</u>	<u>Below Average 2</u>	<u>Average 3</u>	<u>Good 4</u>	<u>Very Good 5</u>	
	1	1	5	7	1	15/28
<u>How Helpful are Handouts/Written Material</u>	<u>Not at all Helpful 1</u>	<u>Not Helpful 2</u>	<u>Average 3</u>	<u>Helpful 4</u>	<u>Very Helpful 5</u>	
	0	0	1	8	9	18/28
<u>Extent Seminar Helps Increase Knowledge/Reinforce what you Already Know</u>	<u>Not at All 1</u>	<u>Not Much 2</u>	<u>Average 3</u>	<u>Much 4</u>	<u>Very Much 5</u>	
	1	1	0	9	7	18/28
<u>Was Enough Time Allotted for Seminar</u>	<u>Not Enough 1</u>	<u>Too Little 2</u>	<u>Just Right 3</u>	<u>Much 4</u>	<u>Too Much 5</u>	
	3	4	7	1	3	18/28

# Assessing the Needs of Aging Parents and Relatives

Seminar Evaluation    Presenter: Rosemary Allender    Date: October 20th 2010

<u>Overall Rating Level - Quality of Seminar</u>	<u>Poor 1</u>	<u>Below Average 2</u>	<u>Average 3</u>	<u>Good 4</u>	<u>Very Good 5</u>	<u>Total # Response/Total # Participants</u>
	1	0	0	16	27	44/60
<u>Overall Rating Level - Content of Seminar</u>	<u>Poor 1</u>	<u>Below Average 2</u>	<u>Average 3</u>	<u>Good 4</u>	<u>Very Good 5</u>	
	0	1	0	18	25	44/60
<u>How Helpful are Handouts/Written Material</u>	<u>Not at all Helpful 1</u>	<u>Not Helpful 2</u>	<u>Average 3</u>	<u>Helpful 4</u>	<u>Very Helpful 5</u>	
	0	0	2	8	34	44/60
<u>Extent Seminar Helps Increase Knowledge/Reinforce what you Already Know</u>	<u>Not at All 1</u>	<u>Not Much 2</u>	<u>Average 3</u>	<u>Much 4</u>	<u>Very Much 5</u>	
	0	2	0	15	27	44/60
<u>Was Enough Time Allotted for Seminar</u>	<u>Not Enough 1</u>	<u>Too Little 2</u>	<u>Just Right 3</u>	<u>Much 4</u>	<u>Too Much 5</u>	
	3	18	12	6	5	44/60

**Transitioning Your Infant Or Toddler Into Child Care**  
 Seminar Evaluation    Presenter: Rosemary Allender    Date: November 9th 2010

						<u>Total # Response/Total # Participants</u>
<u>Overall Rating Level - Quality of Seminar</u>	<u>Poor 1</u>	<u>Below Average 2</u>	<u>Average 3</u>	<u>Good 4</u>	<u>Very Good 5</u>	
	0	1	1	4	8	14 of 24
<u>Overall Rating Level - Content of Seminar</u>	<u>Poor 1</u>	<u>Below Average 2</u>	<u>Average 3</u>	<u>Good 4</u>	<u>Very Good 5</u>	
	0	0	4	3	7	14 of 24
<u>How Helpful are Handouts/Written Material</u>	<u>Not at all Helpful 1</u>	<u>Not Helpful 2</u>	<u>Average 3</u>	<u>Helpful 4</u>	<u>Very Helpful 5</u>	
	0	0	0	7	7	14 of 24
<u>Extent Seminar Helps Increase Knowledge/Reinforce what you Already Know</u>	<u>Not at All 1</u>	<u>Not Much 2</u>	<u>Average 3</u>	<u>Much 4</u>	<u>Very Much 5</u>	
	0	0	1	6	7	14 of 24
<u>Was Enough Time Allotted for Seminar</u>	<u>Not Enough 1</u>	<u>Too Little 2</u>	<u>Just Right 3</u>	<u>Much 4</u>	<u>Too Much 5</u>	
	0	2	7	1	4	14 of 24





## Appendix 3 - Consultation Log


<b>Consultation Log</b>					
<b>Family Care Resources- University of Maryland College Park</b>					
<b>Date</b>	<b>Status</b>	<b>Department</b>	<b>Consult</b>	<b>Consultation</b>	<b>Referral Method</b>
9/2/10	Faculty	AREC	Eldercare	On-Site	Email
9/16/10	Staff	Dining	Eldercare	On-Site	Email
9/16/10	Staff	Libraries	Eldercare	On-Site	Colleague
9/16/10	Staff	Public and Community Health	Eldercare	On-Site	Email
9/22/10	Staff	Center for Teaching Excellence	Eldercare	On-Site	Colleague
9/23/10	Staff	Mechanical Engineering	Eldercare	On-Site	Email
9/29/10	Staff	Dining Services	Eldercare	On-Site	Colleague
9/29/10	Staff	Dining Services	Eldercare	On-Site	Email
9/29/10	Student	Physics	Eldercare	On-Site	Email
9/29/10	Staff	Business	Eldercare	On-Site	Email
9/29/10	Staff	Economics	Eldercare	On-Site	Email
10/7/10	Staff	Dining Services	Eldercare	On-Site	Colleague
10/7/10	Staff	Dining Services	Eldercare	On-Site/Email	Colleague
10/8/10	Staff	Vice President's Office	Eldercare	On-Site	HR/EAP
10/14/10	Faculty	Professional Writing Program	Eldercare	Telephone	Email
10/21/10	Staff	Stamp Union Building	Eldercare	On-Site/Email	Email
10/21/10	Staff	Geography	Eldercare	On-Site/Email	Email
10/21/10	Staff	Journalism	Eldercare	On-Site/Email	Email
10/21/10	Staff	Facilities Management	Eldercare	On-Site/Email	Email
10/21/10	Staff	Campus Programs	Eldercare	On-Site	Seminar
10/21/10	Staff	Geography	Eldercare	On-Site	Email
11/4/10	Staff	Art History	Eldercare	On-Site	Email
11/4/10	Staff	Environmental Safety	Eldercare	On-Site	HR/EAP
11/4/10	Staff	Health Center	Eldercare	On-Site	HR/EAP
11/4/10	Staff	Office of Technology Commercialization	Eldercare	On-Site	Seminar
11/11/10	Staff	Residential Facilities	Eldercare	On-Site	HR/EAP
11/11/10	Staff	Libraries	Eldercare	On-Site	Email
11/11/10	Staff	Student Stamp Union	Eldercare	On-Site	Email
11/12/10	Staff	School of Architecture	Eldercare	On-Site	Email
11/23/10	Staff	Geology	Eldercare	On-Site	Email
11/23/10	Staff	Professional Writing Program	Eldercare	Telephone	HR/EAP
11/23/10	Staff	Materials Science	Eldercare	On-Site/Telephone	HR/EAP
11/30/10	Staff	Materials Science	Eldercare	On-Site/Telephone	HR/EAP
12/1/10	Faculty	EDCI	Eldercare	Telephone	Email
12/2/10	Staff	Technology and Communication	Eldercare	On-Site	Email
12/9/10	Staff	Vice President's Office	Eldercare	On-Site	Email
12/9/10	Student	Music	Eldercare	On-Site/Telephone	Email
12/14/10	Staff	EDCI	Eldercare	On-Site	Email
12/16/10	Staff	Office of the Comptroller	Eldercare	Telephone	Email
12/17/10	Staff	Vice President's Office	Eldercare	On-Site	Email
1/11/11	Staff	Dining Services	Eldercare	Telephone/Email	Self Referral





1/13/11	Faculty	Speech and Hearing Sciences	Eldercare	On-Site	On-line
1/13/11	Staff	College of Education	Eldercare	On-Site	On-Line
1/20/11	Staff	Technology and Communication	Eldercare	On-Site	Colleague
1/27/11	Staff	Health Center	Eldercare	Telephone	Colleague
2/3/11	Faculty	Astronomy	Eldercare	On-Site	HR/EAP
2/10/11	Staff	Public Health	Eldercare	On-Site	HR/EAP
2/10/11	Faculty	Fire and Rescue Institute	Eldercare	On-Site	HR/EAP
2/10/11	Staff	Government and Politics	Eldercare	Telephone	Colleague
2/10/11	Staff	Stamp Union	Eldercare	On-Site	Colleague
2/17/11	Staff	Capital Projects	Eldercare	Email	HR/EAP
2/25/11	Staff	Agricultural & Natural Resources	Eldercare	Email/On-Site	HR/EAP
2/25/11	Faculty	Civil/Environmental Engineering	Eldercare	On-Site	HR/EAP
2/25/11	Staff	Campus Recreation Office	Eldercare	Email/On-Site	HR/EAP
2/25/11	Staff	Engineering Information & Technology	Eldercare	Email/On-Site	HR/EAP



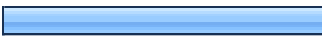


<b>Consultation Log</b>					
<b>Family Care Resources- University of Maryland College Park</b>					
<b>Date</b>	<b>Status</b>	<b>Department</b>	<b>Type of Consult</b>	<b>Consultation</b>	<b>Referral Source</b>
8/28/14	Student	Psychology	Childcare	On-Site	Email
8/28/14	Student	"I School"	Childcare	On-Site	Email
8/28/14	Student	Plant Science	Childcare	On-Site	Email
8/28/14	Student	EDMS	Childcare	On-Site	Email
8/31/14	Student	Molecular and Cell Biology	Childcare	Email	Email
9/1/14	Faculty	Economics	Childcare	Telephone	President's Email
9/1/14	Student	CBCB	Childcare	Telephone	Email
9/2/14	Staff	Office of the Provost	Childcare	On-Site	Email
9/2/14	Faculty	Behavioral and Social Sciences	Childcare	On-Site	FYI
9/3/14	Staff	Office of Exec. Programs	Childcare	Telephone	Email
9/3/14	Student	AGVR Jifsan	Childcare	On-Site	Announcement
9/4/14	Faculty	Psychology	Childcare	Telephone	President's Email
9/15/14	Staff	Mechanical Engineering	Childcare	Telephone	Email
9/15/14	Student	Computer Science	Childcare	On-Site	Email
9/15/14	Staff	College of Education	Childcare	On-Site	President's Email
9/15/14	Student	Engineering	Childcare	Telephone	Email
9/15/14	Staff	Theatre	Childcare	Telephone	Email
9/16/14	Student	Computer Science	Childcare	On-Site	Email
9/22/14	Staff	Center for Advanced Study of Language	Childcare	On-Site	President's Email
9/24/14	Staff	MITH	Childcare	On-Site	President's

					Email
9/24/14	Staff	Psychology	Childcare	On-Site	FYI
9/24/14	Staff	University Senate	Childcare	On-Site	FYI
9/25/14	Student	Telecommunications	Childcare	On-Site	Email
9/29/14	Student	ECE	Childcare	Email	Seminar
10/1/14	Staff	Student Affairs	Childcare	On-Site	Seminar
10/1/14	Faculty	Center for Bioinformatics	Childcare	On-Site	Colleague
10/1/14	Staff	Agriculture and Resource Economics	Childcare	On-Site	Seminar
10/3/14	Staff	Counseling Center	Childcare	Telephone	Email
10/3/14	Staff	Dept of Recreation	Childcare	On-Site	Email
10/3/14	Student	Government and Politics	Childcare	Telephone	Flyer and Seminar
10/5/14	Staff	Office of Multi-Ethnic Student Education	Childcare	On-Site	Email
10/7/14	Student	CASL	Childcare	Telephone	Colleague
10/7/14	Faculty	Human Development	Childcare	On-Site	Email/Seminar
10/10/14	Student	Mechanical Engineering	Childcare	Telephone	Colleague
10/13/14	Staff	Office of Multi-Ethnic Student Education	Childcare	On-Site	Email
10/14/14	Student	Office of Resident Life	Childcare	Email	Email
10/14/14	Student	Public Health	Childcare	Telephone	Orientation
10/15/14	Staff	Payroll	Childcare	Telephone	FYI
10/15/14	Faculty	Public and Community Health	Childcare	On-Site	Colleague
10/15/14	Staff	Environmental Safety	Childcare	On-Site	Seminar
10/16/14	Staff	Animal Sciences	Childcare	On-Site	Orientation
10/20/14	Student	Electrical Engineering	Childcare	On-Site	Orientation
10/20/14	Student	Geography	Childcare	Telephone	Email
10/21/14	Student	School of Business	Childcare	On-Site	Seminar
10/21/14	Faculty	History	Childcare	On-Site	FYI
10/26/14	Faculty	Plant Sciences & Landscape Architecture	Childcare	Telephone	Email
10/27/14	Student	Letters and Sciences	Childcare	Telephone	Orientation
10/28/14	Faculty	Hearing and Speech Sciences	Childcare	Email	Email
10/28/14	Staff	Dining Services	Childcare	Telephone/Email	Email
11/4/14	Student	Agriculture and Resource Economics	Childcare	On-Site	Email
11/4/14	Student	English	Childcare	On-Site	Email
11/4/14	Staff	Student Affairs	Childcare	On-Site	Email
11/11/14	Student	IBBR	Childcare	On-Site	Email
11/11/14	Faculty	Economics	Childcare	On-Site	Email
11/18/14	Faculty	Veterinary Medicine	Childcare	On-Site	Other
11/19/14	Faculty	Computer Science	Childcare	On-Site	Orientation
11/23/14	Student	Second Language Acquisition	Childcare	On-Site	Email
11/23/14	Faculty	School of Public Health	Childcare	Telephone	Email
12/2/14	Staff	Office of the President	Childcare	On-Site	Orientation
12/2/14	Staff	IT	Childcare	Telephone	Colleague


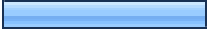

12/9/14	Faculty	Physics	Childcare	On-Site	Email
12/9/14	Student	Biology	Childcare	On-Site	Email
12/13/14	Staff	Environmental Safety	Childcare	Telephone/On-Site	List Service
12/15/14	Staff	University Relations	Childcare	Telephone	Orientation
12/18/14	Faculty	Business School	Childcare	Telephone	Flyer
12/15/14	Staff	Center for Leadership and Org. Change	Childcare	Email	Email
12/21/14	Student	EDCI	Childcare	On-Site	Email
1/7/15	Faculty	Geography	Childcare	Email	Orientation
1/7/15	Staff	ESSIC	Childcare	Telephone	CYC
1/14/15	Staff	CASL	Childcare	On-Site	Colleague
1/20/15	Staff	Environmental Science & Technology	Childcare	Email	Seminar Flyer
1/21/15	Staff	Dining Hall	Childcare	Telephone	Flyer
1/26/15	Staff	Graduate School	Childcare	On-Site	Seminar
1/26/15	Faculty	Center for American Politics	Childcare	On-Site	Seminar
1/23/15	Staff	Graduate Student Life	Childcare	On-Site	Seminar
1/29/15	Staff	Gemstone and Honors	Childcare	Telephone/Email	Email
2/1/15	Student	Center for Smart Growth	Childcare	Telephone	CYC
2/4/15	Student	Letters and Sciences	Childcare	Telephone	Email
2/6/15	Staff	Sign Shop	Childcare	Telephone/Email	Colleague
2/9/15	Staff	AES	Childcare	Email	Email
2/9/15	Faculty	Electrical Engineering	Childcare	On-Site	Email
2/10/15	Staff	Engineering	Childcare	On-Site	Email
2/10/15	Faculty	Art	Childcare	Telephone	Email
2/11/15	Faculty	CASL	Childcare	On-Site	Email
2/11/15	Faculty	CASL	Childcare	On-Site	On-Site Visit
2/15/15	Student	Public Health	Childcare	On-Site	Email
2/16/15	Faculty	Family Science	Childcare	Telephone	Email
2/18/15	Faculty	Electronics and Applied Physics	Childcare	Telephone	Email
2/17/15	Faculty	Business	Childcare	On-Site	Email
2/10/15	Staff	Plant Science	Childcare	On-Site	Email
2/14/15	Student	Psychology	Childcare	Telephone	Email
2/18/15	Staff	Research Administration and Advancement	Childcare	Telephone	Seminar
2/11/15	Staff	CASL	Childcare	On-Site	Email
2/24/15	Staff	Residential Facilities	Childcare	On-Site	Camp Fair

**Family Care Resource and Referral Service Evaluation** 




1. Please provide your constituency:			
		Response Percent	Response Count
Faculty		35.1%	20
<b>Staff</b>		<b>52.6%</b>	<b>30</b>
Undergraduate		1.8%	1
Graduate Student		10.5%	6
<b>answered question</b>			<b>57</b>
<b>skipped question</b>			<b>0</b>

2. How did you learn about the Family Care Resource and Referral Service?			
		Response Percent	Response Count
Email		44.6%	25
Flyer		8.9%	5
<b>Campus announcement</b>		<b>48.2%</b>	<b>27</b>
Friend/Colleague		21.4%	12
Website		1.8%	1
		Other (please specify)	2
<b>answered question</b>			<b>56</b>
<b>skipped question</b>			<b>1</b>

### 3. What was the purpose of your consultation?

		Response Percent	Response Count
Child care		67.9%	38
Elder care		30.4%	17
Other (please specify)		1.8%	1
		<b>answered question</b>	<b>56</b>
		<b>skipped question</b>	<b>1</b>

### 4. What type of consultation did you have?

		Response Percent	Response Count
On-site (campus)		75.9%	41
Telephone		20.4%	11
Email		3.7%	2
		<b>answered question</b>	<b>54</b>
		<b>skipped question</b>	<b>3</b>

**5. How would you rate your consultant on the following?**

	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Very Satisfied</b>	<b>Rating Average</b>	<b>Response Count</b>
Promptness in scheduling consultation	0.0% (0)	0.0% (0)	0.0% (0)	29.6% (16)	<b>70.4% (38)</b>	4.70	54
Knowledge of family care resources	0.0% (0)	1.9% (1)	3.7% (2)	22.2% (12)	<b>72.2% (39)</b>	4.65	54
Friendliness/courtesy/respect	0.0% (0)	1.9% (1)	3.7% (2)	7.4% (4)	<b>87.0% (47)</b>	4.80	54
Preparation for consultation	1.9% (1)	3.7% (2)	1.9% (1)	29.6% (16)	<b>63.0% (34)</b>	4.48	54
Communication skills	1.9% (1)	3.7% (2)	3.7% (2)	16.7% (9)	<b>74.1% (40)</b>	4.57	54
<b>answered question</b>							<b>54</b>
<b>skipped question</b>							<b>3</b>


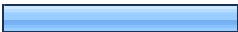


**6. How would you rate your consultation on the following?**



	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Very Satisfied</b>	<b>Rating Average</b>	<b>Response Count</b>
Relevance of information to my problem	0.0% (0)	1.9% (1)	5.7% (3)	32.1% (17)	<b>60.4% (32)</b>	4.51	53
Helpfulness of information and options offered	1.9% (1)	0.0% (0)	7.5% (4)	24.5% (13)	<b>66.0% (35)</b>	4.53	53
Usefulness of written handouts and resources	0.0% (0)	0.0% (0)	18.9% (10)	20.8% (11)	<b>60.4% (32)</b>	4.42	53
Convenience of consultation	0.0% (0)	0.0% (0)	1.9% (1)	28.3% (15)	<b>69.8% (37)</b>	4.68	53
<b>answered question</b>							<b>53</b>
<b>skipped question</b>							<b>4</b>





7. What did you like best about your consultation?		Response Count
		42
	answered question	42
	skipped question	15

8. What suggestions do you have for improving the consultation process?		Response Count
		36
	answered question	36
	skipped question	21

9. What was the outcome(s) of your consultation?		Response Percent	Response Count
Found care		42.2%	19
Called referrals		35.6%	16
Still looking		31.1%	14
Coping better with a child care/elder care problem		26.7%	12
	Other (please specify)		13
	answered question		45
	skipped question		12

10. Would you use this service again?			
		Response Percent	Response Count
Yes		94.3%	50
No		5.7%	3
answered question			53
skipped question			4

11. Would you recommend this service to a friend?			
		Response Percent	Response Count
Yes		96.2%	51
No		3.8%	2
answered question			53
skipped question			4

12. Additional comments:		Response Count
		22
answered question		22
skipped question		35

Other (please specify)		
1	campus daycare center	Feb 24, 2011 9:00 AM
2	attended workshop	Mar 7, 2011 3:02 PM

Other (please specify)		
1	Respite care for a handicapped child	Mar 7, 2011 5:41 PM

## 1. What did you like best about your consultation?

Response Text		
1	Carol Ann was very friendly and provided personalized solutions for our needs.	Feb 23, 2011 5:05 AM
2	There was just something about Carol Ann that made me immediately feel comfortable with her. She was amazingly supportive and helpful, took time to listen to my needs and addressed each one in a timely and loving way. She is an angel in my family's eyes, I will always be grateful to her and hold her in the highest regard. I can't thank the University enough for bringing her on to work with the staff here.	Feb 23, 2011 9:23 AM
3	Personalized attention with the option of one-on-one meetings. Carol Ann was very warm and approachable.	Feb 23, 2011 10:32 AM
4	Our consultant Carol is very knowledgeable and accommodating. She is willing to work around our schedule to meet with us. Her advices have been very helpful.	Feb 23, 2011 10:42 AM
5	Unexpected information about service in eldercare. Information about summer camps.	Feb 23, 2011 10:49 AM
6	In addition to just having a list of preschools, Carol Ann had knowledge about specific ones and suggestions of ones that we would like based on the preferences I told her.	Feb 23, 2011 12:39 PM
7	Carol had really practical tips in how to evaluate/judge child care options and was very good at follow up.	Feb 23, 2011 1:06 PM
8	Very knowledgeable and willing to help with my personal situation.	Feb 23, 2011 2:16 PM
9	friendly and understanding treatment	Feb 24, 2011 9:02 AM
10	A framework for understanding our options and frank comments about the benefits of specific providers and types of providers.	Feb 24, 2011 2:54 PM
11	Carol Ann was fantastic! She listened to my concerns, involving a special-needs child, and helped me locate child care as quickly as possible. She is very caring and knowledgeable.	Feb 28, 2011 5:45 PM
12	Customized to my needs and not general	Mar 7, 2011 3:03 PM
13	personalization of session	Mar 7, 2011 3:03 PM
14	Recommendations, knowledge of resources and handouts.	Mar 7, 2011 3:11 PM
15	personal, professional, and friendly	Mar 7, 2011 3:11 PM
16	It was given by the person who truly enjoys her job and knows it very well.	Mar 7, 2011 3:11 PM
17	speaking to someone who understood the issues	Mar 7, 2011 3:31 PM
18	very well informed about resources in the area	Mar 7, 2011 3:35 PM
19	The consultant	Mar 7, 2011 3:47 PM
20	useful information	Mar 7, 2011 3:49 PM
21	answered question that I was seeking and gave me good ideas	Mar 7, 2011 3:53 PM
22	The consultant was very adaptable, informed, courteous, efficient, and professional.	Mar 7, 2011 3:54 PM

## 1. What did you like best about your consultation?

Response Text		
23	Wow, I'm not sure where to start. Carol Ann was simply amazing! She has been the most incredible resource I've ever had on campus. We are so fortunate to have her! I very much appreciated her thoughtfulness for me as a client and the manner in which she approached our time with great consideration, care and concern. She more than exceeded my expectations! Carol Ann anticipated things to discuss that I hadn't even thought about! She was extremely resourceful with the information she provided. Carol Ann provided information that would've taken me hours, days, weeks to figure out on my own. She takes the term "one stop shop" to a whole new level! She took everything I said seriously and treated me with great respect. Carol Ann has the uncanny ability to make you feel like the most important person. I firmly believe the University has made a wise investment in Carol Ann. I'm not sure how we'd do without her!	Mar 7, 2011 4:09 PM
24	The person I met with was very friendly, and made me feel comfortable about asking the questions I had even though I felt awkward about it and unsure of myself beforehand.	Mar 7, 2011 4:25 PM
25	Convenience on campus	Mar 7, 2011 4:30 PM
26	Immediate help and very effective	Mar 7, 2011 4:41 PM
27	The kindness.	Mar 7, 2011 4:56 PM
28	The woman was very knowledgeable about elder care and she was familiar with the facility where my father lives.	Mar 7, 2011 4:58 PM
29	The counselor did her best to address my unusual situation.	Mar 7, 2011 5:42 PM
30	Rosemary was able to put together a large variety of resources for me.	Mar 7, 2011 6:22 PM
31	Convenient and informative.	Mar 7, 2011 9:44 PM
32	friendly, informative and sympathetic	Mar 8, 2011 11:15 AM
33	Consultant was kind, knowledgeable, empathic, and prompt.	Mar 8, 2011 11:22 AM
34	Thorough, straightforward	Mar 8, 2011 11:33 AM
35	Person was very easy to talk to and provided lots of information.	Mar 8, 2011 12:37 PM
36	The materials were a nice reference but it was really the conversation of my needs versus my options that was most useful.	Mar 8, 2011 1:21 PM
37	Good question.	Mar 8, 2011 6:19 PM
38	Pleasant and enthusiastic.	Mar 10, 2011 10:18 AM
39	Carol Ann's caring personality and resourcefulness	Mar 10, 2011 9:54 PM
40	She listened and gave relevant advice for my unique situation.	Mar 11, 2011 5:13 PM
41	Carol Ann's care for my situation and her willingness to help.	Mar 14, 2011 9:22 AM
42	Carol Ann provided a number of ideas that opened up some options I hadn't thought of before.	Mar 16, 2011 3:24 PM

## 1. What suggestions do you have for improving the consultation process?

Response Text		
1	None - I had a very good experience and was very impressed.	Feb 23, 2011 5:07 AM
2	I wouldn't change a thing, Carol Ann was amazing.	Feb 23, 2011 9:24 AM

## 1. What suggestions do you have for improving the consultation process?

Response Text		
3	Given the size of the campus wide community, perhaps a better website, with online calendar for scheduled event information, a profile of the consultants, county-wise specific information etc. Currently, the website does not do justice to the services offered.	Feb 23, 2011 10:34 AM
4	I think better advertisement will help. After realizing how useful this service is, I told my colleagues and it appears most of them were not aware of the availability of such service.	Feb 23, 2011 10:44 AM
5	Our announcement might have briefly butlleted the Resource center's services.	Feb 23, 2011 10:51 AM
6	Although there was a lot of good information, her consultation would have benefited from much more organization.	Feb 23, 2011 12:39 PM
7	This is not really for Carol which is doing a wonderful job. But the University needs to be more supportive of parents - 3 months no paid maternity leave is ridiculous and at the same time there is no support for faculty with children under 3 years old - child care is expensive and UMD need to find other resources than offering child care consultation to help parents	Feb 23, 2011 1:09 PM
8	Even more resources would be more helpful - this will come with time.	Feb 23, 2011 2:17 PM
9	A little less paper. It was a lot of information, and perhaps this is perfect for most folks. For me, it led to information overload and it's taking me more time to get to taking action.	Feb 24, 2011 2:57 PM
10	None...it was wonderful!	Feb 28, 2011 5:45 PM
11	I thought it was fine as is	Mar 7, 2011 3:03 PM
12	none	Mar 7, 2011 3:03 PM
13	An adequate office space for child and elder care consultation.	Mar 7, 2011 3:12 PM
14	Be slower to form opinions and give suggestions on whether to start a family now or not, since the purpose of the visit was to find out option for child care, not if we should start a family	Mar 7, 2011 3:20 PM
15	more resources outside of this immediate area	Mar 7, 2011 3:31 PM
16	A telephone conversation prior to the meeting for preparation.	Mar 7, 2011 3:47 PM
17	n/a	Mar 7, 2011 3:53 PM
18	n/a	Mar 7, 2011 3:54 PM
19	None	Mar 7, 2011 4:09 PM
20	None	Mar 7, 2011 4:25 PM
21	better follow-up on providing resource materials	Mar 7, 2011 4:31 PM
22	Be aware of the kind of parenting the parents practice, and be ready to meet their expectations in counseling in this sense.	Mar 7, 2011 4:57 PM
23	none. it was all good.	Mar 7, 2011 4:59 PM
24	None!	Mar 7, 2011 6:22 PM
25	Start a list of families seeking to do nannyshares on campus	Mar 7, 2011 8:02 PM
26	None at the time.	Mar 7, 2011 9:44 PM
27	more time on campus	Mar 8, 2011 11:15 AM
28	No suggestions here. I needed help with child care when my child is ill. It turns out that many reliable options are very expensive and exceed my budget.	Mar 8, 2011 11:24 AM
29	Maybe some follow-up (besides this survey)	Mar 8, 2011 11:33 AM
30	Not enough time to go over everything.	Mar 8, 2011 12:37 PM

**1. What suggestions do you have for improving the consultation process?**

Response Text		
31	Some of the information was outdated so it would be nice if the list of options was more comprehensive and up to date.	Mar 8, 2011 1:22 PM
32	My consultation was not a professional exchange. The consultant was 10 minutes late for our prearranged appointment, the information offered was little more than what I could Google, and she was highly inappropriate in tell me "Oh, you'll NEVER get in there" when discussing a child care option. (Little did she know I am on the top of this acceptance list.) I gained very little information and much discouragement from a short consultation. My recommendation would be to find another person to do this job.	Mar 8, 2011 6:21 PM
33	Would be nice if there were more specific info available about family daycares and availability.	Mar 10, 2011 10:19 AM
34	It was hard to listen and take notes. A follow-up email listing some of the resources mentioned would improve the process.	Mar 11, 2011 5:14 PM
35	This is really a state government issue, but it would be nice to have more up-to-date information on providers. Sometime the providers were not longer in service or their contact information was outdated.	Mar 14, 2011 9:25 AM
36	No suggestions-am very happy.	Mar 16, 2011 3:24 PM

**Other (please specify)**

1	Awaiting further written information about eldercare.	Feb 23, 2011 10:52 AM
2	None at this point. But, that will change.	Feb 24, 2011 2:58 PM
3	more work to do--the person I have concerns about is located in a rural area out west so not as much info is readily available	Mar 7, 2011 3:33 PM
4	mother out of state and working with consultation there, but knew what to look for and what to ask by first talking with Family Care Resources	Mar 7, 2011 3:54 PM
5	Passed along information to others involved in care	Mar 7, 2011 4:26 PM
6	We have not yet seriously pursued looking for the care that I consulted about - my shortcoming, not a problem with the referral service.	Mar 7, 2011 5:44 PM
7	Decided against childcare	Mar 7, 2011 8:02 PM
8	I'm going to schedule a follow-up appt.	Mar 7, 2011 9:44 PM
9	Because of the expense and time needed to invest in the less expensive options offered. I have not followed up. I am a single parent and I am exploring ways to make more money to afford the more expensive options.	Mar 8, 2011 11:26 AM
10	Now armed with information to find care once we need it.	Mar 8, 2011 12:38 PM
11	Found care through another resource (neighborhood listserv).	Mar 10, 2011 10:20 AM
12	Gained some preliminary knowledge	Mar 10, 2011 2:12 PM
13	We're still evaluating options-has only been a week since my initial consultation.	Mar 16, 2011 3:24 PM

**1. Additional comments:**

Response Text		
1	The University of Matyland needs to provide affordable, top quality, infant Child Care for its faculty and Staff.	Feb 23, 2011 5:10 AM

**1. Additional comments:**

## Response Text

2	I have referred multiple co-workers to Carol Ann and I asked that she come speak to our department specifically. The turn out was great and I have had many co-workers thank me for bringing her in. We have benefitted tremendously from her support.	Feb 23, 2011 9:25 AM
3	I am very grateful of the service.	Feb 23, 2011 10:44 AM
4	A compilation of the names of service groups, community, state and federal agencies that provide eldercare services would be a fabulous aid.	Feb 23, 2011 10:53 AM
5	Again this service is great but does not address the underline problem that UMD has which is NO support for parents of children of <3yr.	Feb 23, 2011 1:10 PM
6	I have recommended this service to several co-workers who are looking for both child and elder care needs.	Feb 28, 2011 5:47 PM
7	thanks for this - I think it's a great service for university employees.	Mar 7, 2011 3:04 PM
8	I thought it was one of the best new benefits to be added. You truly felt an immediate sense of relief and accomplishment.	Mar 7, 2011 3:07 PM
9	Wonderful Service on UMD's Behalf	Mar 7, 2011 3:12 PM
10	It is a great service	Mar 7, 2011 3:33 PM
11	Thank you for the resource.	Mar 7, 2011 3:48 PM
12	wonderful service and needed by many faculty and staff at the University - hope it continues	Mar 7, 2011 3:54 PM
13	recommend only to someone who is at very begining of their search	Mar 7, 2011 4:32 PM
14	I was expecting to meet the consultant in person, but she never cited the possibility, and I felt a bit shame to ask it. So I did everything by phone (although I would prefer to meet).	Mar 7, 2011 4:59 PM
15	It's nice to have this resource; I feel I can still e-mail her and she will help me if needed in the future.	Mar 7, 2011 6:23 PM
16	None at this time.	Mar 7, 2011 9:45 PM
17	I think it is great the University is doing this. It would be great if the University contracted with a provider such as White House nannies on a sliding scale, it would be very helpful to faculty who are single parents	Mar 8, 2011 11:21 PM
18	nice service to have. but a nicer service would be infant/toddler care provided by the University (e.g. expand CYC).	Mar 10, 2011 10:20 AM
19	My mother lives out of state; I was not able to gain valuable information specific to her anticipated upcoming needs, but the general information was good.	Mar 10, 2011 2:13 PM
20	I am very glad the university is offering this service. I have learned a lot of helpful things for taking care of my parents and for myself in the future.	Mar 11, 2011 5:15 PM
21	Thank You for Everything!	Mar 14, 2011 9:26 AM
22	This is an important service that deserves to be funded.	Mar 16, 2011 3:25 PM



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-13
<b>PCC ID #:</b>	N/A
<b>Title:</b>	Transition of the Senate CORE Committee
<b>Presenter:</b>	Laura Rosenthal, Chair, Senate CORE Committee
<b>Date of SEC Review:</b>	4/8/2011
<b>Date of Senate Review:</b>	4/21/2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>At its meeting on April 8, 2010, the University Senate passed a proposal entitled, "Transforming General Education at the University of Maryland" (Senate Document 09-10-34). In the plan, the General Education Task Force identified its vision for the evolution of the Senate CORE Committee. At the beginning of the 2010-2011 academic year, the Senate Executive Committee (SEC) charged the CORE Committee with reviewing its future role as the University transitions to a new General Education program. The CORE Committee was specifically asked to: re-define the charge of the committee to one that aligns with the new vision of General Education; suggest changes to the membership of the committee so that it appropriately reflects its new charge; suggest a new name for the existing CORE Committee that aligns with its role within the new General Education program; and consult with the Senate Elections, Representation, &amp; Governance (ERG) Committee to recommend appropriate changes to the Senate Bylaws to reflect this transition.</p>
<b>Relevant Policy # &amp; URL:</b>	<p>Bylaws of the University Senate:  <a href="http://www.senate.umd.edu/governingdocs/bylawsrevised02-09-11.pdf">www.senate.umd.edu/governingdocs/bylawsrevised02-09-11.pdf</a></p>
<b>Recommendation:</b>	<p>The CORE Committee, with endorsement from the ERG Committee, recommends that the attached specifications replace the current committee specifications for the Senate CORE Committee in the Bylaws of the University Senate, establishing a new University Senate General Education Committee. The committee also</p>



	<p>recommends that the General Education Committee specifications in the Bylaws be reviewed following the decommission of the CORE Program, to remove the charge in 6.4.b(1) pertaining to the ongoing CORE Program.</p>
<p><b>Committee Work:</b></p>	<p>Over the course of the 2010-2011 academic year, the Senate CORE Committee reviewed and discussed the charge from the SEC. The committee identified areas of the current specifications, including the committee's membership and charge, which would need to change. Following months of deliberation, the CORE Committee drafted specifications to be recommended to the Senate ERG Committee for endorsement. The CORE Committee drafted the specifications to better align the committee with the spirit of the new General Education program. It worked with the Office of Undergraduate Studies to develop the new charge (6.4.b) and the section on the relation of the committee to the office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies (6.4.d).</p> <p>Following further discussion with the ERG Committee, final recommended specifications were created and approved. The ERG Committee endorsed the final recommendations on March 16, 2011. The CORE Committee voted in favor of forwarding the attached recommendations to the Senate on March 31, 2011.</p>
<p><b>Alternatives:</b></p>	<p>The Senate could choose not to accept these recommended specifications. Alternative specifications would need to be created.</p>
<p><b>Risks:</b></p>	<p>There are no associated risks.</p>
<p><b>Financial Implications:</b></p>	<p>There are no related financial implications.</p>
<p><b>Further Approvals Required:</b> (<i>*Important for PCC Items</i>)</p>	<p>Senate Approval, Presidential Approval</p>

## Senate CORE Committee

### Transition of the Senate CORE Committee Report

Senate Document 10-11-13

March 2011

#### Background

In the mid-1980s, a committee of faculty, staff, and students was created to review undergraduate education at the University of Maryland. The committee produced a report called "Promises to Keep: The College Park Plan for Undergraduate Education." This report made many recommendations and was approved by the College Park Senate in 1988. As a result, the Core Liberal Arts and Sciences Studies Program (CORE) was created and implemented.

The CORE Program went into effect in May of 1990. Most students complete CORE requirements; it is the set of general education requirements that all undergraduates must complete in addition to their major, department, and college requirements in order to obtain their bachelor's degrees. CORE courses constitute approximately 43-46 credits toward a regular undergraduate degree. The CORE Program consists of four elements: Fundamental Studies, Distributive Studies, Advanced Studies, and Human Cultural Diversity.

The Senate Core Liberal Arts and Sciences Program (CORE) Committee was established and charged with exercising continuing supervisory authority and general oversight of the CORE Program. The committee's authority included, but was not limited to, evaluation, selection, and oversight of courses which satisfy fundamental studies, distributive studies, advanced studies, cultural diversity, capstone, and freshman seminar requirements as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988. It also could make periodic reports to the Senate on its evaluation of the effectiveness of the program and could make any recommendations for revision or improvements it deemed appropriate.

The CORE Program and Senate CORE Committee served the University well for the next twenty years.

In 2008, the University of Maryland published a new ten-year Strategic Plan called "Transforming Maryland: Higher Expectations." This new Strategic Plan discussed general education at the University. It stated that the University would implement a new General Education Program that would complement the disciplinary programs and enriched special programs and would be designed to help students develop the knowledge, habits of thought, and outlook that will prepare them to succeed and thrive in the 21<sup>st</sup> Century. One of the goals of the plan was that the Provost, in consultation with the University Senate, would oversee the development of a broad, conceptual plan into a full operational General Education Program at the University. The Strategic Plan stated that the Provost and the Senate would jointly appoint a task force to develop a detailed plan for the revision of the General Education program at the University of Maryland. Such a task force was created and charged in early 2009.

On March 10, 2010, the General Education Task Force presented a draft of its proposed plan to the SEC. The SEC amended the plan and voted in support of the proposal. The draft was

released to the campus community and was discussed at an open forum at a Senate meeting on March 25, 2010. After the meeting, the Task Force incorporated suggestions from throughout campus to create a final report.

At its meeting on April 8, 2010, the University Senate passed the proposal entitled, "Transforming General Education at the University of Maryland" (Senate Document 09-10-34). In the plan, the General Education Task Force identified its vision for the evolution of the Senate CORE Committee as follows:

The Task Force also recommends that the special Senate-Provost Implementation Committee select someone to take overall responsibility for General Education. It believes that person should be the Dean for Undergraduate Studies, who, in this capacity, will report to the Provost and to the Chair of the University Senate. In so recommending, the Task Force is suggesting a rebalancing of the relationship between the Dean for Undergraduate Studies and the General Education (previously CORE) Committee of the University Senate. Rather than employing the Senate Committee for individual course approvals, the Task Force envisions the role of a Senate-elected Committee to be one that provides broad oversight and supervision over the entire General Education program—evaluating trends, reviewing learning outcomes and their assessments (where standards for learning outcomes must be established), and maintaining the overall balance of courses, for example, in the I-series (where targets for each College and School have to be established) and in other Distributive Studies categories.

In early fall 2010, the Senate Executive Committee (SEC) asked the Senate CORE Committee to review its future role as the University transitions to a new General Education program. The SEC charged the CORE Committee to define a new vision and scope of the committee under the new General Education Plan (Appendix 7). The CORE Committee was specifically asked to: re-define the charge of the committee to one that aligns with the new vision of General Education; suggest changes to the membership of the committee so that it appropriately reflects its new charge; suggest a new name for the existing CORE Committee that aligns with its role within the new General Education program; and consult with the Senate Elections, Representation, & Governance (ERG) Committee to recommend appropriate changes to the Senate Bylaws to reflect this transition.

The committee's original deadline was set for December 1, 2010. However, official implementation of the new General Education program was postponed until the fall of 2012. This postponement was announced at the Senate meeting on October 13, 2010. Thus, the CORE Committee voted on October 14, 2010 to ask for an extension. The SEC granted an extension until March 14, 2011 (Appendix 6).

### **Committee Work**

Over the course of the 2010-2011 academic year, the Senate CORE Committee reviewed and discussed the charge. The committee discussed how the vision and scope of the new committee under the General Education program could be defined.

The committee agreed that the new name of the CORE Committee should be the Senate General Education Committee. The committee identified areas of the current specifications, including the membership and the charge, which would need to change. Following months of deliberation, the CORE Committee drafted specifications to be recommended to the Senate

ERG Committee for endorsement. The CORE Committee drafted the specifications to better align the committee with the spirit of the new General Education program. It worked with the Office of Undergraduate Studies to develop the new charge (6.4.b) and the section on the relation of the committee to the office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies (6.4.d). The rationale and decision making processes that went into a number of the changes are described below.

Firstly, the CORE Committee decided to recommend that the Chair of the General Education Committee be a faculty member of the Senate. The committee members felt strongly that a faculty member should chair the General Education Committee, but that the faculty member should not be selected from within the membership of the committee, as previously prescribed for the CORE Committee. Logistically, selecting a chair from the faculty Senate membership is preferable to prescribing that the chair must also serve the role of a faculty representative on the committee itself. This change will align the chair appointment process to that used for all other standing Senate committees.

Secondly, because General Education strives to provide students with a broad exposure to different disciplines, the committee decided to create a membership that will invite faculty representation from all colleges and schools. The committee agreed that inclusivity is an important part of the General Education program. Since the perspectives and concerns from various colleges and schools differ, the committee determined that it would be beneficial to have permanent representation from all colleges and schools on the new committee.

Thirdly, the committee also increased the number of student members, while limiting the overall student representation to the undergraduate population, since undergraduate students are the main population served by the General Education program. The committee decided to increase the number of students because the number of faculty had increased, as well.

Additionally, the committee decided to add an ex-officio member from College Park Scholars, since College Park Scholars is currently working to effectively align its curricula with the new General Education requirements. Because the Honors College and College Park Scholars work with approximately half of the incoming freshman classes, and because Scholars is embracing the new General Education course designations, an argument can be made for both of the directors to sit on the new General Education Committee.

Lastly, the committee recommended that the quorum of the new General Education Committee be set at a majority of voting members, which will equal eleven. By striking the line about the current quorum number, the committee would follow the practice in the Bylaws (5.3.c) which says, "Unless a quorum number is specified in the membership description of a committee, the quorum shall be a majority of voting members of the committee." While the new total membership number, 20, would potentially call for a quorum of 9 members if it had been in existence when ERG reviewed the process of quorum calculations in 2010, the CORE Committee decided that a majority of voting members is more appropriate for the General Education Committee.

The above recommendations were submitted to the ERG Committee on March 7, 2011 (Appendix 5). The ERG Committee carefully reviewed the recommended specifications at its meeting on March 9, 2011. The ERG Committee sent a response back to the Chair of the CORE Committee stating that it voted to recommend the addition of two graduate students, one representative each from the humanities and sciences disciplines, to the membership of the General Education Committee. ERG explained that it felt strongly that graduate student

representation on the General Education Committee is not only necessary, but will improve the working of the committee, because of the heavy involvement of graduate students in teaching many CORE courses, especially in English and Mathematics. Additionally, the ERG Committee expressed that graduate students can bring valuable insights into the design of the General Education curriculum due to their hybrid status as both students and instructors, and many aspire to become professors and educators.

The CORE Committee responded that it recognized that while some graduate assistants might teach General Education courses, not all graduate students will teach. Since there is currently no mechanism in place for recruiting only volunteers specifically from the pool of those graduate students who might teach General Education classes, volunteer recruitment could be difficult. The CORE Committee also explained that it had been concerned with the proposed membership becoming too large. Because not all Senate committee memberships mandate that there must be representation from all constituent groups, it had decided not to prescribe a permanent graduate student representation on the committee. Rather, the CORE Committee discussed the idea that graduate assistants who teach General Education courses should be utilized under section 6.4.c, which states that the committee may establish subcommittees for each major segment of its work. However, the ERG Committee stated that it did not believe that inclusion of graduate students in potential subcommittees would constitute sufficient involvement.

Following consultation with the Chair of the CORE Committee, the ERG Committee revised its initial recommendation of adding two graduate students to the proposed membership of the General Education Committee, and a compromise was created. Subsequently, the ERG Committee voted to approve language that will require the membership of the proposed General Education Committee to include a total of four students, one of whom must be an undergraduate student, and one of whom must be a graduate student. This will allow for representation of graduate students on the General Education Committee. Additionally, the ERG Committee voted on March 16, 2011 to revise a few sections of the CORE Committee's recommended specifications for grammatical clarity and readability. The recommended quorum remains unchanged. With these edits and final proposed changes (Appendix 2), the ERG Committee fully endorses the recommendation below. The CORE Committee was made aware of this compromise and the ERG Committee's final endorsement (Appendix 4) on March 18, 2011.

The goals and purpose of the new Senate General Education Committee are also outlined in the General Education Implementation Plan, created by the General Education Implementation Committee. The CORE Committee worked closely with the Implementation Committee to ensure that the ideals of the new committee would be included in the Plan. The General Education Implementation Plan was approved by the Senate on February 9, 2011. The President approved the Plan on February 18, 2011.

### **Recommendation**

The CORE Committee, with endorsement from the ERG Committee, recommends that the attached specifications (Appendix 1) replace the current committee specifications (Appendix 3) for the Senate CORE Committee in the Bylaws of the University Senate, establishing a new University Senate General Education Committee. The committee also recommends that the General Education Committee specifications in the Bylaws be reviewed following the decommissioning of the CORE Program, to remove the charge in 6.4.b(1) pertaining to the ongoing CORE Program.

## **Appendices**

Appendix 1 – Recommended General Education Committee Specifications for the Bylaws

Appendix 2 – Proposed Changes to the Current CORE Committee Specifications in the Bylaws

Appendix 3 – Current CORE Committee Specifications as outlined in the Senate Bylaws

Appendix 4 – Endorsement by ERG Committee (Initial and Revised Memos)

Appendix 5 – CORE Committee's Request for Endorsement

Appendix 6 – Request for Extension from the CORE Committee and Response from the SEC

Appendix 7 – Charge from the SEC

Recommended General Education Committee Specifications for the University Senate Bylaws

6.4 General Education Committee:

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate;
- (2) Twelve (12) faculty members consisting of:
  - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;
- (3) Four (4) students, of whom at least one (1) must be an undergraduate student and at least one (1) must be a graduate student, from four (4) different entities listed in 6.4.a(2)(a) above and those under the Office of Undergraduate Studies.
- (4) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Director of the Honors College, the Executive Director of College Park Scholars (or their designees), and the Associate Dean for General Education shall serve as voting ex officio members.

6.4.b Charge:

- (1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the Core requirements, the General Education Committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland consistent with its authority as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland* and the *General Education Implementation Plan* approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate.
- (2) The General Education Committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the*

*University of Maryland and the General Education Implementation Plan* approved by the University Senate in February 2011. The General Education Committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.4.c The committee may, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the General Education Committee as the General Education Committee and the Senate Executive Committee deem appropriate.

6.4.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

(1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.

(2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the General Education Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.

(3) The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.



## Appendix 2

### Recommended Changes to the Current CORE Committee Specifications in the Senate Bylaws Shown in Blue/Bold Font

#### 6.4 General Education Core Liberal Arts and Sciences Program (CORE) Committee:

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate ~~from the faculty representatives on the committee;~~
- (2) ~~Ten (10)~~ Twelve (12) faculty members consisting of:
  - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;  
  
~~Seven (7) faculty representatives from the Arts and Sciences colleges: Arts and Humanities; Behavioral and Social Sciences; Computer, Mathematical, and Physical Sciences; and Chemical and Life Sciences, provided each college has at least one (1) representative and no college has more than two (2) representatives;~~  
  
~~(b) Three (3) faculty representatives rotated among the following colleges: Education; Architecture, Planning, and Preservation; the Robert H. Smith School of Business and Management; the School of Public Health; Agriculture and Natural Resources; the Philip Merrill College of Journalism; and the A. James Clark School of Engineering, provided no college has more than one (1) representative;~~
  - (3) ~~And two (2) student representatives. Four (4) students, of whom at least one (1) must be an undergraduate student and at least one (1) must be a graduate student, from four (4) different entities listed in 6.4.a(2)(a) above and those under the Office of Undergraduate Studies;~~
  - (4) The Associate Provost for Academic Affairs and Dean for of Undergraduate Studies, ~~and~~ the Director of the Honors College, the Executive Director of College Park Scholars University Honors Program (or their designees), ~~and the Associate Dean for General Education Director of CORE Planning and Implementation~~ shall serve as voting ex officio members.

~~6.4.b Quorum: A quorum of the CORE Committee shall be eight (8) voting members.~~

6.4.eb Charge:

- (1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the CORE requirements, ~~The~~ General Education eCommittee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland-UMCP.

~~consistent with its authority includes, but is not limited to, evaluation, selection, and oversight of courses which satisfy fundamental studies, distributive studies, advanced studies, cultural diversity, capstone, and freshman seminar requirements~~ as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland and the General Education Implementation Plan* approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate.

(2) The General Education Committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland and the General Education Implementation Plan* approved by the University Senate in February 2011. The General Education Committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.4.~~dc~~ The committee ~~shall~~ may, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the CORE General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the CORE General Education Committee as the CORE General Education Committee and the Senate Executive Committee deem appropriate.

6.4.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

(1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.

(2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the General Education Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.

(3) The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.

Current Committee Specifications – As Outlined in the Bylaws of the University Senate

**6.4 Core Liberal Arts and Sciences Program (CORE) Committee:**

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer appointed by the chair of the Senate from the faculty representatives on the committee;
- (2) Ten (10) faculty members consisting of:
  - (a) Seven (7) faculty representatives from the Arts and Sciences colleges: Arts and Humanities; Behavioral and Social Sciences; Computer, Mathematical, and Physical Sciences; and Chemical and Life Sciences, provided each college has at least one (1) representative and no college has more than two (2) representatives;
  - (b) Three (3) faculty representatives rotated among the following colleges: Education; Architecture, Planning, and Preservation; the Robert H. Smith School of Business and Management; the School of Public Health; Agriculture and Natural Resources; the Philip Merrill College of Journalism; and the A. James Clark School of Engineering, provided no college has more than one (1) representative;
- (3) And two (2) student representatives.
- (4) The Associate Provost for Academic Affairs and Dean of Undergraduate Studies and the Director of the University Honors Program (or their designees) and the Director of CORE Planning and Implementation shall serve as voting ex officio members.

6.4.b Charge: The committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at UMCP. Its authority includes, but is not limited to, evaluation, selection, and oversight of courses which satisfy fundamental studies, distributive studies, advanced studies, cultural diversity, capstone, and freshman seminar requirements as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate.

6.4.c The committee shall, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the CORE Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the CORE Committee as the CORE Committee and the Executive Committee deem appropriate.



# UNIVERSITY OF MARYLAND

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To: Laura Rosenthal  
Chair, Senate CORE Committee

From: Marc Pound  
Chair, Elections, Representation, & Governance (ERG) Committee

Subject: Transition of the Senate CORE Committee  
Senate Doc. No. 10-11-13

Subsequent to continued email discussions regarding the Transition of the CORE Committee following the initial response from the ERG Committee on March 9, 2011, the ERG Committee has re-evaluated its original recommendation of adding two graduate students to the proposed membership of the General Education Committee. Following conversation with the Chair of the CORE Committee, a compromise was created that will require the membership to include four students, one of whom must be an undergraduate student, and one of whom must be a graduate student. The ERG Committee has voted and approved this recommendation, which will leave the quorum calculation unchanged, and will allow for representation of graduate students on the General Education Committee.

Therefore, the ERG Committee recommends amending section 6.4.a(3) of the proposed committee specifications to read as follows:

“Four (4) students, of whom at least one (1) must be an undergraduate student and at least one (1) must be a graduate student, from four (4) different entities listed in 6.4.a(2)(a) above.”

Additionally, following further review, the ERG Committee voted to revise sections of the CORE Committee’s recommended General Education Committee Specifications for grammatical clarity and readability. Attached are the ERG Committee’s approved edits to the General Education Committee Specifications, as well as a final version of the specifications endorsed by the ERG Committee for submission to the Senate Executive Committee.

With these final changes, the ERG Committee fully endorses the recommendations of the CORE Committee. If you have any questions, please contact me ([mpound@umd.edu](mailto:mpound@umd.edu), x51520) or Glen Fuhrmeister in the Senate Office ([glenf@umd.edu](mailto:glenf@umd.edu), x51243).

MP:gf

Attachments

## CHANGES MADE BY THE ERG COMMITTEE – MARCH 16, 2011

### Recommended Committee Specifications – As Outlined in the Bylaws of the University Senate

#### 6.4 General Education Committee:

##### 6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate;
- (2) Twelve (12) faculty members consisting of:
  - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;
- (3) Three (3) undergraduate student representatives (from three (3) different entities listed in 6.4.a(2)(a) above). Four (4) students, of whom at least one (1) must be an undergraduate student and at least one (1) must be a graduate student, from four (4) different entities listed in 6.4.a(2)(a) above;
- (4) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Director of the Honors College, and the Executive Director of College Park Scholars (or their designees), and the Associate Dean for General Education shall serve as voting ex officio members.

##### 6.4.b Charge:

- (1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the Core requirements, the General Education Committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland consistent with its authority as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland* and the *General Education Implementation Plan* approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate

(2) The General Education Committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland*. ~~The General Education Committee shall review and make recommendations to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies concerning the General Education Program, its requirements and its vision, as it deems appropriate, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.~~ The General Education Committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.4.c The committee may, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the General Education Committee as the General Education Committee and the Senate Executive Committee deem appropriate.

6.4.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

(1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.

(2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the General Education Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.

(3) ~~The committee shall be informed by the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies of modifications in proposal or review processes, the disposition of the recommendations from the committee, and any~~ The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.

ENDORSED BY THE ERG COMMITTEE – MARCH 16, 2011

Recommended Committee Specifications – As Outlined in the Bylaws of the University Senate

6.4 General Education Committee:

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate;
- (2) Twelve (12) faculty members consisting of:
  - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;
- (3) Four (4) students, of whom at least one (1) must be an undergraduate student and at least one (1) must be a graduate student, from four (4) different entities listed in 6.4.a(2)(a) above;
- (4) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Director of the Honors College, and the Executive Director of College Park Scholars (or their designees), and the Associate Dean for General Education shall serve as voting ex officio members.

6.4.b Charge:

- (1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the Core requirements, the General Education Committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland consistent with its authority as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland* and the *General Education Implementation Plan* approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate
- (2) The General Education Committee shall exercise broad oversight and



supervision of the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland*. The General Education Committee shall review and make recommendations concerning the General Education Program to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies. Such recommendations shall include, as the committee deems appropriate, the program's requirements and its vision, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.4.c The committee may, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the General Education Committee as the General Education Committee and the Senate Executive Committee deem appropriate.

6.4.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

(1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.

(2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the General Education Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; areas where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.

(3) The Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies shall inform the committee of modifications in the proposal or review process, the disposition of recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.



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To: Laura Rosenthal  
Chair, Senate CORE Committee

From: Marc Pound  
Chair, Elections, Representation, & Governance (ERG) Committee

Subject: Transition of the Senate CORE Committee  
Senate Doc. No. 10-11-13

The ERG Committee met on March 9, 2011 to discuss the Transition of the Senate CORE Committee; specifically the recommended committee specifications (including the new name, charge, and membership) for the Senate Bylaws.

After careful review of the CORE Committee's recommended specifications, the ERG Committee recommends the addition of two graduate students to the membership of the General Education Committee. Because of the heavy involvement of graduate students in teaching many CORE courses, especially in English and Mathematics, it is the strong feeling of ERG that graduate student representation on the General Education Committee is not only necessary, but will improve the working of the committee. We do not believe that inclusion of graduate students in potential subcommittees under section 6.4.c is sufficient involvement. The ERG Committee suggests one graduate student representative each from humanities and sciences disciplines.

The ERG Committee recognizes that the CORE Committee is using the majority method in calculating its quorum. The addition of two graduate students will increase quorum of the CORE Committee by one; however, we believe adherence to principles of Shared Governance should outweigh quorum considerations.

The ERG Committee is prepared to fully and expeditiously endorse the recommendations of the CORE Committee after this change is made. If you have questions, please contact me ([mpound@umd.edu](mailto:mpound@umd.edu) , x51520) or Glen Fuhrmeister in the Senate Office ([glenf@umd.edu](mailto:glenf@umd.edu) , x51243).

MP:gf



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## UNIVERSITY SENATE

Date: March 7, 2011

To: Marc Pound  
Chair, Elections, Representation, & Governance (ERG) Committee

From: Laura Rosenthal  
Chair, Senate CORE Committee

Subject: Transition of the Senate CORE Committee  
Senate Doc. No. 10-11-13

The Senate passed the proposal entitled, *Transforming General Education at the University of Maryland* (Senate Doc#: 09-10-34) at its meeting on April 8, 2010. In that plan, the General Education Task Force identified its vision for the evolution of the Senate's CORE Committee as follows:

“The Task Force is suggesting a rebalancing of the relationship between the Dean for Undergraduate Studies and the General Education (previously CORE) Committee of the University Senate. Rather than employing the Senate Committee for individual course approvals, the Task Force envisions the role of a Senate-elected Committee to be one that provides broad oversight and supervision over the entire General Education program evaluating trends, reviewing learning outcomes and their assessments (where standards for learning outcomes must be established), and maintaining the overall balance of courses, for example, in the I-series (where targets for each College and School have to be established) and in other Distributive Studies categories.”

As a result, the Senate Executive Committee (SEC) requested that the CORE Committee review its future role with General Education. The SEC specifically asked us to re-define our committee's charge, suggest changes to our membership, suggest a new name for the committee, and consult with ERG to make sure that our recommendations are appropriate for the Senate Bylaws.

After discussing our vision for the new General Education Committee for over the past five months, the CORE Committee has created a final draft of our recommended committee specifications (which include the new name, charge, and membership) for the Senate Bylaws. These specifications are attached to this memo. We respectfully request that the ERG Committee review and consider our suggestions. If you approve of the specifications, we would like to receive a memo of endorsement from ERG, so that we can submit it with our final report and recommendations to the SEC.

The CORE Committee created these specifications in order to better align the committee with the spirit of the new General Education program. Because General Education strives to provide students with a broad exposure to different disciplines, we created a

membership that will invite faculty representation from all colleges and schools. We also increased the number of undergraduate student members while limiting the overall student representation to the undergraduate population, since they are the main population served by the General Education program. We also added an ex-officio member from College Park Scholars, since College Park Scholars is currently working to effectively align its curricula with the new General Education requirements. Because the Honors College and College Park Scholars work with approximately half of the incoming freshman classes, and because Scholars is embracing the new General Education course designations, an argument can be made for both of the directors to sit on the new Senate General Education Committee.

You will also notice that we are recommending that the quorum of the new General Education Committee be set at a majority of voting members, which will equal 11. By striking the line about the current quorum number, the committee will follow the practice now written into the Bylaws (5.3.c) which says, "Unless a quorum number is specified in the membership description of a committee, the quorum shall be a majority of voting members of the committee." While the new total membership number, 20, would potentially call for a quorum of 9 members if it had been in existence when ERG reviewed quorum calculations earlier this year, the CORE Committee has decided that a majority of voting members is more appropriate for the General Education Committee, mainly because it will ensure that no decision can be made with faculty members in the minority of voters present at a committee meeting.

We hope that you will find our suggested specifications acceptable, and we look forward to hearing from you. Thank you for adding this item to the agenda of your March 9, 2011 meeting. If you have any questions, please contact me at [lrosent1@umd.edu](mailto:lrosent1@umd.edu) or x51408 or Chelsea Benincasa in the Senate Office ([chelseab@umd.edu](mailto:chelseab@umd.edu) or x58470).

Attachments

LR:cb

Recommended Committee Specifications – As Outlined in the Bylaws of the University Senate

6.4 General Education Committee:

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate;
- (2) Twelve (12) faculty members consisting of:
  - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;
- (3) Three (3) undergraduate student representatives (from three (3) different entities listed in 6.4.a(2)(a) above).
- (4) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies, the Director of the Honors College, and the Executive Director of College Park Scholars (or their designees), and the Associate Dean for General Education shall serve as voting ex officio members.

6.4.b Charge:

- (1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the Core requirements, the General Education Committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland consistent with its authority as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland* and the *General Education Implementation Plan* approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate
- (2) The General Education Committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland*. The General Education Committee shall review and

make recommendations to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies concerning the General Education Program, its requirements and its vision, as it deems appropriate, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.4.c The committee may, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the General Education Committee as the General Education Committee and the Senate Executive Committee deem appropriate.

6.4.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

(1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.

(2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the General Education Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.

(3) The committee shall be informed by the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies of modifications in proposal or review processes, the disposition of the recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.

Recommended Committee Specifications (with tracked changes)

6.4 **General Education ~~Core Liberal Arts and Sciences Program (CORE)~~ Committee:**

6.4.a Membership: The committee shall consist of:

- (1) A presiding officer, who is a member of the faculty and is appointed by the chair of the Senate ~~from the faculty representatives on the committee;~~
- (2) ~~Ten (10)~~ Twelve (12) faculty members consisting of:
  - (a) One (1) representative from each of the following entities: the College of Agriculture and Natural Resources; the School of Architecture, Planning, and Preservation; the College of Arts and Humanities; the College of Behavioral and Social Sciences; the Robert H. Smith School of Business and Management; the College of Computer, Mathematical, and Natural Sciences; the College of Education; the A. James Clark School of Engineering; the College of Information Studies; the Philip Merrill College of Journalism; the School of Public Health; and the School of Public Policy;  
  
~~Seven (7) faculty representatives from the Arts and Sciences colleges: Arts and Humanities; Behavioral and Social Sciences; Computer, Mathematical, and Physical Sciences; and Chemical and Life Sciences, provided each college has at least one (1) representative and no college has more than two (2) representatives;~~
  - (b) ~~Three (3) faculty representatives rotated among the following colleges: Education; Architecture, Planning, and Preservation; the Robert H. Smith School of Business and Management; the School of Public Health; Agriculture and Natural Resources; the Philip Merrill College of Journalism; and the A. James Clark School of Engineering, provided no college has more than one (1) representative;~~
- (3) ~~And two (2) student representatives.~~ Three (3) undergraduate student representatives (from three (3) different entities listed in 6.4.a(2) above).
- (4) The Associate Provost for Academic Affairs and Dean for ~~of~~ Undergraduate Studies, and the Director of the Honors College and the Executive Director of College Park Scholars ~~University Honors Program~~ (or their designees), and the Associate Dean for General Education ~~Director of CORE Planning and Implementation~~ shall serve as voting ex officio members.

6.4.b ~~Quorum: A quorum of the CORE Committee shall be eight (8) voting members.~~

6.4.eb Charge:

- (1) To facilitate the ongoing Core Liberal Arts and Sciences Program for students under the CORE requirements, ~~The~~ General Education ~~e~~Committee shall exercise continuing supervisory authority and general oversight of the Core Liberal Arts and Sciences Program at the University of Maryland-UMCP, ~~consistent with~~ its authority includes, ~~but is not limited to,~~ evaluation, selection, and oversight of courses which satisfy fundamental studies,

~~distributive studies, advanced studies, cultural diversity, capstone, and freshman seminar requirements~~ as mandated by the report on undergraduate education entitled *Promises to Keep: The College Park Plan for Undergraduate Education* (Pease Report), adopted by the College Park Senate in March 1988 and in coordination with the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland and the General Education Implementation Plan* approved by the University Senate in February 2011. It shall also make periodic reports to the Senate on its evaluation of the effectiveness of the program and make any recommendations for revision or improvements it deems appropriate.

(2) The General Education Committee shall exercise broad oversight and supervision of the General Education Program at the University of Maryland as described in the 2010 document *Transforming General Education at the University of Maryland*. The General Education Committee shall review and make recommendations to the Senate and the Associate Provost for Academic Affairs and Dean for Undergraduate Studies concerning the General Education Program, its requirements and its vision, as it deems appropriate, especially with regard to evaluating trends, reviewing learning outcomes, and maintaining the balance of courses in the General Education categories.

6.4.d~~c~~ The committee shall may, under the provisions of Section 5.7, establish subcommittees for each major segment of its work. A member of the CORE General Education Committee shall serve as the presiding officer of each subcommittee. The other members may, but need not, be members of the CORE General Education Committee as the CORE General Education Committee and the Senate Executive Committee deem appropriate.

6.4.d Relation of the General Education Committee to the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies:

(1) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will prepare an annual report on the status of the General Education Program and will send the report to the General Education Committee by September 1.

(2) The Associate Provost for Academic Affairs and Dean for Undergraduate Studies will meet with the General Education Committee as needed to discuss or update the report. Topics will include but not be limited to: the membership and ongoing work of the General Education Faculty Boards; the proposal and approval process for General Education courses; the learning outcomes for the different course categories; where additional courses or rebalancing may be needed; trends and developments that may impact the General Education Program; and informational resources for students, faculty, and advisors about the General Education Program.

(3) The committee shall be informed by the Office of the Associate Provost for Academic Affairs and Dean for Undergraduate Studies of modifications in proposal or review processes, the disposition of the recommendations from the committee, and any other changes regarding the implementation of the General Education Program as specifically delegated to that office.





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October 28, 2010

Dr. Laura Rosenthal  
Chair, CORE Committee  
3106 Tawes Hall  
College Park, MD 20742

Dear Dr. Rosenthal,

The Senate Executive Committee (SEC) reviewed your request to grant the CORE Committee an extension to the deadline on the "Transition of the Senate CORE Committee" (Senate Doc. No. 10-11-13) charge. Since implementation of the new General Education plan has been delayed until the Fall 2012 semester, this extension will not negatively impact the process. The SEC met on October 27, 2010 and voted to grant your request for an extension of the deadline for the charge to March 14, 2011.

Please coordinate with Chelsea Benincasa to submit your report to the SEC. Thank you for your committee's work on this important step in the implementation process.

Sincerely,

A handwritten signature in blue ink, appearing to read "Linda Mabbs".

Linda Mabbs  
Chair

Cc: Chelsea Benincasa



# UNIVERSITY OF MARYLAND

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October 19, 2010

Professor Linda Mabbs  
Chair, University Senate  
1100 Marie Mount Hall  
University of Maryland  
College Park, MD 20742-7541

Dear Ms. Mabbs:

The Senate CORE Committee began its work on Senate Doc #10-11-13, "Transition of the Senate CORE Committee," at its first meeting in September 2010. At that meeting, the CORE Committee began to discuss how the vision and scope of the new committee under the General Education program will be defined.

The CORE Committee has been diligently working on re-defining the charge of the committee to align with the goals of General Education, and is exploring changes to the membership, so that it will appropriately reflect a new charge. The original deadline set for the CORE Committee's report on this charge was December 1, 2010.

Given that the official implementation of the new General Education program has been postponed until the Fall of 2012, we feel as if an extension on the abovementioned deadline will allow us to fully consider all issues relating to this charge prior to reporting back to the Senate Executive Committee. We will continue to work with representatives of the Office of Undergraduate Studies, so that they are aware of our progress in any way that might prove to be helpful for their work on implementation.

We respectfully request that the CORE Committee be granted an extension for Senate Doc #10-11-13 until March 14, 2011. This new deadline will allow ample time for the Senate Committee on Committees to incorporate the new membership specifications for the committee volunteer recruitment period for the 2011-2012 academic year.

Please let me know if you have questions or if I may be of assistance. Thank you for your consideration of this matter.

Sincerely,

Laura J. Rosenthal  
Chair, University Senate CORE Committee

LR/cb

Cc: Reka Montfort, Executive Director, University Senate



## University Senate CHARGE

<b>Date:</b>	September 2, 2010
<b>To:</b>	Laura Rosenthal Chair, CORE Committee
<b>From:</b>	Linda Mabbs Chair, University Senate
<b>Subject:</b>	Transition of the Senate CORE Committee
<b>Senate Document #:</b>	10-11-13
<b>Deadline:</b>	December 1, 2010

The Senate Executive Committee (SEC) requests that the CORE Committee review its future role as we transition to the new General Education Plan for the University.

The Senate passed the proposal entitled, “Transforming General Education at the University of Maryland” (Senate Doc#: 09-10-34) at its meeting on April 8, 2010. In that plan, the task force identified its vision for the evolution of the Senate’s CORE Committee as follows:

The Task Force also recommends that the special Senate-Provost Implementation Committee select someone to take overall responsibility for General Education. It believes that person should be the Dean for Undergraduate Studies, who, in this capacity, will report to the Provost and to the Chair of the University Senate. **In so recommending, the Task Force is suggesting a rebalancing of the relationship between the Dean for Undergraduate Studies and the General Education (previously CORE) Committee of the University Senate. Rather than employing the Senate Committee for individual course approvals, the Task Force envisions the role of a Senate-elected Committee to be one that provides broad oversight and supervision over the entire General Education program—evaluating trends, reviewing learning outcomes and their assessments (where standards for learning outcomes must be established), and maintaining the overall balance of courses, for example, in the I-series (where targets for each College and School have to be established) and in other Distributive Studies categories.”**

The SEC suggests that the CORE Committee work with the Office of Undergraduate Studies to define the new vision and scope of the committee under this new plan.

Specifically, we ask that you:

1. Re-define the charge of the committee to one that aligns with this new vision.
2. Suggest changes to the membership of the committee so it appropriately reflects its new charge.

3. Suggest a new name for the existing CORE Committee that aligns with its role within the new general education program.
4. Consult with the Elections, Representation & Governance (ERG) Committee to recommend appropriate changes to the Senate Bylaws to reflect this transition.

We ask that you submit your report and recommendations to the Senate Office no later than December 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-37
<b>PCC ID #:</b>	NA
<b>Title:</b>	Non-Creditable Sick Leave Policy
<b>Presenter:</b>	Robert Schwab, Chair, Faculty Affairs Committee
<b>Date of SEC Review:</b>	April 8, 2011
<b>Date of Senate Review:</b>	April 21, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	The University of Maryland Legal Office has requested revisions to the University of Maryland College Park Policy and Procedure for Non-Creditable Sick Leave for Faculty Members (II-2.30(A)). Because these changes are substantive, they require Senate approval.
<b>Relevant Policy # &amp; URL:</b>	II-2.30(A) University of Maryland College Park Policy and Procedure for Non-Creditable Sick Leave for Faculty Members <a href="http://www.president.umd.edu/policies/ii230a.html">http://www.president.umd.edu/policies/ii230a.html</a>
<b>Recommendation:</b>	The Faculty Affairs Committee recommends that the Senate approve the revisions to University of Maryland College Park Policy and Procedure for Non-Creditable Sick Leave for Faculty Members (II-2.30(A)).
<b>Committee Work:</b>	<p>The Faculty Affairs Committee (FAC) discussed and reviewed the suggested revisions to the policy at their March 10, 2011 meeting. Following extensive discussion it was concluded that the revisions to the policy were appropriate and offered protection to faculty members needing to use non-creditable sick leave. The Committee agreed to consult with the Legal Office to ensure a comprehensive understanding of the rationale behind the revisions.</p> <p>On March 28, 2011 Robert Schwab, Chair and Juan Uriagereka, committee member met with Diane Krejsa, University Counsel, Legal Office to discuss the revisions to the policy. Schwab and Uriagereka learned that the proposed changes were largely technical, and will essentially have no effect on a faculty</p>

	<p>member’s rights and responsibilities regarding non-creditable sick leave.</p> <p>Chair Schwab reported these findings to the FAC and explained that the proposed revisions to the policy will help establish a more clearly defined campus-wide policy on non-creditable sick leave.</p> <p>The committee voted and approved the revised policy on March 30, 2011.</p>
<b>Alternatives:</b>	The policy could remain unchanged.
<b>Risks:</b>	If the policy is left unchanged, the University could be vulnerable in a legislative audit.
<b>Financial Implications:</b>	There are no financial implications.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	Senate and Presidential approval are required.

Senate Faculty Affairs Committee Report on  
Non-Creditable Sick Leave Policy  
March 2011

## Background

The University of Maryland Legal Office has requested that revisions be made to University of Maryland College Park Policy and Procedure for Non-Creditable Sick Leave for Faculty Members (II-2.30(A)). Because of the substantive nature of the changes, Senate approval was required.

On February 16, 2011 the Senate Executive Committee (SEC) requested that the Faculty Affairs Committee (FAC) review the requested policy revisions and comment on whether they are appropriate, prior to Senate approval.

## Committee Work

The FAC discussed and reviewed the suggested revisions to the policy at its March 10, 2011 meeting. Following extensive discussion, the FAC concluded that the revisions to the policy were not only appropriate but also offered protection to faculty members choosing to use non-creditable sick leave. The Committee agreed to consult with the Legal Office to ensure a comprehensive understanding of the rationale behind the revisions. Robert Schwab, Chair and Juan Uriagereka, committee member volunteered to meet with Diane Krejsa, University Counsel, Legal Office on behalf of the FAC.

The meeting with Ms. Krejsa to discuss the rationale of the requested revisions to the non-creditable sick leave policy was held on March 28, 2011. Schwab and Uriagereka learned that the proposed changes were largely technical, and will essentially have no effect on a faculty member's rights and responsibilities regarding non-creditable sick leave. In paragraph II of the current policy it states, "Each department chairperson shall develop a written procedure concerning non-creditable sick leave to cover illness, injury, or childbirth." Very few departments have developed the required policy and as a consequence face a potentially serious problem from a legislative audit.

Chair Schwab reported these findings to the FAC and explained that the proposed revisions to the policy will help to establish a more clearly defined campus-wide policy on non-creditable sick leave.

The FAC voted to approve the revised policy on March 30, 2011.

## Recommendation

The Faculty Affairs Committee recommends that the Senate approve the attached revisions to the University of Maryland College Park Policy and Procedure for Non-Creditable Sick Leave for Faculty Members (II-2.30(A)).

## Appendices

Appendix 1- Revised Policy

Appendix 2- Current Policy

Appendix 3- Charge

## II-2.30(A) UMCP POLICY AND PROCEDURES FOR NON-CREDITABLE SICK LEAVE FOR FACULTY MEMBERS

APPROVED BY THE PRESIDENT 1 AUGUST 1991

### I. Policy

In order to minimize the disruption of instruction to students, it is the policy of UMCP to provide a system of colleague substitution for instructional faculty who are absent due to incapacitation for brief periods as a result of short-term illness, ~~or injury or childbirth~~. The “collegial” method of accommodating faculty absence due to incapacitation is preferred. This is the practice whereby colleagues of the disabled faculty member assume responsibility for his/her classes and other essential functions, ~~system is~~ on a voluntary basis, in addition to carrying on their own work. ~~and must follow equitable procedures developed by each department using the guidelines set forth below.~~

### ~~II. Guidelines~~

~~A. Each department chairperson shall develop a written procedure concerning non-creditable sick leave to cover illness, injury, or childbirth. The procedure should include:~~

- ~~1. a statement concerning eligibility (faculty members appointed for less than one year are not eligible);~~
- ~~2. a method of record keeping,~~
- ~~3. a system of obtaining coverage on short notice,~~
- ~~4. a requirement of reporting to the department chair all absences requiring coverage as they occur, and~~
- ~~5. a system for covering long term absences beyond the non-creditable sick leave period.~~

~~B. Each department chairperson shall submit the procedure for approval to the Vice President for Academic Affairs, and a report of all colleague supported absences shall be made to the Vice President for Academic Affairs at the close of each fiscal year.~~

~~C. The written procedure shall be distributed to all faculty members within the department.~~

~~D. Non-creditable sick leave shall not exceed 25 work days per fiscal year for an individual faculty member.~~

~~E. Collegial leave in two fiscal years must be separated by at least 25 days of active service.~~



- ~~F. The maximum limit to collegiality used during the summer session is one seventh of the contract period. This will be included as part of the yearly limit.~~
- ~~G. The faculty member filling in for a colleague must have some familiarity with the course material.~~

## II. Eligibility

- A. Faculty member must be an instructional faculty member.
- B. Faculty member must hold a tenured, tenure-track or non-tenured appointment of at least one semester and be eligible for benefits.
- C. Non-creditable “collegial” sick leave is available beginning the first day of an appointment.

## III. Guidelines

- A. Non-creditable “collegial” sick leave shall not exceed 25 work days per year for an individual faculty member on a 12-month appointment, and shall be prorated according to the faculty member’s academic year appointment, e.g., 9-month, 9.5- month or 10-month appointment. Once a faculty member has exhausted his/her annual limit of non-creditable “collegial” sick leave, his/her creditable sick leave shall be charged.
- B. Use of non-creditable “collegial” sick leave spanning two fiscal years must be separated by at least 25 days of active service.
- C. Part-time faculty can use non-creditable “collegial” sick leave prorated to the percentage of their part-time appointment.
- D. Use of non-creditable “collegial” sick leave during the summer session is limited to a maximum of one-seventh of the summer contract period. Use of non-creditable “collegial” sick leave during the summer counts toward the faculty member’s annual limit.
- E. The faculty member filling in for a colleague must have some familiarity with the course material.
- F. Non-creditable “collegial” sick leave is not credited toward retirement and does not carry over to the next year.

## IV. Procedures

- A. Faculty will track use of non-creditable “collegial” sick leave in the UMCP electronic Time Entry/Faculty Leave Reporting System.
- B. The faculty member’s supervisor will approve the non-creditable “collegial” sick leave posted in the System and monitor that the number of days taken does not exceed the faculty member’s yearly limit.

#### V. Accountability

- A. Departments will have access to a report and are responsible for monitoring non-creditable “collegial” sick leave usage.
- B. The Office of the Provost will conduct post-audit reviews of non-creditable “collegial” sick leave usage. If supervisors are not approving the leave records or the maximum leave limits are exceeded, written notification will be sent to the Chairs and the faculty member with a copy to the Dean.



Appendix 2  
Current Policy

## Consolidated USMH & UMCP Policies and Procedures Manual

### **II-2.30(A) UMCP POLICY AND PROCEDURES FOR NON-CREDITABLE SICK LEAVE FOR FACULTY MEMBERS**

APPROVED BY THE PRESIDENT 1 AUGUST 1991

#### I. Policy

In order to minimize the disruption of instruction to students, it is the policy of UMCP to provide a system of colleague substitution for instructional faculty who are absent due to short-term illness or injury. This system is on a voluntary basis, and must follow equitable procedures developed by each department using the guidelines set forth below.

#### II. Guidelines

- A. Each department chairperson shall develop a written procedure concerning non-creditable sick leave to cover illness, injury, or childbirth. The procedure should include:
  1. a statement concerning eligibility (faculty members appointed for less than one year are not eligible),
  2. a method of record keeping,
  3. a system of obtaining coverage on short notice,
  4. a requirement of reporting to the department chair all absences requiring coverage as they occur, and
  5. a system for covering long term absences beyond the non-creditable sick leave period.
- B. Each department chairperson shall submit the procedure for approval to the Vice President for Academic Affairs, and a report of all colleague supported absences shall be made to the Vice President for Academic Affairs at the close of each fiscal year.
- C. The written procedure shall be distributed to all faculty members within the department.
- D. Non-creditable sick leave shall not exceed 25 work days per fiscal year for an individual faculty member.
- E. Collegial leave in two fiscal years must be separated by at least 25 days of active service.
- F. The maximum limit to collegiality used during the summer session is one seventh of the contract period. This will be included as part of the yearly limit.
- G. The faculty member filling in for a colleague must have some familiarity with the course material.

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Appendix 3  
Charge



**University Senate  
CHARGE**

<b>Date:</b>	February 16, 2011
<b>To:</b>	Robert Schwab Chair, Faculty Affairs Committee
<b>From:</b>	Linda Mabbs Chair, University Senate 
<b>Subject:</b>	Non-Creditable Sick Leave Policy
<b>Senate Document #:</b>	10-11-37
<b>Deadline:</b>	March 31, 2011

The Senate Executive Committee (SEC) requests that the Faculty Affairs Committee review the attached revisions to the UMCP Policy and Procedure for Non-Creditable Sick Leave for Faculty Members (II-2.30(A)). The Legal Office has asked that the attached revisions be made to the policy. Because these changes are substantive, the Senate must approve them.

The SEC feels that the Faculty Affairs Committee should review these revisions prior to Senate approval. We ask that you consult with Diane Krejsa in the Legal Office to understand the rationale behind the requested changes. In addition, the Faculty Affairs Committee should comment on whether the revisions are appropriate.

We ask that you submit your report and recommendations to the Senate Office by March 31, 2011 if at all possible. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

## Proposed Revisions to Policy

### II-2.30(A) UMCP POLICY AND PROCEDURES FOR NON-CREDITABLE SICK LEAVE FOR FACULTY MEMBERS

Unknown  
Field Code Changed

APPROVED BY THE PRESIDENT 1 AUGUST 1991

#### I. Policy

In order to minimize the disruption of instruction to students, it is the policy of UMCP to provide a system of colleague substitution for instructional faculty who are absent due to incapacitation for brief periods as a result of short-term illness, injury or childbirth. The “collegial” method of accommodating faculty absence due to incapacitation is preferred. This is the practice whereby colleagues of the disabled faculty member assume responsibility for his/her classes and other essential functions, on a voluntary basis, in addition to carrying on their own work.

Diane Krejsa 2/15/11 12:29 PM  
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#### II. Eligibility

A. Faculty member must be an instructional faculty member.

Diane Krejsa 2/15/11 12:34 PM  
Deleted: This system is on a voluntary basis, and must follow equitable procedures developed by each department using the guidelines set forth below.

B. Faculty member must hold a tenured, tenure-track or non-tenured appointment of at least one semester and be eligible for benefits.

Diane Krejsa 2/15/11 12:35 PM  
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C. Non-creditable “collegial” sick leave is available beginning the first day of an appointment.

Diane Krejsa 2/15/11 12:37 PM  
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#### III. Guidelines

A. Non-creditable “collegial” sick leave shall not exceed 25 work days per year for an individual faculty member on a 12-month appointment, and shall be prorated according to the faculty member’s academic year appointment, e.g., 9-month, 9.5-month or 10-month appointment. Once a faculty member has exhausted his/her annual limit of non-creditable “collegial” sick leave, his/her creditable sick leave shall be charged.

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B. Use of non-creditable “collegial” sick leave spanning two fiscal years must be separated by at least 25 days of active service.

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C. Part-time faculty can use non-creditable “collegial” sick leave prorated to the percentage of their part-time appointment.

D. Use of non-creditable “collegial” sick leave during the summer session is limited to a maximum of one-seventh of the summer contract period. Use of non-creditable “collegial” sick leave during the summer counts toward the faculty member’s annual limit.

E. The faculty member filling in for a colleague must have some familiarity with the course material.

F. Non-creditable “collegial” sick leave is not credited toward retirement and does not carry

over to the next year.

IV. Procedures

- A. Faculty will track use of non-creditable “collegial” sick leave in the UMCP electronic Time Entry/Faculty Leave Reporting System.
- B. The faculty member’s supervisor will approve the non-creditable “collegial” sick leave posted in the System and monitor that the number of days taken does not exceed the faculty member’s yearly limit.

V. Accountability

- A. Departments will have access to a report and are responsible for monitoring non-creditable “collegial” sick leave usage.
- B. The Office of the Provost will conduct post-audit reviews of non-creditable “collegial” sick leave usage. If supervisors are not approving the leave records or the maximum leave limits are exceeded, written notification will be sent to the Chair and the faculty member with a copy to the Dean.

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