

April 22, 2010

MEMORANDUM

TO: University Senate Members

FROM: Elise Miller-Hooks
Chair of the University Senate

SUBJECT: University Senate Meeting on Thursday, April 29, 2010

The next meeting of the University Senate will be held on Thursday, April 29, 2010 from **3:45 p.m. - 5:30 p.m.** The meeting will convene in **Room 0200, Skinner Hall**. If you are unable to attend, please contact the Senate Office¹ by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

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

Meeting Agenda

1. Call to Order
2. Approval of the April 22, 2010, Senate Minutes (Action)
3. Report of the Chair
4. Unfinished Business:
 - Review of the Decision-Making Process Regarding Site Selection for Construction Projects (Senate Document#: 09-10-24) (Action)
5. Reports of Committees:
 - a. Results of the Council of University System Staff Elections 2010 (Senate Document#: 09-10-40) (Information)
 - b. Campus Safety Report 2010 (Senate Document#: 09-10-42) (Information)

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

- c. ERG Committee: Plan of Organization for the College of Library and Information Studies (CLIS) (Senate Document#: 07-08-35) (Action)
- d. PCC Proposal to Merge the Departments of Theatre and Dance into a New School of Theatre, Dance, and Performance Studies (Senate Document#: 09-10-43) (Action)
- e. PCC Proposal to Merge the B.S. Degree Programs in Dietetics, Food Science, and Nutritional Science into a Single Program Titled "Nutrition and Food Science" (Senate Document#: 09-10-44) (Action)
- f. PCC Proposal to Merge the Graduate Programs in Food Science and Nutrition into a Single Program Titled "Nutrition and Food Science" (Senate Document#: 09-10-45) (Action)
- g. PCC Proposal to Establish a Master of Science Degree in Human-Computer Interaction (Senate Document#: 09-10-46) (Action)
- h. Review of the Faculty Merit Pay Policy (Senate Document#: 09-10-04) (Action)

6. New Business

7. Adjournment

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

University Senate

April 22, 2010

Members Present

Members present at the meeting: 70

Call to Order

Senate Chair Miller-Hooks called the meeting to order at 4:01 p.m.

Approval of the Minutes

Chair Miller-Hooks asked for additions or corrections to the minutes of the April 8, 2010 meeting.

Senator Coleman, Faculty, College of Arts & Humanities, asked that it be noted on page 12 of the minutes that she spoke against amendment 5.

Miller-Hooks called for a vote of the minutes as corrected. The minutes were approved as amended.

Report of the Chair

Chair Miller-Hooks announced that the Senate Office is still accepting volunteers for vacancies on senate committees. There is still a need for faculty volunteers. She also explained that there were two more meetings left in the semester, April 29, 2010 and May 5, 2010. The April 29th meeting will be the final meeting for outgoing senators. She gave an overview of the agenda items for that meeting. The May 5th meeting will be the transition meeting where new senators will be seated and the Chair-Elect and elected committees will be selected. She also explained that the Senate has planned to take a group picture as a farewell gift for President Mote at the May 5, 2010 meeting.

Committee Reports

Review of the University of Maryland Undergraduate Catalog (Senate Document#: 09-10-22) (Information)

Miller-Hooks explained that the Academic Procedures and Standards Committee reviewed the University of Maryland Undergraduate Catalog. They found that there are discrepancies between the catalog and the University's policies. The Senate Executive Committee has asked the Provost to conduct a formal review of the catalog and send a statement of actions that are planned to address the

concerns by October 1, 2010.

**Proposal for a Tobacco-Free Campus
(Senate Document#: 08-09-15) (Information)**

Miller-Hooks explained that the Campus Affairs Committee reviewed the “Tobacco-Free Campus” proposal and recommended that the University NOT enforce a smoking ban on campus. However, they recommended that the University enforce existing policies more strictly and increase signs around buildings and designated areas. The SEC has asked Vice President Wylie to consider the Campus Affairs Committee’s recommendations and report back to the Senate by May 1, 2011.

**Review of the Decision-Making Process Regarding Site Selection for
Construction Projects (Senate Document#: 09-10-24) (Action)**

Miller-Hooks gave a brief overview and thanked the committee for their work.

Gerald Miller, Chair of the Site Selection Processes Committee, presented the proposal to the Senate and provided background information.

Miller-Hooks opened the floor to discussion.

Vice President Wylie, Non-Voting Ex-Officio, proposed an amendment to recommendation #2 of the committee’s proposal. The amendment was seconded.

Vice President Wylie stated the purpose of her amendment and explained the changes that she was proposing.

Amendment

Purpose of Amendment:

The current report proposes changes to an existing well functioning committee, the Architectural Design Standards Board (ADSB). The primary responsibility of the ADSB is ongoing review of exterior facility design. The report proposes a significant expansion and restructuring of ADSB to undertake a significantly different responsibility, the review of proposed facility sites, a need that arises infrequently. The amendment proposes instead the establishment of an independent Facilities Site Review Committee that would fulfill the goals stated in the committee report without disrupting and perhaps undoing the important but mostly unrelated work that is currently the business of ADSB.

Proposed Amendment:

Change “Recommendation 2” in the current report as following:

RECOMMENDATION 2:

The University should have an independent Facilities Site Review Committee that reviews site selection and related facility development proposals, policies, practices, and standards and advises the Facilities Council on them. The Committee should make recommendations concerning these proposals to the Facilities Council before they are recommended by the Facilities Council for inclusion in the Facilities Master Plan and before they are recommended for inclusion in the Capital Budget, the System Funded Construction Program or approved for construction with other funds. The Committee should make recommendations to the Facilities Council for updating and improving policies, practices, and standards as the University’s needs and goals advance and as applicable regulations change.

The charge to the Committee should require a consistent, transparent, open and public process for considering and for recommending facility siting and other related facility development actions to the Facilities Council for all projects, those in the Facilities Master Plan and those that are not. The Facilities Review Committee’s review should be early in the facility development process, so that problems are found and issues resolved before costs mount and changing course becomes very difficult. The criteria used to evaluate the facility siting and related facility development actions must include

- the missions of teaching, research, and service as stated in the University’s current Strategic Plan, and
- the policies, practices, and standards adopted by the University, including those policies, practices, and standards pertaining to the environment and sustainability. The Facilities Site Review Committee’s review process, its agenda, and the schedule of public hearings should be publicized and public comment should be invited. The Facilities Site Review Committee should keep a written record of its activities and its recommendations.

The Facilities Site Review Committee should be independent from the Architectural Design Standards Board and have an independent chair. A solid majority of its voting members should also be independent faculty and staff members with appropriate experience and professional expertise. The committee membership should include an independent undergraduate student and an independent graduate student, both with voting rights. For facility projects associated with a member’s unit, that committee member should absent himself

or herself from the committee discussion and from the vote on the Committee's recommendation.

| The Facilities [Site](#) Review Committee should also provide for appropriate public notice to the University community about projects being considered and the opportunity for public input. As the independent, expert, standing review committee, it is in a position to react quickly when necessary.

On environmental matters, issues can and will arise between conception of the facility and the decision-making necessary to build the facility

- for projects that are already in the FMP (in some cases, perhaps for a decade or longer) and for those projects that are not in the FMP,
- for projects in campus areas with many facilities already present as well as for campus areas with few facilities or none at all,
- for large projects and for small projects, and
- for State-funded projects as well as for projects to be built with other funds.

For these reasons, we strongly recommend that all project proposals be reviewed by the Facilities [Site](#) Review Committee.

| The composition of the Facilities [Site](#) Review Committee is similar to the composition requirement for the Academic Planning Advisory Committee (APAC), which is required to have a majority of its members be non-administrative faculty members. It conforms to the DOE principle of independent review by capable individuals who don't have a stake in the project other than advancing the quality of the campus environment. The requirement for members absenting themselves from discussion of or voting on Facilities [Site](#) Review Committee actions involving their own unit is analogous to that followed by members of the Campus Promotion & Tenure Committee when candidates from their academic unit are being considered. (Outside advisory membership for the Committee may be sought if projects being reviewed exclude a significant number of the members with professional expertise.) The membership of the Facilities [Site](#) Review Committee should draw on the expertise, experience, and talent of the faculty and staff of our University and should include participation by students.

Similar to those of community planning/zoning boards, the charge to the Facilities [Site](#) Review Committee includes requirements for public meetings, written criteria, early review, and written records of actions.

The credibility of the Facilities [Site](#) Review Committee will depend upon the quality of the appointments, the independence of the Committee, the openness of the process, the quality of their reviews, and the influence of their reviews in creating the best University facilities and advancing excellence at all scales of design across the campus.

Miller-Hooks opened the floor to discussion on the amendment.

Vice President Wylie introduced Carlo Colella, Director of Capital Projects to speak about the functions of the ADSB.

Carlo Colella, Director of Capital Projects, explained that the ADSB focus on the aesthetics of construction projects including the types of materials used and overall style. They are involved in the specifics of construction well after the site selection process has been completed. He believes that adding site selection to the charge of ADSB will hurt their work. He applauded the committee's recommendations, but did not believe combining site selection with the work of ADSB was appropriate. He supported the amendment.

Matthew Bell, Member of the Site Selection Processes Committee, stated that the committee would like to look at design as a whole and not atomize it. It is important to get expertise from the beginning and throughout the process to properly understand the objectives. He believes that an integrated process will ultimately lead to good decisions.

Deans Gold, Halperin and Harris all spoke in support of the amendment and the work of the ADSB. They have all had extensive experience working on construction projects with ADSB and applauded their work. They agree with the recommendations of the committee, but do not agree with the implementation. Gold suggested that we compromise by accepting the amendment and reassess in the future.

Senator Sachs, Undergraduate, College of Behavioral & Social Sciences, stated that he believes the committee's report gives a lot of clarity to the process. He is against the amendment, because the addition of another committee in the process would just confuse the situation further. He does not believe that the amendment solves the problem that we set out to solve. He believes that the Facilities Advisory Committee should be involved in site selection and placed above the other subcommittees.

Senator Levermore, Faculty, College of Computer, Mathematical & Physical Sciences, stated that he endorses the holistic view. Getting a committee involved earlier works out better in the end. He was skeptical about adding another committee.

Vice President Wylie clarified the roles of the various committees under the Facilities Council. The Facilities Master Plan Committee is an inclusive committee that meets once every ten years to adjust the Master Plan. The Facilities Advisory Committee advises on all proposals to the Facilities Council and has broad representation. The Facilities Improvement Committee is a small committee that operates to approve renovations on teaching facilities that are less than \$125,000 and need immediate action. The Teaching Facilities Committee is involved in classroom renovations. Wylie further explained that a site selection committee would have been useful in avoiding the Wooded Hillock situation. They appointed an ad hoc committee with representation from the campus, but it did not work. It would be better to have an established committee to have public hearings and make the site selection decisions with public input. We should not confuse site selection and design.

Senator Leone, Faculty, College of Behavioral & Social Sciences, stated that the current structure does not preserve our archeological sites on our campus. We do not have a structure, which will allow for the appointment of independent experts in the various fields necessary. He spoke against the amendment. We need to think about the integrated nature of our environment.

Matthew Bell, member of the Site Selection Processes Committee, clarified that the committee was not proposing to remove the charge of the ADSB. There is a natural evolution towards taking those responsibilities and including a review of site early on in the process. The design should start with the selection of site.

Senator Evans, Faculty, College of Computer, Mathematical & Physical Sciences, asked if the Facilities Council could take on the holistic nature of the design process.

Matthew Bell, member of the Site Selection Processes Committee, explained that there are different charges. The proposal is for professional experts to give recommendations to the Facilities Council. The committee feels that there is a significant benefit to having a committee made up of experts with a specific charge from the site through the design. He does not feel it is effective to add it to the charge of the Facilities Council.

Vice President Wylie explained that the ADSB does have faculty experts on it. They are used throughout the process. Site selection is a very specific problem. She explained that an architect is not asked where to put a property. The owner decides on which property is used.

Senator Tilley, Faculty, College of Agricultural & Natural Sciences requested permission for Kwame Joquam, Undergraduate. He stated that he was concerned with the cost of adding committees and the rise in tuition.

Chair Miller-Hooks explained that committee members volunteer and are not paid.

Senator Sachs, Undergraduate, College of Behavioral & Social Sciences, stated that the facilities process is done in the dark, and no one knows how it works. He would like to have better insight in how this process works. He made a motion to call the question on the amendment.

Miller-Hooks called for a vote to end debate on the amendment. **The motion passed.**

Miller-Hooks called for a vote on the amendment. **The amendment passed.**

Miller-Hooks opened the floor to discussion of the report as amended.

Senator Buchanan, Faculty, College of Agricultural & Natural Resources, asked about the scope of the committee's recommendations and if they also apply to facilities and land owned by the experiment station. He also asked about the phrase, "and other related facilities actions" and whether there was a dollar value associated with that statement. He asked for clarification on that section.

Gerald Miller, Chair of the Site Selection Processes Committee, stated that the intention of the recommendation is to cover all outlying properties of the University.

Senator Kahn, Faculty, College of Life Sciences, proposed an amendment to include the Director of Environmental Safety in the membership of the site selection committee.

Proposed Amendment:

The Director of the Department of Environmental Safety (DES) will also be a voting member of the Facilities Site Review Committee.

Miller-Hooks opened the floor to discussion of the amendment. Hearing none, she called for a vote. **The amendment passed.**

Miller-Hooks opened the floor to discussion of the report as further amended.

Senator Hurtt, Faculty, College of Architecture, stated that he has been close to this process for a long time. He agrees that the function that the committee proposes is necessary. He urged people to pass the report. He called the question to end debate on the report as amended.

Miller-Hooks called for a vote on the motion to call the question and end debate. **The motion failed.**

Senator Sachs, Undergraduate, College of Behavioral & Social Sciences, called for a quorum check.

Miller-Hooks asked that all Senators press 1 to check the quorum. There was no longer a quorum, so the meeting was adjourned.

New Business

There was no new business.

Adjournment

Senate Chair Miller-Hooks adjourned the meeting at 5:11 p.m.



University Senate TRANSMITTAL FORM

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| Senate Document #: | 09-10-24 |
| PCC ID #: | N/A |
| Title: | Report of the Senate Ad Hoc Committee on Site Selection Processes |
| Presenter: | Gerald Miller, Chair of the Site Selection Processes Committee |
| Date of SEC Review: | April 6, 2010 & April 14, 2010 |
| Date of Senate Review: | April 22, 2010 |
| Voting (highlight one): | <ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report |
| | |
| Statement of Issue: | The goal of this report is to make recommendations for improving the University's site selection processes, particularly with regard to environmental matters. |
| Relevant Policy # & URL: | N/A |
| Recommendation: | <p>The Site Selection Processes Committee recognizes that the University is in a <u>new</u> era of environmental regulations, goals, expectations, and values. We have concluded that the processes for site selection and related facilities development have to take a corresponding step up to meet the University's environmental responsibilities. Our principal recommendation, Rec. 2, is that the University transform the current Architectural Design Standards Board (ADSB), an 11-member committee that now has four independent members, into an independent Facilities Review Committee (FRC) with a majority of the members being independent expert campus faculty and staff. It should integrate the current review functions of the ADSB with the responsibility for reviewing site selection proposals before they are added to the Facilities Master Plan and before they are put forward for capital funding or construction with non-State funds. Their review criteria should include the University's teaching, research, and service missions in our Strategic Plan and the University's adopted policies, standards, and practices. The FRC review process should be a regular continuing process with published agendas</p> |

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| | <p>and opportunities for public input. The University is in the process of issuing a contract for the 2011 revision of the Facilities Master Plan for Board of Regents adoption in Sept. 2011. We recommend that the environmental consultants hired for this revision designate environmentally sensitive areas of the campus, prepare a set of review standards for initial siting proposals, a set of review standards to be met before projects are approved for State or other funding, and standards to be met for building in environmentally sensitive areas. These sets of standards will form a basis for the FRC project reviews. The SSPC also recommends the adoption of other “best practices” to further improve the development of University facilities, development efforts that have already changed our campus in many positive ways.</p> |
| Committee Work: | <p>The Ad Hoc Site Selection Processes Committee (SSPC) was formed in November 2009 and met for the first time on November 30th, 2009 to discuss their charge. In the months of December 2009 and January 2010 the SSPC reviewed all the testimony submitted to the Senate’s Campus Affairs Committee regarding the “wooded hillock” issue, reviewed the Facilities Master Plan, and met with a number of the administrators, staff, and members of various committees involved with the siting and the development of new facilities. On February 15th, 2010 the SSPC met with five of the most active members of the environmental group opposed to the siting of facilities at the “wooded hillock” location. On March 25th, 2010 the Committee held an open forum for members of the campus community to provide input on the Committee’s draft report. The SSPC incorporated comments and suggestions from this forum (or communicated by people who couldn’t attend the forum) into their final draft of the report. The Committee completed its work in early April 2010.</p> |
| Alternatives: | <p>The University’s site selection processes would remain as they are.</p> |
| Risks: | <p>The University’s site selection processes may not consistently meet environmental standards outlined in the University’s 2008 Strategic Plan and its Climate Action Plan.</p> |
| Financial Implications: | <p>There are no financial implications.</p> |
| Further Approvals Required: | <p>Senate Approval, Presidential Approval</p> |

REPORT OF THE SENATE
AD HOC COMMITTEE ON SITE SELECTION PROCESSES

Prof. Matthew Bell, Mr. Willie Brown, Ms. Amanda Berger,
Mr. Brent Finagin, Prof. Emeritus Gerald Miller (Chair)
April 2nd, 2010

THE COMMITTEE’S CHARGE

The Committee was appointed by the University Senate following the concerns expressed to it about the decision to relocate service facilities from the part of the campus east of Route 1 to the site between the Comcast Center and University Boulevard known as “the wooded hillock.” The developer of the proposed East Campus Redevelopment Project, a new town center for College Park to be built with student housing, shops, and other facilities, had decided with the University’s assent to clear about ten acres of forest on the chosen site for the motor pool and other service facilities. The University Senate charged the Committee to make recommendations for improving the University’s site selection processes, particularly with regard to environmental matters, and to consider recommending changes in the composition of review committees. The full charge to the Committee is contained in Appendix A.

While the University has apparently solved the immediate problem of finding a place to relocate these facilities by purchasing the Washington Post Printing Plant and its surrounding land for these facilities, the University’s need for improved processes and the Committee’s charge remain.

THE COMMITTEE’S PROCESS

At the Committee’s first meeting, we reviewed our Charge, recognized the need to stick close to that Charge, and set our focus on reviewing the site selection and related facilities development processes in the light of the “best practices” available. The Committee has received and reviewed all the testimony submitted to the Senate’s Campus Affairs Committee that considered the wooded hillock issues before the appointment of our ad hoc Committee. We met first with a number of the administrators, staff, and members of various committees responsible for aspects of the development of new facilities and the siting of these facilities. We invited seven of the most active members of the environmental group opposed to the removal of trees from the wooded hillock and the siting of facilities in that location and five were able to accept our invitation and meet with us. A list of those who met with us is contained in Appendix B.

We have reviewed the Facilities Master Plan of 2001 and the 2007 - 2020 Facilities Master Plan Update (internally revised but not Board of Regents approved), which taken together we will refer to as the FMP. The FMP is the principal document governing the University’s facilities development and it provides a framework for the growth of the University’s facilities. The FMP and its processes are challenged by unanticipated opportunities for new facilities, by projects whose siting requirements have not yet been completely reviewed and approved (like the East Campus Redevelopment Project), or by gifts of external funding for facilities. We have discussed the FMP, its updating, and its processes with a number of the principal administrators responsible for carrying out these Plans. We have also reviewed the documents shared with the Committee by the members of the University community with whom we have met.

THE UNIVERSITY’S ENVIRONMENTAL COMMITMENTS

There is a striking and commendable “green” commitment shown in the FMP, quite clearly updated in coordination with the University’s 2008 Strategic Plan.

In May 2007, President Mote signed the **American College & University Presidents Climate Commitment**, a commitment that has now been signed by the Presidents of all the University System of Maryland (USM) campuses. The collaboration of the Office of Sustainability, the Center for Integrative Environmental Research, and the Department of Environmental Science & Technology has led to an evaluation of our current greenhouse gas emissions and a set of strategies for reducing these emissions as reported in the **Campus Sustainability Report 2008**. We have reviewed this Report, which begins by quoting the University Strategic Plan, 2008, p. 36,

“The University of Maryland will be widely recognized as a national model for a Green University. In ten years time, the University will have made substantial progress towards addressing energy issues. It will have slashed energy use, expanded green spaces, dramatically reduced its carbon footprint, and built and retrofitted buildings to strict environmental standards. The University will complement these concrete actions with its teaching, research, and development efforts in energy science and policy, smart growth, environmental mapping, sustainable agriculture, and other fields. As the third largest “city” in the State, the University will have a significant impact as a leader and showcase for environmental sustainability.”

On October 1st, 2009, President Mote announced to the University that the University Senate had endorsed the University’s first **Climate Action Plan** and that he had created a new **University Sustainability Council** to monitor and support the Climate Action Plan. This Council is chaired by the Vice President for Administrative Affairs, Prof. Ann Wylie.

THE SITE PLANNING PROCESS & RELATED PROCESSES: THE IMPORTANT PROCESS ISSUES

The precipitating issue for the creation of our Committee and our charge to recommend improvements in site selection processes was the selection of the wooded hillock site for the relocation of the motor pool and other service facilities from the East Campus Redevelopment area, a siting which would require the clearing of about 10 acres of forest. Members of the University community protested this selection and the planned destruction of part of this forest. They noted that this forest was used for teaching students about forests and about the many aspects of the regeneration of this forest following the tornado that hit the campus a decade ago. Their survey of the forest showed them its many ecological values.

There are two categories of site selections for University facilities, both essentially under the control of the **Facilities Council** (FC). The Facilities Council is chaired by the Senior Vice President for Academic Affairs and Provost (hereinafter abbreviated to “Provost”) and the FC makes recommendations to and reports to the President on facility development matters.

The majority of site selections involve facility development projects that are proposed to the Provost, considered by a variety of sub-groups of the FC and by the Facilities Management staff in Administrative Affairs, approved by the FC and recommended to the President for incorporation into the Facilities Master Plan (FMP). (Appendix C gives a short summary of the number, size, and in some categories the estimated cost, of many of the projects included in the FMP.) This process takes some time, the time taken is variable, and not all initiatives survive. The FMP is periodically revised and has its own approval process through the President and the Board of Regents (BOR). The next major revision of the FMP is about to begin – and the plans incorporate an extensive array of public announcements and opportunities for public input. A prospective site is almost always associated with a proposed facility when it is added to the FMP. After it is incorporated in the FMP, changing the site requires the same approvals above the campus level. While the FMP incorporates anticipated time frames for the various projects in its lists, the President works with the USM and the Board of

Regents in prioritizing the annual requests for capital funding of new facilities. Priorities for pending projects can and do change from year to year.

The second category of site selections encompasses projects that are not in the Facilities Master Plan or for which the concept is in the FMP but the details, including siting, are missing or significantly incomplete. The East Campus Redevelopment Plan to create a new town center for College Park with shops and student housing and other non-industrial facilities is an example where the concept appears in the BOR-approved 2001 FMP but many details including siting of the facilities to be relocated from the East Campus are not present. The current project involving the routing of the proposed Purple Line through the campus is an example of a major project which appears nowhere in the BOR-approved FMP. These projects do not have the advantage of the usually long period of study that the normal projects go through. The site selection and related processes for these projects that do not have site selection completed, approved, and incorporated in the Board of Regents-approved FMP are and have been *ad hoc* processes. They make some use of the experience, expertise, and knowledge of the administrators, staff, and committees involved in the normal class of projects that are in the FMP. The goal of re-developing the East Campus area as just described may have some opponents, but that goal has received very much support and the goal does not really impinge on our charge. Where the problem lies is with the selection process for siting of facilities.

Issue 1: The important issues in the University's site selection and related facilities development processes require deep and thorough review very early in these processes.

The decision to offer the site containing the wooded hillock along with several other sites to the East Campus project developers for relocating the current facilities in the East Campus area was made in September 2006 by Vice Presidents Destler and Duncan. On May 3, 2007, the FC approved three of the four specific sites for relocation of East Campus facilities. Alternative relocation sites for Shuttle-UM were requested. On January 24, 2008, the FC approved the Lot 4i site for the relocation of Shuttle-UM and the Department of Public Safety. The first environmental study of the use of the selected wooded hillock site for facility relocation was done in March, 2009, two and a half years after the offer to the developers and more than a year after the FC approval of the fourth of the four relocation sites.

We have reviewed the brief rationale prepared by the University that resulted in this 2006 offer to the developers. The rationale is not based on a deep and thorough review, including environmental review, of all the sites offered to the developer. The rationale does reflect the facts that

- our University has very many reasons and pressures for growth in facilities,
- the land available for new facilities is limited,
- there are many conflicting considerations that arise in site planning, and
- in virtually all such cases, there is not a perfect solution with no negative consequences.

Our Committee recognizes that the President has the responsibility to make these difficult decisions and that many, perhaps most of these decisions will be hard decisions that cannot satisfy all legitimate concerns.

The East Campus Redevelopment Project, including its relocation of facilities, has not been the only large project where significant siting work had to be done without the benefit of the processes normally embedded in the development of the project and the project's inclusion in the FMP. The siting of the Clarice Smith Performing Arts Center (CSPAC) came about through the offer of significant financial support from Prince Georges County, contingent on its location being visible

from University Boulevard, as well as by a visit to the University by Governor Schaefer, who likewise showed interest in supporting the project and in its site location. As it neared completion, the Smith family showed significant interest in the project and contributed significantly to its enhancement. Our Committee learned that at one time the siting of CSPAC was to be on the site recently chosen by the developer for the motor pool and related facilities, very visible from University Boulevard. A chance meeting with President Kirwan of a well-prepared faculty member with site-planning expertise led to a reconsideration of that CSPAC siting. The site on which it was built does fulfill the County requirement and spared the wooded site. The *ad hoc* site selection process for the Clarice Smith Center, too, clearly had its problems.

A current project not present in the FMP involves running the proposed Purple Line (an above-ground light rail public transportation system) through the campus. This project, too, has many siting and related facility development issues – and the Committee is aware of a variety of serious concerns with how these siting issues are to be resolved. As in the case of CSPAC, significant governmental entities outside the University are involved, making siting decisions and related facility development issues more complicated than just resolving internal issues would be.

Conclusion 1: The University needs review standards and a well-structured review process that it employs from the beginning of facility development projects, including standards and a process for site selection. These processes must recognize and address the important University needs, opportunities, concerns, and commitments, including the environmental and sustainability concerns and commitments on which the University has taken a strong leadership position. These processes must be utilized for ALL University facility projects, the FMP projects and the non-FMP projects alike. The projects already in the Facilities Master Plan should be periodically reviewed with regard to these criteria and updated.

Issue 2: The University’s site selection and related facilities development processes require a broad and effective review that ensures that the University’s missions in teaching, research, and service are considered carefully and are seen to be considered carefully by the faculty, staff, and students of the University.

We have examined the composition of the various committees that are, or should be, involved in developing and siting new facilities. The principal high-level body involved in facilities issues is the Facilities Council. The FC works with its sub-groups,

- The Facilities Advisory Committee (FAC),
- a set of District Committees that are concerned with facilities development in the various geographical districts of the campus, and
- the Architectural Design Standards Board.

The Facilities Management staff in Administrative Affairs works on facilities development and supports the work of the FC and its sub-groups. These committees and their memberships are shown below.

The **Facilities Council** (FC) is chaired by the Provost. It is the body that makes the recommendations concerning facilities to the President of the University.

Facilities Council Membership:

Provost Nariman Farvardin (Chair)
VP Administration Ann Wylie
VP Research Melvin Bernstein

Director Brenda Testa (Facilities Planning)
Assoc. VP Frank Brewer (Facilities Management)
Director Carlo Colella (Capital Projects)

VP Student Affairs Linda Clement
VP University Relations Brodie Remington
VP Information Tech Jeffrey Huskamp
Prof. Steve Hurtt (Architecture)

Asst. VP Administration Julie Phelps
Attorney Edward Maginnis (Legal Affairs)
Dean Jennifer Preece (Council of Deans)
Prof. Linda Mabbs (Senate Chair-elect)

The **Facilities Advisory Committee (FAC)**. Frank Brewer stated that they take a “University Viewpoint” on projects and their siting.

This large committee is composed of representatives of all the colleges and divisions, usually assistant deans and assistant vice presidents. It also includes a representative of Intercollegiate Athletics and of the Student Government Association. Finally it includes a number of Facility Management directors. Frank Brewer chairs this committee. It is a sub-committee of the FC and it advises the FC. While this committee discusses a variety of facilities matters, its primary focus is on building renovation projects and new capital construction projects. All renovation projects seeking Facilities Council (FC) funding first come to this committee for discussion and vetting. The committee recommends (or not) projects to the FC for funding. Further it reviews, discusses and advises the FC with regard to the University's annual Capital Budget Request. Any new project which is proposed to be added to this Request, first comes to FAC for review and discussion. FAC then advises the FC in this regard.

District Committees. The East Campus District Committee is the committee that has been involved in the East Campus Redevelopment Project. The district committees are led by and involve a variety of Facilities Management staff and they include stakeholders in that geographical area of the campus. They work on facility planning issues in their assigned area of the campus and advise the FC.

East Campus District Subcommittee (ECDS) membership

| | |
|---|--|
| Frank Brewer (Chair) | Pat Mielke (Student Affairs) |
| Jack Baker (Operations & Maintenance) | Joe Nagro (City Manager, College Park) |
| Karen Breen (Business Services) | Andrew Rose (SGA President) |
| Carlo Colella (Architecture, Engr., & Construction) | Terry Schum (College Park Planning Director) |
| Ken Krouse (Police) | Brenda Testa (Facilities Planning) |
| Vicky Levy (Academic Affairs) | |

The **Architectural Design Standards Board (ADSB)** is an eleven-member Board composed mostly of architects, landscape architects, and engineers from across the campus. It is their responsibility to review the schematic design proposals for all new campus buildings. They are also charged with reviewing any proposed change to campus buildings and grounds which will alter the external appearance of the campus. This would include: signage, lighting, site furniture, etc. Their job is to help manage the exterior appearance of the campus to insure that there is a coherent and thoughtful approach to its development which is consistent both with its history and its aspirations. Frank Brewer chairs the Board and it is a subcommittee of the Facilities Council. Historically the FC has shown considerable deference to the opinion of ADSB when determining whether to approve the schematic design of a new campus building or building addition.

Architectural Design Standards Board (ADSB) Membership

| | |
|--|---|
| Frank Brewer, Assoc. VP, Fac. Management (Chair) | Brian Kelly, Assoc. Prof. (Architecture) |
| Carlo Colella, Director, Capital Projects | William Mallari, FM, Coordinator, Campus Develop. |
| Louis Fisher, Asst. Dir., FM, Arch., Engr., & Const. | John Sullivan, Assoc. Prof. (Plant Sci. & Land. Arch.) |
| Gay Gullickson, Prof. (History) | Brenda Testa, FM, Director of Facilities Planning |
| Steve Hurtt, Prof. (Architecture) | Jocelyn Joiner-Fleming, FM, Manager, Arch., Engr., & Const. |
| Jack Baker, Dir., Operations & Maintenance | |

The **Sustainability Council** was created in the Fall of 2009 by President Mote. It is not part of or a sub-group of the Facilities Council, and it reports to the Vice President for Administrative Affairs.

Sustainability Council Membership

| | |
|---|---|
| Ann Wylie, VP Administrative Affairs (Chair) | Monette Bailey, Sen. Writer/Ed., Univ. Relations |
| Sally Koblinsky, Asst. President & Chief of Staff | Allen Davis, Prof., Civil & Env. Engr. (2-yr. term) |

Linda Clement, VP Student Affairs
Mahlon Straszheim, Assoc. Provost
Mary Ann Ottinger, Assoc. VP for Research
John Farley, Asst. VP for Admin. Affairs
Chris Arkell, Assoc. Director, OIT
Scott Lupin, Assoc. Dir., Env. Safety & Director
of the Sustainability Office

Bruce James, Prof. & Dir., Env. Sci. & Policy (2-yr. term)
Karen Lips, Assoc. Prof, Biology (2-yr. term)
Joanna Calabrese, UG Student, Env. Sci. & Policy (1-yr. term)
Ramy Serour, G Student, Marine-Estuarine Env. Sci. (1-yr. term)
Joan Kowal, Energy Manager, FM
Matthias Ruth, Prof., Public Policy, & Director, Center for
Integrative Environmental Research

The **Facilities Council** is a very high-level administrative committee as evidenced by its composition. Its composition looks more like a committee devoted to implementation than to the breadth of review. Given the low representation of “outsiders” – those without implementation responsibilities – it appears that it would be difficult for an “outsider” to sway the Facilities Council on an issue. We have received that view in our interviews.

For the Facilities Council and its sub-groups, many of the same University administrators and other employees appear repeatedly. This is a natural consequence of the current structure and appears to be an effort to coordinate implementation, itself a very worthy goal in a large University. But it does rely heavily on a small group of key people.

The **Facilities Advisory Committee** is a large committee with an extensive list of members of the administrative staff of the colleges and other divisions. We do not under-rate their input into the review process for which the Facilities Council is responsible, but we do note that this, too, is input primarily from administrators with little input directly from students and, apparently, no input from non-administrative faculty members.

The **East Campus District Subcommittee** does wisely include the College Park City Manager and the College Park Planning Director. The Provost’s facilities staff person and the SGA President also sit on this subcommittee with other important administrators, primarily from Facilities Management.

The **Architectural Design Standards Board** does have four of its eleven members from academic departments, each having appropriate knowledge, experience, and expertise. This is the broadest of the sub-groups of the Facilities Council. From our interviews, it is evident that the original intent of ADSB was to draw up design standards for the University, but that it has evolved more as a review board itself. It also seems clear from our interviews that the matters referred to ADSB are discretionary to an extent and that the University could benefit by ADSB review being an integral part of the University’s site selection and related facility development processes.

The **Sustainability Council** has a broad mandate that extends well into many kinds of program operations throughout the University as well as being an advisory body that needs to be utilized in site selection and related facility development processes. There is a lack of design expertise in architecture and landscape on the Sustainability Council, valuable expertise for comprehensive advice on many sustainability issues on the campus – including those associated with site planning and facility development. The appointment of the Vice President of Administrative Affairs as chair of this Council clearly reflects the importance of the University’s sustainability initiative. At this time, there is no direct reporting responsibility of the Sustainability Council to the **Facilities Council**. For siting and facility development processes, the Council needs to have a direct reporting responsibility to the Facilities Council as well as the other reporting responsibilities the President assigns to the Council.

In our discussion with the leadership of Facilities Management about these siting and related processes and about the responses to the siting of the motor pool and related facilities on the wooded hillock, they said that they were quite surprised by the reaction of the University community. It is also evident that public awareness of the decisions and the siting options available were slow in

coming. But when public awareness did come, the plans for the utilization of one-third of this site were well advanced.

Conclusion 2: The University needs a broader and more effective review process for site selection and related facilities development processes.

- a. The University does make good use of a very limited number of experts outside Facilities Management in the University in its site selection and related facilities development processes, but it has much more expertise available that could be utilized in improving these processes.**
- b. The Sustainability Council should advise the Facilities Council on site planning and related facility development projects and the Sustainability Council's membership should include design expertise in architecture and landscape architecture.**
- c. The perception of the current site selection and related facilities development processes is that the University community is not kept broadly informed. It is clearly desirable that the public be invited to become informed and to communicate their concerns in a timely manner that would avoid discovery of significant issues late in these processes.**

While our Committee did not have the resources or the time to do a comprehensive survey of site selection and related facility development processes at American universities, we have learned about different models to address the concerns listed above. One model is the "University or Campus Architect," usually appointed at a very senior level in the university and charged with providing both short-term and long-term professional leadership in setting high-quality standards for all scales of design from renovation and new construction projects to campus master plans. This mode of operation varies according to the institution. For example, Princeton University, world famous for the outstanding quality of its academic programs, is also very well known for its excellence in campus planning and building design. At Princeton, the University Architect advises the President directly on design matters. Georgetown University has a University Architect who advises both the President and the Director of Facilities. At George Mason University, the University Architect reports to the Director of Facilities who reports to a campus Vice President. George Mason also recently established a sustainability coordinator, educated as a landscape architect, to work on campus building and master planning projects.

Conclusion 3: Greater advocacy for excellence in design at all scales of the site selection and planning process should be supported, both within the current facilities staff and via the current project review and approval structure on the campus. This may be pursued via the establishment of a University or Campus Architect position or within the current operational structure.

THE U. S. DEPARTMENT OF ENERGY PROCESSES: "BEST PRACTICES"

All large organizations face similar issues in developing new facilities and choosing their sites wisely. We were fortunate that the U.S. Department of Energy's Office of Science is located in nearby Germantown, MD, that they have a very highly regarded project assessment program, and that we could learn about their project assessment program and methods. A more detailed description of how and why they do their assessments the way they do is contained in Appendix D, together with "DOE Best Practices" that we have found in their methods.

The DOE process can't be "photocopied" and put into place at College Park because of the considerable differences in structure, funding, and governance of our University relative to those of

DOE. But the DOE process does embody sound planning principles and Best Practices that the University should adopt. We base our Recommendations on the University's needs and, in part, on these sound planning principles and "Best Practices."

DOE Best Practices:

- A. Use independent experts, individuals without a stake in or job responsibility for the project, to review the important aspects of proposed projects.
- B. Do necessary contingency planning and have contingency funds in reserve or plan for contingency cuts to meet budget.
- C. Adopt and use a good checklist of responsibilities. The owner has many responsibilities including the responsibility of determining the site of a proposed project.
- D. Consideration of the environmental aspects of a project is and must be an integral part of the initial planning for a new facility and its siting – and a continuing responsibility through project completion.

The Application of Best Practices to the University's Site Selection and Related Facilities Development Processes

Best Practices, A: The University not only "could" but SHOULD utilize independent experts, individuals without a stake in or job responsibility for the project, in independent reviews of University projects, benefitting from the wealth of environmental science, architectural, engineering, landscape design, and management talent already present in our University.

Best Practices, B: The University needs to do contingency planning and have contingency funds in reserve or contingency cuts ready for a facility's development program.

In the relocation of East Campus facilities, the developer's final estimated value of \$40,000,000 for the East Campus land to be cleared was the limit allowed for the construction and relocation of the motor pool and other facilities. That was not enough to build the facilities desired. To stay within the \$40,000,000 budget for relocation, the developer planned large asphalt parking areas rather than a parking structure, for example. Some comments our Committee received indicated that the \$40,000,000 budget was much too low for building the relocated facilities the University should have.

Best Practices, C: Adopt and use a good checklist of responsibilities. At or near the top of the list should be, "It is the owner's responsibility to site the project."

DOE uses **Characteristics of Successful Megaprojects**, published by the National Research Council of the National Academy of Sciences in 2000, and produced by NRC under contract with DOE. This booklet has a checklist with 92 items for use by owners, contractors, supervisors, and assessment personnel. The very first checklist item is:

Project sponsors know what they need and can afford, where they want to locate the project, and when it must be ready for use or otherwise completed. The project has a purpose, and the benefits are clearly defined and understood by all participants.

In the siting of the relocated facilities on the wooded hillock, the developer was given the option of choosing that location from among several sites offered by the University. two and a half years before the University did an environmental assessment of the wooded hillock. University approval of the developer-selected sites was completed a year before the University's environmental assessment.

The DOE/NRC checklist is extensive and covers many other aspects besides siting and related development processes, but there are useful checklist items for the University's use for our siting and

facilities development processes.

Best Practices, D: Consideration of the environmental aspects of a project are and must be an integral part of the University's initial planning for a new facility and its siting.

That wasn't a necessity, at least to the degree required now, decades ago, or maybe even at the dawn of this century. But it certainly is now. The President of the University has recognized this increased responsibility through his forceful actions on the Climate Action Plan and on the creation of the Sustainability Council.

We learned that usually the University relies on the contractor and/or sub-contractors to comply with environmental requirements and to obtain the necessary permits for a project. Obtaining construction permits is a normal contractor responsibility, but taking ownership of the environmental issues is the University's stewardship responsibility.

FINDINGS

The Committee found the administrative staff with whom we talked to be open and direct in these discussions of matters of some controversy. All expressed genuine interest in improving the design and review processes on campus and in pursuing excellence in the design of much-needed University facilities. It is clear that the University has dedicated and committed professionals with constructive attitudes and approaches to problem solving. We also recognize that the University has made and continues to make significant progress in campus planning and providing better facilities with less than optimum funding through the efforts of our own facilities staff and those of a relatively small number of faculty members who participate in key committees.

The Committee also had constructive discussions with the members of the University community who opposed the siting of East Campus facilities on the wooded hillock. They share the "green goals" embodied in the University's Strategic Plan. We recognize that these community members also have some environmental and sustainability concerns about the use of the Washington Post Printing Plant and its site that have been purchased to house the facilities to be relocated. They are looking forward to the utilization of improved processes.

Not only is the University in a relatively new era of high concern for the environment, but as the President said in his message to the University on February 15th, we have become a much better University during the last twelve years and we have become a University with much higher expectations for our performance. We know how hard our Presidents, Vice Presidents, Deans, and Chairs; our staff members in our academic, administrative, and support units; our faculty members; our students; and our external communities including alumni and supporters have worked and contributed to the growth in the quality of our educational efforts in teaching and research and of the University's services provided on campus, within the state, and to the nation and the global community.

Meeting these high expectations of the University community is a challenge for those currently responsible for site selection and related facility development processes but this is a challenge that the University can meet with the University's leadership, talent, and resources. It's true that the University has stumbled on some siting issues, but there is no doubt that the University has the determination to improve its consideration of these issues and will do so.

CONCLUSIONS AND RECOMMENDATIONS

Our recommendations are principled and descriptive, and we are not attempting to give detailed prescriptive recommendations that could be adopted and implemented overnight on the basis of our

short review of the issues in our charge. We present two options for structuring the University's approach to improving the site selection and related facilities development processes.

We also recognize the fact that those charged with leadership from the President on down have their executive responsibilities. They have a need for creating their own administrative teams, implementation committees, and staff structures – and need to continue to do so. Neither a committee such as ours or the Senate should prescribe such essentially administrative details.

We have concluded, in fact, that adding an extra faculty member, staff member, and student (or two) to the Facilities Council or other such administrative body will not change the nature of such a body or provide the needed change in how the University responds to siting and to developing new and needed facilities. Adding a reporting responsibility of the Sustainability Council would be a positive step, but by itself will also not change these processes, or the results of these processes, enough.

In addition to the four Best Practices outlined above, improved site selection and related facilities development processes will require

- a set of standards, including environmental review standards, to be met for placing a site selection in the Facilities Master Plan, and
- a set of standards, including environmental review standards, for advancing a proposed project for State capital funding or for building with other funds.

The University is in the process of undertaking the development of the 2011 FMP – to be approved by the Board of Regents in September, 2011. Part of this effort will involve hiring of appropriate environmental specialists capable of evaluating the environmental issues associated with the various highly developed, partially developed, and undeveloped areas of the campus. The standards for review of environmental issues have risen dramatically over the last decade – as have the University's environmental goals and commitments. Meeting the University's goals and commitments requires the use of current environmental standards which likely will increase during the decade-long life of each FMP.

In the following Recommendations and accompanying discussion, we will use the word "independent" in two related senses. When applied to an individual, "independent" means an individual chosen on the basis that he or she does not have a position which involves a siting or other facilities-related function being reviewed; a landscape architect paid or assigned, full-time or part-time, to campus facilities planning and/or operations in this area is not considered independent while a faculty member whose professional expertise is in landscape architecture and is not paid for or assigned such campus facilities planning or operational functions is independent. When applied to a committee, "independent" means appointed by the President with the advice of the Senate Executive Committee and charged with a well-defined reporting responsibility.

RECOMMENDATION 1:

The University should utilize the experts and the processes of the forthcoming revision of the Facilities Master Plan of 2001 (that will become the Facilities Master Plan of 2011 upon approval by the Board of Regents) to:

- **thoroughly review and describe the environmental issues and considerations involved in facilities siting and development on the campus, paying particular attention to environmentally sensitive areas that should be clearly identified in the Facilities Master Plan,**
- **provide a set of review standards, including environmental review standards, to be met**

for placing a site in the Facilities Master Plan,

- **provide a set of review standards, including environmental review standards, to be met before State funding is requested or, for facilities funded by other funds, before siting is finalized and construction is initiated, and**
- **provide a set of environmental review standards that should be met before sites in areas of the campus designated as environmentally sensitive in the Facilities Master Plan are approved for siting a new facility.**

If the current funding for the revision of the 2001 FMP (reportedly about the same as that devoted to the revision of the 1991 FMP nearly a decade ago) isn't enough to cover this work, then this should be regarded as an example where contingency funding is needed and should be found.

RECOMMENDATION 2: (AS AMENDED)

The University should have an independent Facilities Site Review Committee that reviews site selection and related facility development proposals, policies, practices, and standards and advises the Facilities Council on them. The Committee should make recommendations concerning these proposals to the Facilities Council before they are recommended by the Facilities Council for inclusion in the Facilities Master Plan and before they are recommended for inclusion in the Capital Budget, the System Funded Construction Program or approved for construction with other funds. The Committee should make recommendations to the Facilities Council for updating and improving policies, practices, and standards as the University's needs and goals advance and as applicable regulations change.

The charge to the Committee should require a consistent, transparent, open and public process for considering and for recommending facility siting and other related facility development actions to the Facilities Council for all projects, those in the Facilities Master Plan and those that are not. The Facilities Review Committee's review should be early in the facility development process, so that problems are found and issues resolved before costs mount and changing course becomes very difficult. The criteria used to evaluate the facility siting and related facility development actions must include

- **the missions of teaching, research, and service as stated in the University's current Strategic Plan, and**
- **the policies, practices, and standards adopted by the University, including those policies, practices, and standards pertaining to the environment and sustainability. The Facilities Site Review Committee's review process, its agenda, and the schedule of public hearings should be publicized and public comment should be invited. The Facilities Site Review Committee should keep a written record of its activities and its recommendations.**

The Facilities Site Review Committee should be independent from the Architectural Design Standards Board and have an independent chair. A solid majority of its voting members should also be independent faculty and staff members with appropriate experience and professional expertise. The committee membership should include an independent undergraduate student and an independent graduate student, both with

voting rights. The Director of the Department of Environmental Safety (DES) will also be a voting member of the Facilities Site Review Committee. For facility projects associated with a member's unit, that committee member should absent himself or herself from the committee discussion and from the vote on the Committee's recommendation.

The Facilities Site Review Committee should also provide for appropriate public notice to the University community about projects being considered and the opportunity for public input. As the independent, expert, standing review committee, it is in a position to react quickly when necessary.

On environmental matters, issues can and will arise between conception of the facility and the decision-making necessary to build the facility

- for projects that are already in the FMP (in some cases, perhaps for a decade or longer) and for those projects that are not in the FMP,
- for projects in campus areas with many facilities already present as well as for campus areas with few facilities or none at all,
- for large projects and for small projects, and
- for State-funded projects as well as for projects to be built with other funds.

For these reasons, we strongly recommend that all project proposals be reviewed by the Facilities Site Review Committee.

The composition of the Facilities Site Review Committee is similar to the composition requirement for the Academic Planning Advisory Committee (APAC), which is required to have a majority of its members be non-administrative faculty members. It conforms to the DOE principle of independent review by capable individuals who don't have a stake in the project other than advancing the quality of the campus environment. The requirement for members absenting themselves from discussion of or voting on Facilities Site Review Committee actions involving their own unit is analogous to that followed by members of the Campus Promotion & Tenure Committee when candidates from their academic unit are being considered. (Outside advisory membership for the Committee may be sought if projects being reviewed exclude a significant number of the members with professional expertise.) The membership of the Facilities Site Review Committee should draw on the expertise, experience, and talent of the faculty and staff of our University and should include participation by students.

Similar to those of community planning/zoning boards, the charge to the Facilities Site Review Committee includes requirements for public meetings, written criteria, early review, and written records of actions.

The credibility of the Facilities Site Review Committee will depend upon the quality of the appointments, the independence of the Committee, the openness of the process, the quality of their reviews, and the influence of their reviews in creating the best University facilities and advancing excellence at all scales of design across the campus.

RECOMMENDATION 3:

The University should review the National Research Council - National Academy of Sciences checklist for facilities development, choose the items appropriate for the structure and governance of the University and for the local, state, and federal regulations which apply to the University, modify items as appropriate and necessary, and employ them in the development and review of facility siting and related facility development within all University units involved in such activities.

This task of reviewing checklist items and recommending adoption of appropriate items for our facility siting and related development processes to the Facilities Council fits into the “standards” portion of the charge to the Facilities Review Committee.

RECOMMENDATION 4:

The University should utilize the Sustainability Council, and the Sustainability Office, in the preparation and review of proposals for facility siting and for related facility development.

The Sustainability Council should have an independent representative with professional expertise as a voting member of the Facilities Review Committee.

Conclusion 2, sub-paragraph b, above, strongly suggests augmentation of the design expertise on the Sustainability Council.

RECOMMENDATION 5:

The Senior Vice President for Academic Affairs & Provost should consider adding the independent Chair of the Facilities Review Committee and an independent member of the Sustainability Council with appropriate professional expertise to the Facilities Council.

RECOMMENDATION 6:

The issue of realistic contingency planning and budgeting is a continuing issue for review by appropriate bodies mentioned in this Report. A fresh review by a newly constituted Facilities Review Committee would benefit the University.

The University needs such planning and budgeting to utilize expertise, outside the University if necessary, to verify and validate evaluations and plans provided by outside parties to protect the University’s interests.

ACKNOWLEDGMENTS

We very much appreciate the openness, the frank expression of views, and the constructive advice by all of the members of the University community who were interviewed by the Committee, all those who participated in the Campus Forum, and all those who submitted documents either directly to the Committee or to the Senate’s Campus Affairs Committee that preceded us in considering some of these issues.

We also express our very deep appreciation to Mr. Daniel Lehman of the U.S. Department of Energy for his very helpful advice, perspectives, and publications.

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Appendix A

University Senate Charge

Date: November 23, 2009

To: Gerald Miller, Chair, Ad Hoc Committee on Site Selection Processes

From: Elise Miller-Hooks, Chair, University Senate

Subject: Review of the Decision-Making Process Regarding Site Selection for Construction Projects

Senate Document #: 09-10-24

Deadline: April 2, 2010

The Senate Executive Committee (SEC) requests that the Ad Hoc Committee on Site Selection Processes review the decision-making process regarding the current practice of site selection for construction projects.

Specifically:

1. Review the current status of the overall decision-making process with particular emphasis on environmental concerns.
2. Review whether the decision-making process is conducive to achieving the goals outlined in the University's guiding documents (e.g. Climate Action Plan and the Facilities Master Plan);
3. Review whether all campus constituencies, including faculty, staff, undergraduate and graduate students, are adequately represented on review committees responsible for recommending site selection and comment on whether the membership of these committees should be altered;
4. Review concerns expressed by campus constituencies, pertaining to the current site selection method, by reviewing documentation submitted to the Campus Affairs Committee, meeting with the stakeholders on all sides of the relevant issues and by holding an open forum to hear concerns: and
5. Make recommendations on how to incorporate campus input on these decisions and how to increase transparency during the selection process.

As this matter is time sensitive, we ask that you submit your report and recommendations to the Senate Office no later than April 2, 2010. If you have questions or need assistance, please contact Reka Monfort in the Senate Office, extension 5-5804.

Appendix B

Individuals Interviewed by the Committee

Mr. Frank Brewer, Associate Vice President, Facilities Management
Mr. Carlo Colella, Director, Capital Projects, Facilities Management
Ms. Brenda Testa, Director, Facilities Planning, Facilities Management
Prof. Steven Hurtt, Architecture, Planning, & Preservation, Member, Facilities Council, and Member,
Architectural Design & Standards Board
Mr. Scott Lupin, Associate Director, Environmental Safety, and Director, Sustainability Office
Prof. Marla McIntosh, Plant Sciences & Landscape Architecture
Prof. Stephen Prince, Geography
Assoc. Prof. Michelle Dudash, Biology
Mr. Bob Hayes, ENGR, undergraduate student
Mr. Alex Weissman, ENGR, graduate student

Appendix C

The Facilities Master Plan Projects List, 2011 and after

For the period "2011 and after," the Facilities Master Plan lists include:

19 new Academic Facilities for designated purposes (3 not yet sited) involving 1,790,850 sq. ft., costing \$780,200,000

19 renovations of Academic facilities involving 1,470,949 sq. ft., costing \$372,000,000

7 new Auxiliary Enterprise Facilities involving 877,400 sq. ft., costing \$131,200,000

19 renovations of Auxiliary Enterprise Facilities involving 1,525,716 sq. ft., costing \$223,200,000

38 new Facilities for primarily academic facilities, special facilities, residential facilities, and a parking facility on as yet un-designated sites, involving 3,585,900 sq. ft.

plus

other, generally smaller, groupings of building projects, including the East Campus project as a single item,

57 planned demolitions/removals,

10 Infrastructure Improvements, and

10 Landscape Improvements.

THE DEPARTMENT OF ENERGY PROJECT ASSESSMENT REVIEW PROCESSES

All large organizations face similar issues in developing new facilities and choosing their sites wisely. We were fortunate that the U.S. Department of Energy's Office of Science is located in nearby Germantown, MD and that we could learn about their project assessment program and methods. On January 4th, 2010, Dr. Miller had an extended and very helpful meeting with Mr. Daniel Lehman, P.E., Director of the Office of Project Assessment (OPA) of DOE's Office of Science (SC). Mr. Lehman and his office have a very highly regarded assessment process and they are responsible for the assessment of all facility development activities at the 18 DOE national laboratories, including Oak Ridge, Argonne, Thomas Jefferson, and Brookhaven National Labs. Mr. Lehman provided copies of a number of DOE documents and they have been shared with the Committee.

We were very fortunate that we were able to quickly find an excellent review process in place at DOE. **Independent Review.** One principal key to the success of the DOE assessment process is independent review. They have their Independent Review Handbook (May, 2007) outlining their review process that brings scientific, engineering, management, and construction experts from other national labs, and sometimes from academic institutions, to conduct periodic technical, cost, schedule, and management peer reviews, usually on a semi-annual basis.

"Philosophy: The overall purpose of independent review is to determine, by a non-proponent body, whether the scope of programs, projects, or activities; the underlying assumptions regarding technology and management; the cost and schedule baselines; and the contingency provisions are valid and credible within the budgetary and administrative constraints under which DOE must function."

"Reviews conducted by the OPA are intended to reduce the risk of project failure by identifying existing and potential problems in a timely manner so that adequate resolution is possible. These reviews assist the field in successfully completing the project, as well as identify areas where SC management needs to focus additional resources to be successful. ..."

"Objectives: ... The independent review of a project is to be of sufficient detail, using a graded approach, to permit an objective independent reviewer to reach a supportable conclusion about the project's justification in light of the current mission of the DOE program sponsor."

Contingency Planning. A second key factor in DOE's successful project assessment practices is contingency planning. DOE plans on a 30 - 40% contingency fund based on the estimated cost for high technology projects, a 15 - 20% contingency fund for low technology projects, and as low as a 10% contingency fund for "simple" projects.

Checklists. Mr. Lehman's Office of Project Assessment makes much use of checklists in their project assessment process, relying on **Characteristics of Successful Megaprojects**, published by the National Research Council of the National Academy of Sciences in 2000, and produced by NRC under contract with DOE. This booklet has a checklist with 92 items for use by owners, contractors, supervisors, and assessment personnel. The very first checklist item is, for example:

Project sponsors know what they need and can afford, where they want to locate the project, and when it must be ready for use or otherwise completed. The project has a purpose, and the benefits are clearly defined and understood by all participants.

In addition to

- what is needed,

- what is affordable, and
- where it is to be located,

the checklist items raise issues concerning

- purpose(s),
- who the stakeholders are (not necessarily easy to define in a university community),
- communication (including to the public),
- input from outside the proponents,
- the environment,
- regulatory issues,
- geology,
- user/owner culture and rules, and
- many references to contingencies

Interestingly, a decade after the publication of this NRC booklet devoted to a checklist for building facilities and three weeks after the meeting with Mr. Lehman, ***The Checklist Manifesto: How To Get Things Right***, by Atul Gawande, M.D., hit the best seller list of the New York Times. Dr. Gawande has introduced checklists to radically improve surgical results in the U.S. – and globally through the World Health Organization – but his book discusses the successful and necessary use of checklists in construction, engineering, and in the remarkable landing of a jet plane full of passengers in the Hudson River last year. His central thesis is that “the volume and complexity of what we know has exceeded our individual ability to deliver its benefits correctly, safely, or reliably.” His response is checklists. Checklists are powerful tools. They are available. We need to use them.

Considering Environmental Issues. Environmental issues are required to be addressed early and often in the five-step DOE process. This process begins with the initial consideration of an idea for a new or major renovation of a facility where the initial support comes from the organization considering the project:

| <u>Phase</u> | <u>Critical Decision</u> |
|-------------------------|---|
| Pre-conceptual Planning | CD-0, Approve Mission Need |
| Conceptual Design | CD-1, Approve Alternative Selection & Cost Range |
| Preliminary Design | CD-2, Approve Performance Baseline (and go to Congress for money) |
| Final Design | CD-3, Approve Start of Construction |
| Construction | CD-4, Approve Start of Operations/Project Completion |

Before Critical Decision-2 is made, before DOE requests funds from Congress, the environmental review must be completed. In a 2009 project at the Thomas Jefferson Laboratory, the National Environmental Policy Act compliance determination was approved four months before the assessment site visit was made that led to the CD-2 approval for the proposed facility.

Once a DOE project moves forward from this point, Project Directors hold monthly meetings with Environment, Safety and Health and project staff for coordination and integration purposes. “This is considered a best practice.”

The five-step (CD-0 to CD-4) DOE schedule is not part of our recommendations, but setting the proper timing for doing environmental review (and following through as the project progresses) are.

DOE Best Practices:

- A. Use independent experts, individuals without a stake in or job responsibility for the project, to review the important aspects of proposed projects.**
- B. Do necessary contingency planning and have contingency funds in reserve or plan for contingency cuts to meet budget.**
- C. Adopt and use a good checklist of responsibilities. The owner has many responsibilities including the responsibility of determining the site of a proposed project.**
- D. Consideration of the environmental aspects of a project is and must be an integral part of the initial planning for a new facility and its siting – and a continuing responsibility through project completion.**



University Senate TRANSMITTAL FORM

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| Senate Document #: | 09-10-40 |
| PCC ID #: | N/A |
| Title: | Results of the Council of University System Staff Elections 2010 |
| Presenter: | Cynthia Shaw, Chair of the Staff Affairs Committee |
| Date of SEC Review: | April 20, 2010 |
| Date of Senate Review: | April 29, 2010 |
| Voting (highlight one): | On resolutions or recommendations one by one, or In a single vote To endorse entire report |
| | |
| Statement of Issue: | All three of the University of Maryland College Park full-time Council of University System Staff (CUSS) representatives were outgoing this year, including our single alternate member. The University Senate Bylaws charge the Staff Affairs Committee with administering the CUSS nomination and election process. |
| Relevant Policy # & URL: | N/A |
| Recommendation: | The Staff Affairs Committee recommends that the University of Maryland College Park accept the results of the CUSS election as follows: Elected Full-time Representative: Willie Brown Elected Full-time Representative: Dolores Jackson Elected Full-time Representative: Sister Maureen Schrimpe Elected Alternate Representative: Michael Paszkiewicz These newly-elected CUSS representatives will begin their two-year terms on August 1, 2010. |
| Committee Work: | In order to solicit nominations, the Senate Office sent an announcement on behalf of the Staff Affairs Committee to all eligible staff members informing them of the open candidacy period in February 2010. Eligible staff members, as defined by the Board of Regents and CUSS, include excluded exempt and non-exempt staff members who are not in a collective bargaining unit, as well as Contingent II staff employees. The candidacy period for nominations ran from February 18, 2010, to March 12, 2010. During that time, four eligible staff |

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|---|---|
| | <p>members were nominated. The Committee and Senate Office utilized a number of different tools for the publicity of this election, including FYI email announcements, the creation of a CUSS elections webpage on the Senate website, and a feature article in the Faculty/Staff newsletter, <i>Between the Columns</i>.</p> <p>Following the close of the candidacy period, the Senate Office created ballots for the election and distributed them to all eligible voters via email.</p> <p>The Senate Office received votes from 103 eligible staff members during the election period from March 22, 2010, to April 5, 2010.</p> <p>The Staff Affairs Committee received the final vote count at its meeting on April 5, 2010. The Committee will communicate the results to the elected representatives, as well as inform the Chair of CUSS.</p> |
| Alternatives: | The University could choose not to accept the results of this election. |
| Risks: | There are no associated risks. |
| Financial Implications: | There are no financial implications. |
| Further Approvals Required: <i>(*Important for PCC Items)</i> | N/A |



UNIVERSITY OF
MARYLAND
UNIVERSITY SENATE

1100 Marie Mount Hall
College Park, Maryland 20742-4111
Tel: (301) 405-5805 Fax: (301) 405-5749
<http://www.senate.umd.edu>

April 13, 2010

Dr. Elise-Miller Hooks
Chair, University Senate
1100 Marie Mount Hall
University of Maryland
College Park, MD 20742-7541

Dear Dr. Miller-Hooks:

On behalf of the Senate Staff Affairs Committee, I would like to present the results of the recent Council of University System Staff (CUSS) representative elections.

The University Senate Bylaws charge the Staff Affairs Committee with administering the CUSS nomination and election process. All three of the University of Maryland College Park full-time representatives were outgoing this year, including our single alternate member. Staff Affairs Committee member Monette Bailey published an article in the February edition of the Faculty/Staff Newsletter, *Between the Columns*, featuring the election process.

In order to solicit nominations, we reached out to all eligible staff members. Eligible staff members, as defined by the Board of Regents and CUSS, include excluded exempt and non-exempt staff members who are not in a collective bargaining unit, as well as Contingent II staff employees. The candidacy period for nominations ran from February 18, 2010, to March 12, 2010. During that time, four eligible staff members were nominated. Following the close of the candidacy period, the Senate Office created ballots for the election and distributed them to all eligible voters via email. The ballot is enclosed for your review. The Senate Office received votes from 103 eligible staff members during the election period from March 22, 2010, to April 5, 2010.

As reported at the Staff Affairs Committee meeting on April 5, 2010, the following UMCP staff members have been elected to two-year terms on CUSS, beginning August 1, 2010:

Elected Full-time Representative: **Willie Brown**
Elected Full-time Representative: **Dolores Jackson**
Elected Full-time Representative: **Sister Maureen Schrimpe**
Elected Alternate Representative: **Michael Paszkiewicz**

Sincerely,

Cynthia Shaw
Chair, University Senate Staff Affairs Committee

CS/cb

Cc: Reka Montfort, Executive Secretary and Director, University Senate

Enclosure(s)

Council of University System Staff (CUSS)

BALLOT

The Council of University System Staff (CUSS) consists of staff representatives from each of the USM institutions. CUSS is charged with advising the Chancellor and the Board of Regents on a variety of issues affecting staff.

The mission of CUSS is to provide a voice for Staff concerns in reference to basic decisions that affect the welfare of the USM, its constituent institutions, and its employees. CUSS functions in an informed advisory role in administrative areas and in the functional support aspects of academic matters. For more information on CUSS, please visit the CUSS website at <http://www.usmd.edu/usm/workgroups/SystemStaff/index.html>

Staff who are eligible to run and vote for membership include:

- Excluded exempt and non-exempt staff who are NOT in a collective bargaining unit
- Contingent II staff employees

CUSS members serve a two-year term, starting on August 1st. CUSS meetings are held on the fourth Tuesday of each month, rotating from campus to campus. College Park has three elected delegates and at least one alternate member. All of the seats are up for election this year.

Please complete and return this ballot by close of business on Monday, APRIL 5th. You can either email your vote to senate-admin@umd.edu or send your ballot to the University Senate Office through campus mail.

YOUR VOTE CAN MAKE A DIFFERENCE!

Candidates are listed in alphabetical order. Personal statements are attached to this ballot for your review. **Place a check next to the name of your selected candidates. Vote for THREE (3) full-time representatives**

CANDIDATES

- _____ Willie Brown
- _____ Dolores Jackson
- _____ Michael Paszkiewicz
- _____ Sister Maureen Schrimpe

***FOLD & STAPLE THIS SHEET AND RETURN
VIA CAMPUS MAIL BY APRIL 5th TO:
University Senate, 1100 Marie Mount Hall, Campus Zip 7541***



UNIVERSITY SENATE
UNIVERSITY OF MARYLAND, COLLEGE PARK
1100 MARIE MOUNT HALL
CAMPUS ZIP: 7541

CANDIDACY STATEMENTS

Willie Brown

To the staff of the University of Maryland:

At present I serve as the Chairperson of the Council of University System Staff (CUSS). As the Chairperson, I take the advice of the council and meet with the Chancellor, Board of Regents and the University Presidents and advise them on issues that impact our lives as staff members of the system.

During this last year, we have worked on such important topics as furloughs, lay-offs, strategic planning, budget reductions, elimination of tuition remission, etc. The decisions that were made may not have always been the most popular, but they were the best decisions that could be made during our state's financial crisis.

As the UM CUSS representative, I have represented the Staff Council and our voices have been heard. I am asking for your vote so that I can continue representing you and the university on issues that impact us all. Thank you.

Dolores Jackson

I have been a member of the University of Maryland College Park exempt staff since December, 2002 as the Director of Administrative Services. Since arriving I've heard many staff members voice their concerns because they didn't feel that they had a voice in any of the decisions that directly affected their work life and/or their livelihood. My belief is that the choices and opportunities are available to all of us; however, the difficulty is in delivering the message in formats available to all. As a member of CUSS I would make it my goal to be the messenger for the staff--to make our collective concerns heard and then relay the outcomes of the discussions. Moreover, with my many years of service in higher education, working in both the research laboratory and in the administration of a large department, I believe I can bring a unique perspective to CUSS.

Michael Paszkiewicz

Hi! Mike Paszkiewicz here campaigning for the position of Council of University System Staff (CUSS) Representative. I am currently the administrative head Civil Engineering's Center for Advanced Transportation Technology (<http://www.catt.umd.edu/>) as well as the Center for Integrated Transportation Systems Management (<http://citsm.umd.edu/>). I received my Bachelor's degrees (one in Economics and one in Kinesiology) from the University of Maryland back in 2000, and recently graduated with my Master's in Business Administration from University College. In my spare time I teach trapeze (<http://washingtondc.trapezeschool.com/>) and am an avid runner.

I've been at the University of Maryland campus in many different capacities since 1995, starting as a student and later joining as staff and have great respect for the strides the University of Maryland has made in the years leading up to and following my time as a student. I would like to help continue that positive trend by serving the campus and contributing to the community that has given me so many opportunities.

(Statements Continue)

Sister Maureen Schrimpe IHM

I have had the extraordinary privilege to be your CUSS representative for the last two years. During my tenure I have learned a great deal about the University System and its processes, initiatives and challenges. I have been able to both share information with and gather input and feedback from many of you throughout the campus.

CUSS is and always has been a vital link between the University System administration and all of the institution's staff. However, now more than ever, faced with a budget crisis, the implementation of an ambitious strategic plan for our campus and the many new demands placed on the University system by its multitude of stakeholders, effective representation through CUSS is more critical to our staff than ever before.

Therefore I am actively seeking to be elected to another term as your representative on CUSS.

In addition to my recent experience on CUSS, I have a variety of experiences and skills that make me uniquely qualified to effectively represent the diverse interests of the College Park staff. I currently serve as an EEO officer in Dining Services insuring equitable and fair treatment of a large staff from very diverse backgrounds. I serve on the National Association of College and University Food Service Mid Atlantic regional council as well as serving as the national protocol chair. I have also served as the NACUFS Regional President, regional conference chair and national conference chair. This has provided me with many opportunities to use organizational, planning and managerial skills to bring together a wide spectrum of often competing priorities, build consensus and make things happen. These and many other opportunities have given me the experience in shared government, which will bring effective representation for everyone.

I welcome your support and input in helping CUSS move the University of Maryland forward and appreciate your continued confidence in me as YOUR CUSS representative.

(End of Statements)



University Senate TRANSMITTAL FORM

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|-------------------------------------|---|
| Senate Document #: | 09-10-42 |
| PCC ID #: | N/A |
| Title: | Campus Safety Report 2010 |
| Presenter: | Edward Walters, Chair of the Campus Affairs Committee |
| Date of SEC Review: | 04/20/2010 |
| Date of Senate Review: | 04/29/2010 |
| Voting (highlight one): | <ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report 4. For information only |
| | |
| Statement of Issue: | The Campus Affairs Committee is charged annually with holding a campus-wide Safety Forum, gathering input on safety and security issues at UMD, and documenting these findings in a Safety Report. |
| Relevant Policy # & URL: | N/A |
| Recommendation: | To review the report. |
| Committee Work: | The Campus Affairs Committee began planning their annual Safety Forum in February 2010. As suggested by a Committee member, the issue of sexual assault was highlighted as a special focus of the Forum. In March and April of 2010 the Committee secured four guest speakers and arranged the logistics of the event. Guest speakers included Paul Dillon from the Public Safety Department, Elliott Morris from the Student Government Association, Allison Bennett from the Sexual Assault Response and Prevention Program, and Mollie Monahan-Kreishman, Matt Supple, and Meghan Cohen from the Office of Fraternity and Sorority Life. The Safety Forum took place on the evening of Tuesday April 13, 2010. The Campus Affairs Committee composed the annual Safety Report from the information presented at this Forum. Additionally, the Campus Affairs Committee included the Student Government Association's on-campus and off-campus Safety Walk reports in the final document. |
| Alternatives: | N/A |
| Risks: | N/A |
| Financial Implications: | N/A |
| Further Approvals Required: | N/A |

Campus Affairs Committee Safety Report 2010

On April 13, 2010 the Campus Affairs Committee held its annual campus-wide Safety Forum for members of the University community to discuss safety issues on the University of Maryland, College Park (UMD) campus. The 2010 Safety Forum featured a special emphasis on the issue of sexual assault. Following a general safety presentation by Paul Dillon from the campus Public Safety Department, guest speakers Elliott Morris (Student Government Association), Allison Bennett (Sexual Assault Response and Prevention Program), and Mollie Monahan-Kreishman, Matt Supple, and Meghan Cohen (Office of Fraternity and Sorority Life) spoke to the issue of sexual assault. The following pages provide an overview of the information presented at the Safety Forum and the discussion that followed. Also included in this document are the Student Government Association's on campus and off campus Safety Walk reports.

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Paul Dillon: Department of Public Safety

Paul Dillon, a retired major from the University of Maryland Department of Public Safety (currently a civilian with the agency in charge of the Internal Affairs Division) emphasized the array of services Public Safety offers for all members of the campus community. Whether it be the camera system, escort service, or criminal investigators, the Department of Public Safety focuses on prevention and takes enforcement of UMD policies and laws very seriously. Dillon has been with the Department since 1987 and can say unequivocally that the University administration has been, and continues to be, extremely supportive of public safety initiatives. Even in tough budget times the Department of Public Safety has fared very well.

Dillon offered a brief statistical background of crime at UMD. In the past three years crime on campus, generally speaking, has gone down about 30-35%. The same is true of College Park and Prince George's County (currently at 35 year lows). About 30 years ago the crime rate was 60% higher on campus. People didn't know about all of this crime however because there weren't the same methods for dissemination of information as there are today. Mass emails, websites, the Diamondback, etc. have all contributed to increased availability of crime information. The accessibility and availability of this kind of information is very useful, although it does create the perception that crime is much higher than it actually is (both on and off campus). This public perception of crime is something that the Public Safety Department has to respond to and manage as crime information becomes more visible.

Elliott Morris: Student Government Association Senior Vice President

Morris related an experience he recently had as a Residential Assistant (RA) on North Campus. Morris described the "Got Consent" posters that are displayed around UMD – big black posters that are a spin on the "Got Milk" ads. As an RA Morris ended up with a stack of about 25 of these posters and was not sure what to do with them. One day, Morris decided to cover one of the walls in the dormitory with the posters (on the men's side). All of the sudden there was no one in this hallway and things got very, very quiet. A few weeks later Morris went to the students living in this hallway and asked, "What's going on? Does this make you uncomfortable?" The general consensus was, "yes." Just having these posters on prominent display and drawing attention to sexual assault made students uncomfortable. This seems to point to a broader issue of sexual literacy on the UMD campus. This is a topic that is very difficult to talk about. The last time Morris recalls a campus-wide discussion about an issue relating to sex was when the pornography controversy arose last year. Morris stated that 21% of men have never taken action against sexual assault in any way, simply because no one has ever asked them to. Morris stated that he would like to take this opportunity to ask the men in the room to individually take action on this issue. In general, people need to be willing to have this tough discussion both with people they know and maybe with people they don't know who they see engaging in poor behavior. Last year as an RA Morris did an activity (following the campus discussions surrounding the porn issue) where the men told the women all of the unofficial "rules" of public bathrooms, and vice versa. These kinds of simple conversations lead to individuals being more comfortable talking about sex in general and sexual assault

specifically. Morris encouraged each member of the audience to talk to one person this week (that they haven't talked to before) about a sex related issue and to get these conversations happening.

Allison Bennett: Sexual Assault Response and Prevention Program

Bennett's goal for her presentation was to give an overview of the issues of sexual violence on campus and what programs are currently in place to address these issues. Also, why aren't people reporting these crimes and what can we do about it?

The Sexual Assault Response and Prevention Program (SARPP) offers services to the entire University of Maryland Community and is based out of the University Health Center. The program changed their name two years ago when two offices, the Office of Sexual Violence Prevention, and the Office of the Victim Advocate, joined together to form SARPP. Sexual Violence is an umbrella term that includes sexual assault, relationship and dating violence, stalking behaviors, and sexual harassment. In terms of prevalence, the statistics are scary. The people most likely to be victimized on a college campus are women, by far. Men are more likely to be victimized before the age of 18, while women are more likely to be victimized between the ages of 12-34. Typical college-aged women from 18-24 therefore are at an increased risk of being sexually assaulted.

National statistics show that one in five women will become the victim of sexual violence during their time in college. There is something about the college environment that increases the likelihood of this crime happening (versus if the same woman was not attending a college or university). One in five women will be in an abusive relationship during their time in college. Additionally, one in four women and one in six men will be the victim of rape in their lifetime. During college the prevalence is one in five women for rape. In a study that was just done on the UMD campus, 13.5% of the women who responded to a survey reported that they were the victim of rape during one year. One in 12 women and one in 45 men will be the victim of stalking in their lifetime. These statistics are based on the experiences of those who seek services from SARPP (not from crime reports). SARPP has worked with 513 clients total (since the program was established), or an average of about 100 clients per year. Of these 513 clients, 225 identified rape as the offense for which they were seeking services, 52 identified a sexual assault or sexual offense, 29 came forward because of gang rape, and 16 for attempted rape.

Sexual violence is any sexual act that occurs without all participants giving consent. Participants that do not give consent may be unwilling, or unable. If there is no consent given there may be force involved, or the threat of force. In the case of substantial incapacitation (e.g. drug or alcohol induced state) individuals may not legally be able to give consent. In the State of Maryland consent is defined as "affirmative, freely given agreement that can be withdrawn at any point." Therefore, if at any point someone chooses not to participate anymore, they are able to withdraw their consent.

SARPP has an education aspect and a response aspect. SARPP's primary mission is to respond to incidents of sexual assault, dating and relationship violence, stalking, and sexual harassment within the UMD community. SARPP works with faculty, staff, and students and anyone connected to these community members such as family, partners, and friends. SARPP provides support, assistance, referrals, and services through various methods (e.g. email, phone, in person), and advocates for victims

to ensure that they have a safe and comfortable experience in their interactions with systems on the college campus. Finally SARPP works to educate the campus community and help prevent these crimes from occurring.

If a sexual assault has occurred there are a wide variety of options for the victim. One of the questions often asked is, why aren't more victims coming forward and reporting? From a victim advocacy perspective, reporting a crime is only one of the victim's options after an assault occurs. While there are things that can be very helpful about reporting, for a victim, this is only one of the options they can choose to pursue. SARPP assists victims in navigating their options (e.g. seeking medical care, mental health care, sexual assault forensic exams, reporting to the police or campus officials, filing for a civil or protective or peace order, reporting to the Office of Student Conduct, seeking to change housing). Making a report is a huge decision. There is no timeline for making a report but evidence and victim memory degrade over time and access to witnesses may become more difficult. Survivors have to make a lot of decisions immediately following the traumatic event of a sexual assault. For example, victims have to decide if they want to interact with the criminal justice system and/or the Office of Student Conduct. The Office of Student Conduct is responsible for administering the University Student Code of Conduct. However, there is a limit of the scope of crime that can be reported to the Office of Student Conduct. The accused student must be a current UMD student and the crime must have taken place on campus.

What is the University doing right now to address sexual assault on campus? SARPP offers prevention education and trains peer educators to give prevention workshops to anyone who requests them in the UMD community. Peer educators also talk about the definitions of consent and sexual assault and what to do if you or someone you know has been assaulted. SARPP works to raise awareness on campus of the possibility of these crimes happening and what individuals can do to intervene. SARPP additionally works on many large-scale education projects such as the Clothesline Project, the Survivor Garden, etc. Educating the campus community is continual challenge however because the University environment is so transient. Education therefore must be a non-stop endeavor in order to continue to reach the entire community. In addition to education programs, SARPP also offers services to victims after something has happened or while it is occurring.

Recently the Health Center was awarded a large grant from the Department of Justice and the Office of Violence Against Women. Over the next three years the goal for that funding is to create and integrate mandatory prevention education for every incoming student at UMD. That means that all new members of this community will be trained on this issue. SARPP will also be looking into the policies and procedures surrounding these crimes.

Why would someone report and why would someone choose not to report a sexual Assault? Research shows that after a sexual assault people might choose to go forward and report the crime because: it affords them a feeling of empowerment, they are hopeful that the offender will be held accountable for their actions, and they hope they are helping to protect other potential victims. However, people may choose not report because: they might fear retaliation from the offender or the offender's friends, there is concern that they will be blamed for the assault, there is a feeling of lack of control (when you report

the information leaves your hands and your privacy is compromised), the victim will have to tell the story over and over, they believe it might not do any good to report, they might just want to move on and forget about it, or they are afraid of the consequences for the perpetrator. In the Maryland community, 90% of sexual assaults occur between individuals that know each other. One of the primary reason people don't report is that the response to sex crimes in our culture is a focus on what the victim did wrong rather than a focus on the perpetrator. This victim blaming is one of the most significant reasons individuals are afraid to come forward. They see how others who come forward are treated and are then hesitant to come forward themselves.

Why is there so much assault happening on campus? There are two kinds of rapists you typically see on a college campus. The single-act rapist, and the serial rapist. There is a lot of work that can be done to intervene with the single-act rapists. If each member of the UMD community is educated on the issue of sexual violence the single-act rapists will begin to fade away. The real problem lies in the serial rapists who don't think, believe, or care that what they are doing is wrong. If each of us takes responsibility for what we see and know is going on we can address this problem too. There are many myths about who is committing sex crimes. The common belief is that these kinds of assaults are committed by a disturbed stranger, and that if you use the buddy system you will be safe from this type of assault. Typically however, it is the people around us who we know that are committing these crimes. What we have to do is pull away the layers that make their actions possible and make them understand that their behavior is unacceptable. We have to be responsible for taking care of each other.

Mollie Monahan-Kreishman/Matt Supple/Meghan Cohen: Office of Fraternity and Sorority Life

Matt Supple spoke on behalf of Mollie Monahan-Kreishman who could not attend the event. Supple read the following statement from Monahan-Kreishman:

To the University of Maryland Community:

I am so sorry that I am unable to attend tonight's forum on campus safety issues, specifically focusing on sexual violence on campus. I feel blessed, though, to have so many great people working with me within the Fraternity and Sorority Community, one of whom is currently reading this letter to you.

For the purpose of tonight's forum, I was charged with telling you a little bit about my eight-year history on campus, including my experience around sexual violence issues and my role in the campus response.

I came to the University of Maryland in 2002, and was hired to partner with the also new Campus Victim Advocate (Nancy Hensler-McGinnis, and later Cortney Fisher) to create programs for the University of Maryland around sexual assault prevention and victim advocacy. We were the beginnings of what you now know as the SARPP – Sexual Assault Response and Prevention Program. Nancy headed the victim advocacy side of the house and I headed up prevention, but because there were only two of us we worked very closely together and our jobs often overlapped. At the time, Nancy was the only victim advocate the campus had – she was on call 24 hours a day/seven days a week, unless she gave the pager to me. It was a tremendous job for one person to do, even with my periodic support.

I was in charge of everything else – large scale campus programs such as the Clothesline Project, Sexual Assault Awareness Month, Domestic Violence Awareness Month, Stalking Awareness Month, Take Back the Night, and others. I was also charged with overseeing the SAFER program- Student Advocates for Education about Rape. This program is now known as the SARPP Education Program.

While I was at the Health Center, we helped to grow the programs through grant funding for a total of six staff members and well over twenty-five peer educators and advocates. As our programs became more popular, and students felt more and more comfortable utilizing our resources, we started gaining a greater understanding of how big the issue of sexual violence was on campus.

When we had expected to see lots of he said/she said regretted sex situations, we were instead seeing gang rape. When we had expected to see situations that were grey and confusing, we saw premeditated druggings. When we had expected to see situations that were bad, but not overtly violent, we saw premeditated violence at levels we would not have expected on any college campus.

I should stop here to say that what is happening on the College Park campus is not unique. This type of sexual violence is present for all of our peer institutions, and for colleges and universities all over the United States. We're just hearing about it more because our students feel comfortable with our resources.

Not only were we alarmed by the actual acts of sexual violence we were learning about on campus, we were equally alarmed by the response coming from friends of victims and survivors. When we had expected to see sorority sisters reaching out to help each other, we saw them instead tearing each other down with victim blaming. When we had expected to see college age women helping each other through difficult times, we saw victims and survivors being shunned from the support networks they so desperately needed.

At that time, we started reaching out across campus to different departments to try to partner on ways in which we could really address the issue of sexual violence. While we had lots of success with different departments, I am going to focus here on the Department of Fraternity and Sorority Life. We started meeting weekly with Matt Supple, and found one of many great allies all over campus who wanted to do whatever they could to address this issue.

That's when we started doing a lot of work with Fraternity and Sorority Life. We tried some programming and some outreach, but we just didn't see the outcomes we wanted to see in terms of culture change within the community. It was at that point that DFSL said the one thing to me that I believe lead to real change.

WE'RE READY TO TRY ANYTHING. WE NEED TO DO SO MUCH MORE TO MAKE SURE OUR COMMUNITY IS SAFE FOR ALL OF OUR MEMBERS.

And that's when I shared an idea that I'd had for years. It had seemed almost too much to ask—we needed too much staffing, too many committed hours from the students, and lots and lots of training. We needed all of this at a time of budget cuts and program elimination. I had no idea how they were

going to respond, but they really liked the idea. And with a little grant funding and lots of volunteer support from students, faculty and staff, we made it happen.

That's when the Ten Man Plan and Ten Woman Plan Sexual Violence Prevention Program was born. Soon after that, I was hired by the Department of Fraternity and Sorority Life to run the program specifically for the University of Maryland Greek Community. It is only one example of the large commitment DFSL has made to this issue.

The concept is this – let's bring 10 members together from each individual organization to discuss the issue of sexual violence and to make change within their own organization and the greek community at large. The program is based on critical mass and tipping point theories – get a small group of people within the community to be well educated about a certain topic, and they can change how the community thinks and responds to the issue.

To date, we've had almost twenty of our chapters participate in the program. Slightly more of those groups are fraternities and slightly less are sororities. We assign a trained facilitator (faculty, staff or graduate student) to a specific greek chapter, and that facilitator stays with them for anywhere between one semester to many years, depending on need and availability. They discuss sexual assault issues in general, victim blaming, bystander intervention, helping skills, resources on campus and lots of other topics related to rape culture. Then men focus mainly on how to get men talking about the issue, making the right decisions, and helping the women in their lives heal from trauma. The women focus mainly on empathy building, and how to be good sisters when they find out that one of their members has been sexually assaulted.

Our assessment indicates that our programs are making good change within our community. Our women report feeling better prepared to help sisters, and our men are doing a great job of addressing rape supportive attitudes.

There is still a lot of good work to be done, but we think we're on the right track. Fraternities and sororities are eager to participate in our programs, and we are eager to train future facilitators so that we can offer the program to a wider audience.

Special thanks to the SGA and the Campus Affairs Committee for making this important event happen. Thank you to Meghan Cohen, Matt Supple, members of the Ten Man Plan and Ten Woman Plan, and to the SARPP – all of you give me hope for a violence free future. Could those of you in the audience participating in our programs please stand up. Let's give them a round of applause.

Thanks so much for your time!

Mollie M. Monahan-Kreishman
Doctoral Candidate, College Student Personnel
Sexual Assault Prevention Coordinator
Department of Fraternity and Sorority Life
University of Maryland

Open Forum

Question: A BSOS student senator asked about the Code of Student Conduct. As understood by the speaker, sexual assaults are not punishable by the University if they take place off campus. To the speaker's knowledge, many students, if not most, live off campus. Obviously, our policies are not protecting students off campus from these kinds of assaults, or holding perpetrators accountable (this is especially frustrating considering that students are being held accountable by the University for the recent riots that took place off campus). Can you address the discrepancy?

Answer: Dillon responded that from his understanding of the Code of Student Conduct, students must be convicted of a felony in order for the University to get involved in an activity that happened off campus. The problem is getting to this conviction. If the crime occurs on campus the Office of Student Conduct does not have to wait for the results of the criminal justice system to take action. Most sex crimes are considered felonies and the University can hold a student accountable for an off campus sexual assault if that student is convicted.

Bennett responded that this question highlights again how sex crimes are often treated differently than other crimes and this is a challenge. This is one of the issues that SARPP hopes to address at a policy level.

Dillon added that sex crimes are also treated differently in positive ways. For example, sex offenders are registered. If you live next to a sex offender you know (versus if you live next to a murderer, you wouldn't necessarily have a way of knowing). Some sex crimes are taken more seriously than others, but as a whole sex crimes are definitely treated differently.

Question: An SGA legislator commented on Morris's story about the "Got Consent" posters. It doesn't seem like there is any kind of large-scale discussion about consent. Has the University considered implementing a large-scale consent education program?

Answer: Bennett reminded the speaker of the grant mentioned earlier that SARPP has received from the Department of Justice. SARPP is planning on using this grant to integrate mandatory sexual assault education for incoming students, similar to what is currently being done for alcohol education. This need has been identified and now the resources are finally there.

Question: A BSOS Undergraduate student Senator commented on living off campus during the summer. During winter break there had been targeted robberies and assaults because the community knows that many students vacate the area during this time. What is the community of College Park and the University planning to do to keep residents safe over the summer and during these times when there are fewer students around?

Answer: Dillon referenced the recent spike in robberies that occurred over spring break. UMD Public Safety met with the PG County police about this topic and offered their assistance with these off campus crimes that affect our students. The PG County Police have a great crime prevention program in place already but many students do not know about it. For example, PG officers will come out to your house or apartment and work with you on home safety. UMD Public Safety plans to meet with PG County Police again before the summer to work on ways to educate the campus community about these services.

Morris added that street lights can be fixed by contacting any member of the SGA who will then contact PEPCO to come out and fix the lights.

Question: An engineering Undergraduate student Senator/member of the Campus Affairs Committee asked about a recent article in the Diamondback highlighting a discrepancy in the reporting of sexual assaults to SARPP, the Office of Student Conduct, and Public Safety. How is Public Safety addressing this discrepancy in reports?

Answer: Dillon responded that the discrepancy in crime numbers is highest when it comes to sexual assaults. Public Safety has to report two kinds of crime numbers. One set of crime numbers goes to the FBI and is called "Uniformed Crime Reports" (everyone in the country has to report these numbers). These are the crimes that are reported to the police. Usually the numbers for sexual assault at UMD are very low (in the single digits if not zero) in the Uniformed Crime Report. The other set of numbers Public Safety has to report are the "Cleary" statistics which are required by the Department of Education. These numbers include crimes that are reported to all offices on campus (not just to the police). In the case of sexual assaults, this means that the crimes reported to SARPP are counted (as well as crimes reported to Deans, Department Chairs, Athletic Coaches, etc.). The police do not investigate the crimes reported to other offices because they are not given names, but they do keep records of these statistics. There is a significant discrepancy between these two sets of numbers (between the Uniformed Crime Reports and the Cleary) in regards to sexual assaults. Most other crimes do not have this kind of discrepancy.

Working with other offices on campus is really important for Public Safety because their main goal is to investigate the crime, go after the perpetrator, and do what cops do. SARPP is in place to support the victim, while the police are in place to investigate the crime. Therefore, this relationship is so important, especially since SARPP is receiving most of the sexual assault reports. There is often a fear of the police and how they will react to a sexual assault case which causes victims not to report to the police. All officers do go through training on sexual assault but these cases are difficult because of the distrust from the public towards the police in the handling of these issues. Be assured that the police do take these crimes very seriously. However, victims of sexual crimes also often do not want to go through the process of an investigation so they choose not to report to the police.

Bennett added that the more people are aware of the SARPP resources the more victims can be informed and educated about the process of reporting to the police. There is a lot of misinformation

about what happens when you report a sex crime to the police, but SARPP can walk a victim through this process. SARPP is also building relationships with the PG Hospital Center where all the forensic exams for the County are done, as well as the State's Attorney Office. The system is bureaucratic and difficult to navigate, especially after a victim has just experienced a crisis, and an advocate from SARPP can be incredibly helpful.

Question: The Student Government Association (SGA) President referenced the documented increase in sexual assaults that occur amongst fraternity and sorority members outside of the College Park area at specific times (e.g. when people go away over winter break). Is there any kind of education program in place for fraternities and sororities that specifically addresses this problem?

Answer: Cohen responded that, in regards to the Ten Man Plan/Ten Woman Plan, the work has been focused on helping sorority sisters be better sisters to each other, and fraternity brothers be better brothers to each other. One of the main pillars of this program is values congruence: doing what you say you are going to do. Do the values of your sorority/fraternity align with your current behavior? This is something that there are constantly conversations going on about regarding every aspect of student lives. As far as Ten Man Plan/Ten Woman Plan, there is a focus on how to stand up to your brothers that are acting inappropriately, and how to help victims heal and connect to resources.

Bennett added that the Office of Fraternity and Sorority Life (OFSL) has an additional procedure in place during the times where there is a notable increase in sexual violence (e.g. before spring break, homecoming). OFSL has a policy that all fraternities and sororities and their matchup have discussions about sexual assault and how to keep people safe prior to these noted times.

Question: The SGA president asked if the size of the SARPP Office and the funding they receive is adequate to provide the services needed on this campus?

Answer: Bennett replied that currently SARPP is funded through some small grants from the Governor's Office of Crime Control and Prevention and through some of the operating expenses of the University Health Center (student fees). SARPP currently has one full-time staff member and two part-time staff members. Depending on what grant are in place at any given time there may be an additional half-time person in the office. Additionally there are two teams of peers: a team of 12 peer educators and a team of seven peer advocates. This is how SARPP can provide 24 hour coverage. Many of the other institutions of similar size to UMD do not have designated services specifically for sexual assault. UMD has a good leading edge in this regard. As far as the number of clients coming in, the office is currently just able to meet the need on this campus. However, when you look at the statistics and realize how many individuals are not coming in for services, you see that the office could be overwhelmed if all of those assaulted came in for services.

Question: A member of the Senate Campus Affairs Committee asked what actions the campus should be taking to be more proactive about addressing the issues being discussed at this forum?

Answer: Bennett replied that administratively the University has good things in place, good programs, good resources, and good staff. The challenge is evaluating how effective we are being. Bennett believes that the University needs to focus the bulk of its attention on the student body and activating each individual to respond in a caring manner if they find out that someone has been sexually assaulted, and helping that person connect to resources. Additionally the student body needs to be intervening and actively discussing the violence that is already occurring on campus. Students need to be proactive with what they see and hear and educate their peers.

Dillon stated that from a Public Safety perspective, this is a very difficult crime to prevent. Sexual assaults are most often taking place between individuals who already know each other and behind closed doors. Therefore the cops can't be around to prevent these crimes. It all comes down to education and motivating members of this community to talk about this topic and make it a front page issue. We have to get students talking about this.

Morris added that the classroom is an ideal location for these conversations to take place because you have a built in audience and can guide the discussion. Perhaps UNIV 100 would be an appropriate place for this topic to be addressed and to reach a large section of the student body.

Cohen agreed that educating the entire University community on this issue is very important. We need to make the University a place where it is ok to talk about this subject and where community members discuss these issues in an appropriate and productive way. Furthermore, we need to make this University a place where this kind of behavior is unacceptable and where people who want to commit these types of crimes will not feel comfortable doing so.

Question: A member of the Department of Criminology and Criminal Justice noted that perceptions of crime and the reality of crime do not always match. One of the goals of SARPP is to encourage those who are victims of sexual assault to come forward and report. What will happen when more sexual assault crimes are being reported and the crime statistics for our community rise? How will the University react to the increased fear that will likely result from a rise in documented sexual violence?

Answer: Dillon responded that this is one crime statistic Public Safety wants to see rise. Yes, the Department would have to manage the investigations for the increased number of reports but they are prepared to do this. Without a doubt this would be a positive thing to have this crime reported more often and the Department is not worried about dealing with the uptick in crime. Overall this should help reduce the numbers of sexual assaults as potential perpetrators see others being convicted and being held accountable for their actions. This will also raise people's awareness.

Bennett agreed that raising awareness to what is already happening is very important. Yes this may increase the level of fear, and SARPP would have to increase the visibility of their services as the false sense of security is chipped away from the campus community.

Question: A student asked, what is the next step in addressing these issues, increasing motivation, and putting the conversations happening in this room into action?

Answer: Dillon emphasized that we really need student involvement in this issue and that the motivation for student involvement needs to come from the student body, not from the administration. Students do not react well if rules are forced down on them from above, and peer education is much more effective.

Campus Affairs Committee Chair Ed Walters reminded the audience that the comments heard at tonight's Forum will be documented and presented to the University Senate Executive Committee and the University Administration. This is an important step in moving forward on these issues.

Bennett responded that current students need work on becoming comfortable discussing these issues and they need to help administrators stay informed as to what is relevant now (which will likely be different than what was relevant two years ago). Students will feel defensive if these conversations are not appropriately handled and initiated. Most people in our community are not hurting anyone, but everyone needs to be talking about this.

Morris emphasized that UNIV 100 would be a very appropriate place for this issue to be addressed further, as well as within the Senate Campus Affairs Committee.

On Campus Safety Walk Report

2009

Elliott Morris
Senior Vice President
Elliott@umd.edu



University of Maryland
Student Government Association

Introduction

The annual Campus Safety Walk provides students, administrators and staff the opportunity to interact and solve real and perceived safety issues. The Walk raises attendees' awareness of where and why students feel unsafe and involves the responsible agencies who can make the necessary improvements and changes.

History

The Campus Safety Walk has been an annual survey of the campus for at least fifteen years and was originally overseen by the Department of Public Safety. The Student Government Association expanded the program and now annually hosts the Walk.

Past Successes

The Safety Walk has made significant improvements to campus safety and past successes include:

2008 (Joanna Calabrese, SGA Sr. VP):

- Mowatt La by Hillel - Stop sign and concrete blocks
- Knox Rd between Commons and Knox Towers - Crosswalk created
- Norwich Rd. terminus by Old Leonardtown - Brush cleared
- Plant Science Building Raised Crosswalk - Lighting increased
- Bridge by Lot XX - Trees trimmed

pre-2008:

- Behind Stamp – Lighting and blue light access increased
- Bridge behind ERC – Lighting and light fixture layout improved

Method

The Walk route is created through a combination of student surveys and student interviews, along with significant input from Department of Public Safety (DPS) officials. The SGA Senior VP and other SGA members conduct the survey and interviews by having participants place safety pins onto a map where they feel unsafe. The pin placement helps determine the Walk's route while the anecdotal evidence is used to advise the cause(s) for concern. The Senior VP also does a ride along with an officer in the Department of Public Safety to see areas of concern. In 2009, Captain John Brandt and Sr. VP Elliott Morris reviewed the 2008 Walk's route and examined other issues raised by DPS.

Data

Student input showcased areas of concern like parking lots with encroaching brush, areas of lower lighting and a lack of bus stop. Construction areas also garnered significant student concerns. Cpt. Brandt pointed out the orange bus stop on Regents Dr. as a chief concern. Crime overall on campus has declined relative to recent years. DPS attributes this to an increase in awareness of services offered.

Lot 1d

- No bus service nearby
- Brush was “creepy” and created easy hiding places
- Low lighting in the northwest corner
- No nearby “safe place”

Mowatt Lane

- Students feel unsafe walking lone here
- Tree line creates a very dark border to one side

Commons 7/Lot S4

- Construction was “eerie”
- Blue lights not present
- Lighting low on the east side of the building
- Students feel unsafe walking alone

Orange line bus stop on Regents Dr. by Route 1

- Students sit on the curb with their legs in the road as cars pass
- The bus stop sees high traffic
- Cars are slowed only by guard station between the stop and Route 1

Leonardtown Quad

- Low trees and branches create a canopy that blocks light and camera access
- Existing blue light is not in an optimal spot
- Camera coverage is poor due to camera location and trees

Lot 2

- Blue light(s) is not functioning and not in the best location(s)
- Brush at the bottom of the lot creates hiding places and shadows
- Low Light at the back of the lot, near construction and by the CYC on the walk up
- No bus stop present
- Pipe from construction

Other Areas

In addition to the above areas, a significant number of students cited locations off campus, behind Stamp and behind ERC as areas where they felt unsafe. These were

not included in the Walk as they have been addressed in the past, they meet industry standards in lighting and they have blue light phones in close proximity. In 2009, the first Off Campus Safety Walk addressed concerns of safety off campus.

Proposed Changes

Lot 1d

1. Add lights to existing poles
2. Trim back brush to the edge of the ditch line
3. Raise tree in median to allow better lighting
4. Ensure good viewing angles of the lot, especially the back portions

Additional Comments: The Facilities Master Plan calls for Presidential Dr. to be extended to Union Dr., which will turn Lot 1d into a road. This should dissolve problems with lighting and view. Additionally, the new journalism building will provide an excellent spot from which to monitor the whole of Lot 1.

Mowatt Lane and Commons 7/Lot S4

Comments: When construction on Commons 7 is complete, lighting, blue light presence and foot traffic should mitigate the concerns. The student perception of safety surrounding Commons 7 should be revisited once it is fully functioning in the Spring 2010 semester. In the meantime, temporary lighting is sufficient.

Orange bus stop on Regents Dr. by Route 1

5. Create a bigger bus stop with benches in the area of the visitor's sign
 - Specifically, a concrete skirt added towards the pine tree behind the sign was suggested
 - To pull even more people away from the road, shelter could be added
6. Turn the Lot N*2 spots into a bus pull-in

Additional Comments: If the bus stop is moved in proximity to the sign, a covering would provide shelter to visitors using the sign and would also provide a space to post bus schedules, the NITE-Ride phone number and related information. Additionally, the effect of a bus pull in on the operations of the guardhouse should be considered.

Leonardtown Quad

7. Add a camera to the blue light
8. Relocate the blue light to a more centralized position
9. Trim the trees in the vicinity
10. Lights near backsides of buildings 239, 241 and 242 near the parking lot

Additional Comments: Leonardtown is slated to become East Campus and environmental safety concerns of the University like blue light and camera locations, police and fire access and the number of real and perceived hiding places should be taken into consideration during the design phases.

Lot 2

11. Blue lights should come back online
12. Trim tree line along the back of the lot
13. Talk to the construction company about the pipe
14. Open the walkway between the CYC and the construction site

Additional Comments: The lack of blue lights and lighting in general should be mitigated once Oakland Hall is complete. But for the present, construction again causes students to feel unsafe.

Long-Term, Large Impact

15. Construction presented a major concern for students' perceptions of safety. Examining successful management of student concerns could lead to guidelines for how construction on campus can be less dangerous and frightening. In the long run, construction arguably increases safety as it brings students closer to each other, connects campus more and provides new incentives for safety features. However, students should not be forced to avoid construction through the transition phase.

16. The process through which students report broken lights is not well known. Increased advertising of this, and the possible inclusion of brush to this hotline would help the University more readily hear students' concerns.

Conclusion

The Safety Walk is an excellent forum for sharing information, but the real measure of its' success is the implementation of its' recommendations. The sites examined were well critiqued and a few of the proposed changes were already implemented. No. 11 was implemented within a week thanks to the Department of Public Safety's prompt action. The implementation of the above items will help make Safety Walk 2009 a success and the University of Maryland community a safer place.

Off Campus Safety Walk Report

2009

Elliott Morris
Senior Vice President
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University of Maryland
Student Government Association

Introduction

The annual Safety Walk provides students, administrators and staff the opportunity to interact and solve real and perceived safety issues. The Walk raises attendees' awareness of where and why students feel unsafe and involves the responsible agencies who can make the necessary improvements and changes. This year, both an On Campus and an Off Campus Walk helped differentiate between safety concerns and involved parties.

History

The Safety Walk has been an annual survey of the campus for at least fifteen years and was originally overseen by the Department of Public Safety. The Student Government Association expanded the program and now annually hosts the Walk. Past walks were focused on campus, but occasionally included off campus stops, but 2009 is the first year with two walks.

Past Successes

The On Campus Safety Walk has made significant improvements to campus safety and past successes include:

2008 (Joanna Calabrese, SGA Sr. VP):

- Mowatt La by Hillel - Stop sign and concrete blocks
- Knox Rd between Commons and Knox Towers - Crosswalk created
- Norwich Rd. terminus by Old Leonardtown - Brush cleared
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- Bridge by Lot XX - Trees trimmed

pre-2008:

- Behind Stamp – Lighting and blue light access increased
- Bridge behind ERC – Lighting and light fixture layout improved

Method

The Off Campus Walk route was created solely through student surveys and interviews. The SGA Senior VP and other SGA members conduct the survey and interviews by having participants place safety pins onto a map where they feel unsafe in the surrounding off campus area. Over 100 students' input was considered in planning the 2009 Safety Walk

Data

Student input concentrated on pedestrian safety and the general feeling of being unsafe. Nearby speeding traffic and a lack of crosswalks were the largest pedestrian concerns. Broken lights, lack of sidewalks and shrubbery near the road created the greatest feelings of insecurity.

East of Route 1

Lighting

Streetlights were often out, flickering or dimmed.

Pepco manages the city's lights with a 6 month goal of fixing problems

Shrubbery

Many houses had large shrubs placed by the road

These created potential hiding places and large shadows that decreased perceptions of safety

Sidewalks

People have to walk in the road where there are no sidewalks

Calvert Road was one example of well-perceived road; it was well lit, had wide sidewalks and an emergency blue light.

Route 1 and Knox Road

Students highlighted this intersection during data collection. Pedestrian safety, especially as bars let out, was the chief safety concern for students and participants of the walk.

Pedestrian Safety

Short timing on the crosswalks combined with a culture of crossing the street at-will helped make this intersection a safety risk for pedestrians. The northwest portion of the intersection has a brick wall that keeps people from crossing the street anywhere but at designated intersections. The southeastern side has no protection and vehicles were observed driving within feet of pedestrians at speeds in excess of 50 mph. There has been a student pedestrian fatality in past.

Crowd Control

Students also brought up feeling unsafe with the crowd of people loitering outside of Cornerstone and Bentley's.

Missing Crosswalks

In front of 7-11 students continuously cross the road into the shopping center's parking lot. This is combined with a poorly designed intersection with cars entering and exiting the 7-11 and shopping centers' parking lots. While on the walk, cars hopping the curb while turning and many students crossing the street here were observed.

At the intersection of Rossburg Drive and Knox Road, students cross the street to reach a bus stop. There is no crosswalk for a quarter mile in either direction, but students were seen just during the time of the walk crossing the street here.

Unsafe Bus Stops

At the above-mentioned intersection of Rossburg Drive and Knox Road there is a bus stop without a nearby blue light. Students who routinely waited at this bus stop said

they would often walk to a different place rather than wait here because they did not feel safe.

Another bus stop, on Hartwick Road behind the Shopping Center, was cited as a place that students did not feel comfortable waiting.

Trip Hazard

The sidewalk northeast corner of Route 1 and Hartwick Road is broken and crumbling. This presents a trip hazard as well as a problem to anyone in a wheelchair.

Proposed Changes

East of Route 1

Lighting

1. Inventory the broken lights in College Park
2. Contact Pepco periodically with the problems until the lights are fixed
3. The City of College Park buys the contract from Pepco

Note: The city is waiting to pursue this option until a similar test case is completed in another municipality.

Shrubbery

4. Work with civic associations to ensure homeowners have appropriate vegetation guidelines and that they are enforced
5. Continue data collection to highlight specific houses

Sidewalks

6. Install sidewalks on high pedestrian streets

Route 1 and Knox Road

7. Two proposed solutions came up on the Walk. First, an iron fence in the median that would prevent people from crossing the street away from the crosswalk. This would cost less than the second option, a brick barrier on the southeast side of the street, similar to the northwest side. This would make people cross the street in the correct place and also keep people from being hit by close-passing cars.

8. Increasing the timing of the pedestrian crosswalks would also help people cross the street more safely.

Missing Crosswalks

9. A crosswalk in front of the 7-11 would be an excellent way to guide students to a single place, but the gradient of the street presents safety concerns. Working with the city to find a non-slick paint would be one way to reduce the risk of vehicles being unable to stop in time for the Route 1 light downhill of this location.

10. At the intersection of Rosburg Drive and Knox Road a crosswalk would help students safely cross, where they are doing so anyway. There is a gradient here as well, though much lower than the above location. One side of the street already has an ADA ramp as well.

Unsafe Bus Stops

11. Installing remote blue lights at the intersection of Rosburg Drive and Knox Road and by the bus stop behind the shopping center would increase the feelings of

safety there. This would also expand blue light coverage to student used areas that are not currently covered.

Trip Hazard

12. The State Highway Administration should be contacted about the broken sidewalk on the northwest corner of Hartwick and Route 1.

Conclusion

The Off Campus Safety Walk brought together a number of student safety concerns. The success of the forum will now be measured by how well the numerous stakeholders can work together to find solutions. Hopefully even during these fiscally trying times, there will be money for targeted safety improvements within the College Park community. Recommendations that take fewer resources, like numbers 1,2,4,5,8,12 should definitely be accomplished. The brick wall (#7) and the crosswalk in front of 7-11 (#9) would drastic improvements in perceived and real student safety but require community resources to be invested.



University Senate TRANSMITTAL FORM

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|-------------------------------------|--|
| Senate Document #: | 07-08-35 |
| PCC ID #: | N/A |
| Title: | Plan of Organization of the College of Information Studies |
| Presenter: | Kendra Wells, Chair of Senate ERG Committee |
| Date of SEC Review: | March 26, 2010 |
| Date of Senate Review: | April 8, 2010 |
| Voting (highlight one): | <ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report |
| | |
| Statement of Issue: | In April 2008 the Senate Executive Committee (SEC) charged the Elections, Representation, and Governance (ERG) Committee with reviewing the Plan of Organization for the College of Information Studies submitted by Dean Jennifer Preece. The objective was to ensure that the Plan of the College of Information Studies is consistent with the provisions of the University of Maryland Plan of Organization and reflects the current policies and procedures of the University of Maryland and the College of Information Studies. |
| Relevant Policy # & URL: | N/A |
| Recommendation: | The ERG Committee recommends that this updated Plan of Organization be approved as the primary governing document of the College of Information Studies. |
| Committee Work: | The ERG Committee met in Spring 2008 to review a draft of the College of Information Studies Plan of Organization submitted by Dean Jennifer Preece. The ERG Committee suggested a number of cosmetic changes to the draft of the Plan as well as three content changes. These content changes related to the outlining of the Shared Governance process, the naming of the Salary and Merit Committee, and the responsibilities and duties of the College Assembly in formulating policies. Additionally the Senate Faculty Affairs Committee reviewed the section on the Appointment, Promotion, and Tenure (APT) Committee and suggested a change to the membership section. These suggested changes were sent to Dean Preece in April 2008. In Fall 2009, Dean Preece returned an updated version of the |

| | |
|---|---|
| | <p>Plan to the ERG Committee. The ERG Committee clarified several of their previous suggestions and returned the Plan to Dean Preece. All suggested changes were reviewed and approved by Dean Preece and the College Assembly.</p> <p>In Spring 2010, Dean Preece sent the final updated Plan back to the ERG Committee for approval of the incorporated changes. The ERG Committee suggested some further cosmetic revisions and made an additional recommendation on the voting procedures in the APT Section. These changes were approved by Dean Preece in March 2010.</p> |
| Alternatives: | To not approve the updated Plan of Organization for the College of Information Studies. |
| Risks: | There are no related risks. |
| Financial Implications: | There are no financial implications. |
| Further Approvals Required: <i>(*important for PCC items)</i> | Senate Approval, Presidential Approval |

Plan of Organization of the College of Information Studies

Changes Recommended by the Senate ERG Committee March 2010
Changes approved by the College of Information Studies on 3/12/10

PREAMBLE

The Plan of Organization for the College of Information Studies and other policy documents establish the basic framework necessary for the College to fulfill its mission in an orderly and fair manner with due regard to the shared rights, responsibilities, and participation of the entire College community. The plan addresses specific details of the College's organization and is created to be consistent with the policies, procedures, and regulations for the governance of the University of Maryland.

The plan establishes a structure that is expected to enhance the collegiality of the organization. It creates a framework designed to facilitate cooperation and collaboration of the entire College community in all aspects of the College's mission. It is meant to ensure that academic and professional growth may be pursued in an atmosphere of stability, freedom, and trust.

ARTICLE I – MISSION

~~The College of Information Studies transforms the way individuals, organizations, and communities connect with information.~~ The College of Information Studies engages in collaborative, interdisciplinary, and innovative research, teaching, and service. We educate information professionals and scholars, and we create knowledge, systems, and processes to ~~effectively~~ promote the effective management and use of information.

~~ARTICLE II – MISSION~~

~~The College engages in collaborative, interdisciplinary, and innovative research, teaching, and service. We educate information professionals and scholars, and we create knowledge, systems, and processes to promote the management and use of information.~~

ARTICLE II – SHARED GOVERNANCE

Governance of the College is shared among administrators, faculty, staff, and students. Administrators are responsible for seeking advice, initiating action, making decisions, and implementing policy as well as for assuring accountability for their actions. Administrative accountability ~~means~~ requires active accounting to other constituencies with whom governance is shared. The faculty is responsible for informed and regular participation in governance activities related to all aspects of the academic mission of the College. Staff members have a vital role in support of the College mission and have the responsibility for regular and informed participation in governance activities. Students

have the right to and responsibility for informed and regular participation in governance activities that specifically impact ~~on~~ their areas of interest.

ARTICLE III – COLLEGE ADMINISTRATION

A. The Dean

1. Appointment and Terms

Members of the College Assembly shall participate in the appointment of the Dean as specified in campus procedures. Members of the College Assembly shall take an advisory vote by secret ballot on the final list of candidates, and the result of this vote shall be communicated to the Provost. The Dean shall be appointed and reviewed in compliance with University policies.

2. Duties and Responsibilities

The Dean shall be the chief academic and administrative officer of the College. The Dean shall be responsible for professional and academic leadership, College business operations, and liaison with the campus community and the professions served by the College. The Dean shall provide leadership in maintaining the accreditation of the College. The Dean shall be the chief advocate of the College and shall be responsible for the units' budgets and resources, for fund raising, and for reviewing and recommending campus-level proposals made by the College Assembly and the Appointments, Promotion, and Tenure (APT) Committees. The Dean reports to the Provost.

B. Academic Administrators

The College may have Associate and Assistant Deans and other administrative officers as necessary. Academic administrators shall perform those duties assigned to them by the Dean. Appointments for administrative positions shall be guided by University procedures.

ARTICLE IV – FACULTY

A. Membership

1. Regular Faculty

For the purposes of this plan, ~~R~~regular ~~F~~faculty shall include those persons, regardless of title, who hold academic appointments in the

College of 50 percent time or more and who are not candidates for a degree in the College. Faculty members who have a joint appointment in two or more units shall be counted in the unit in which their tenure or primary appointment resides. In accordance with University policies, tenured or tenure-track faculty members may hold the titles of Assistant Professor, Associate Professor, Professor, or Distinguished University Professor. Faculty not eligible for tenure may hold the titles of Visiting Professor, Professor of the Practice, Research Professor, Lecturer, Affiliate Professor, or other titles included in the *University of Maryland Faculty Handbook of Policies and Resources*

(<http://www.faculty.umd.edu/FacultyAppointment/titles/index.htm>)

(<http://www.faculty.umd.edu>).

2. Part-time Faculty

Part-time faculty shall include those persons, regardless of title, who hold academic appointments in the College of less than 50 percent of time. In accordance with University Policies, part-time faculty may hold the titles of Adjunct Professor, Visiting Professor, Research Professor, Lecturer, Affiliate Professor, or other titles included in the *Faculty Handbook* cited in Article V.A.1.

B. Duties and Responsibilities

1. Regular faculty shall be responsible for formulating and recommending educational policy and for teaching, research, creative work, and service activities of the College in accordance with University policies. They shall recommend students for the award of degrees, as appropriate. They shall consider and deliberate questions of College governance and advise the Dean on matters pertaining to the College's vision, mission, goals, and objectives.
2. ~~As appropriate~~, Part-time faculty may be involved in formulating and recommending educational policy and in teaching, research, creative work, and service activities of the College; in accordance with University policies. They may recommend students for the award of degrees, as appropriate. They may consider and deliberate questions of College governance and advise the Dean on matters pertaining to the College's vision, mission, goals, and objectives.

ARTICLE V – STAFF

A. Membership

The staff shall include all administrative personnel holding professional and support positions within the school, who do not hold teaching or research appointments and who are not students within the College.

B. Duties and Responsibilities

As appropriate, the staff shall be responsible for formulating and recommending educational policy and for teaching, research, creative work, and service activities of the College in accordance with University policies. When appropriate, staff members shall recommend students for the award of degrees. As appropriate, staff members shall consider and deliberate questions of College governance and advise the Dean on matters pertaining to the College's vision, mission, goals, and objectives.

ARTICLE VI– STUDENTS

~~A. The students of the College of Information Studies shall include all individuals who are enrolled in the academic programs of the College.~~

A. Membership

The students of the College of Information Studies shall include all individuals who are enrolled in the academic programs of the College.

B. Duties and Responsibilities

Students have the right to and responsibility for informed and regular participation in governance activities that specifically impact their areas of interest.

ARTICLE VII – COLLEGE ASSEMBLY

A. Composition

The College Assembly shall represent the faculty, academic administrators, staff, and students of the College and shall serve as its policy-making body.

B. Membership

1. The voting members of the College Assembly shall include all regular faculty, as described in Article IV.A.1, and academic administrators, as described in Article III.B of this Plan. Part-time faculty, as described in Article IV.A.2, ~~and the Dean, as described in Article IV.A., shall be represented by one individual elected from among~~

those persons, regardless of title, who holds academic appointments in the College of less than 50 percent of time during the current academic year. The Dean, as described in Article III.A., shall have voice but no vote in the Assembly.

2. Students enrolled in degree programs shall be represented by one student elected from each degree program (e.g., MLS, MIM, Ph.D., etc.) who shall have voting privileges. ~~In addition, one at-large student representative shall be elected by a vote of all students and shall have voting privileges in the Assembly.~~
3. Staff members who hold the title of Associate or Assistant Dean, Director or Officer within the College shall be voting members of the College Assembly. One representative of other staff members shall be elected as a voting member by those staff members.
4. Other individuals from within the College may serve as voting members of the College Assembly if they are approved for membership by a two-thirds vote of the members of the Assembly.
5. All elected members of the College Assembly serve for a one-year term and may be re-elected.

C. Duties and Responsibilities

The College Assembly shall formulate, approve, and review educational and other policies specific to the College. It shall discuss and/or initiate action deemed necessary or advisable by the Dean, the College Council (see Article VIII), or any member of the College Assembly. It shall regularly review the ~~s~~Strategic ~~p~~Plan of the College and recommend and approve changes. It shall conduct elections of representatives to the College Park Senate and other ~~u~~University bodies in accordance with ~~u~~University regulations. It shall perform any other functions as prescribed by this Plan of Organization.

D. Elections of the College Assembly

At the March meeting, the members of the Assembly shall elect a ~~N~~ominating ~~C~~ommittee to select the Chair, the Secretary, and the Parliamentarian of the College Assembly, as well as chairs of all standing committees, for the next academic year. The slate of officers for the Assembly and standing committee chairs ~~is~~shall be presented in writing to College Assembly at its April meeting. Only regular faculty, as described in Article ~~V.A.1-IV.A.1~~ or academic administrators, as described in Article ~~IV.B III.B~~, may serve as Chair or Secretary of the College Assembly. At the May

meeting, additional nominations may be made from the floor, and an election is held. If a vacancy in the position of Chair or Secretary of the College Assembly occurs during the academic year, it shall be filled by the College Council. The Chair, the Secretary, and the Parliamentarian of the Assembly are each elected for a one-year term and may serve no more than two full successive terms. The Chair, the Secretary, and the Parliamentarian may be removed for cause by a two-thirds vote of the College Council.

E. Chair of the College Assembly

The Chair of the College Assembly shall convene all regular and special meetings of the College Assembly; develop the agenda for each meeting in consultation with the College Council; and distribute a written agenda and other documents as appropriate to each member of the College Assembly by electronic means at least two days prior to the meeting. The Chair of the Assembly shall serve on the College Council. The Chair of the Assembly shall cast a ballot in matters before the Assembly only in the case of tie votes.

F. Secretary of the Assembly

The Secretary of the Assembly shall be responsible for the minutes of all Assembly meetings; prepare drafts of the minutes from the previous meeting to be distributed with the agenda for the next Assembly's meeting; and, after review and approval by the Assembly, post minutes from each meeting on the College's Intranet. The Secretary also shall maintain a roster of the members of the Assembly present at each regular and special meeting.

G. Parliamentarian of the Assembly

The individual elected Parliamentarian ~~is an expert must have expertise~~ in parliamentary procedure and sits next to the presiding officer during meetings. The Parliamentarian ~~gives advice~~ advises the Chair on parliamentary procedures during meetings and informs the Chair of errors in parliamentary procedure if they affect the basic rights of members of the Assembly.

H. Regular Meetings

The College Assembly shall meet at least once ~~a month on a regular schedule~~ during the fall and spring semesters. The Assembly may meet in person, use synchronous collaboration systems (e.g., teleconferencing), or any fully connected combination of the two. In exceptional circumstances, when it would not be feasible to assemble a quorum in other ways, discussion of issues and voting may be conducted by asynchronous systems (e.g., email). In these circumstances, a vote may be requested by the Chair only following a separate and announced discussion period. Appropriate provisions shall be made to preserve confidentiality of individual votes, and minutes are required, regardless of the manner in which the meeting or vote is conducted. A

quorum is required for all votes, and voting by absentee ballot is not permitted when the vote is conducted by asynchronous means.

Proposals that may require a vote must be presented in writing and shall be submitted to the chair of College Council no later than the Council meeting immediately preceding the College Assembly at which the issue is to be decided. Meetings of the College Assembly shall be conducted in accordance with *Robert's Rules of Order, Newly Revised*. A simple majority of the membership shall constitute a quorum. No vote shall be taken in absence of a quorum. All meetings of the College Assembly shall be open to observers.

I. Special Meetings

Special meetings of the College Assembly may be called at any time by any member, provided that the call is endorsed in writing by two-thirds of the membership.

ARTICLE VIII -- COLLEGE COUNCIL

A. Membership

The membership shall consist of the Dean of the College, who serves as chair; academic administrators, as defined in Article III.B; the Chair of the College Assembly; the chair of each standing committee; and other senior administrators identified by the Dean.

B. Duties and Responsibilities

The College Council shall advise the Dean regarding priorities for current and projected allocations of financial, personnel, and other resources; resolve questions regarding the overlapping responsibilities among standing committees; make recommendations to the College Assembly regarding the creation, revision, or deletion of any College policy not otherwise specified in this plan; refer matters for consideration ~~by~~to the College Assembly or standing committees; set the agenda for College Assembly meetings; act on behalf of the College Assembly during the summer and winter terms and at other times when the College Assembly is not scheduled to meet; regularly review the ~~s~~Strategic ~~p~~Plan of the College and make recommendations for changes to the College Assembly; and regularly review the College Plan of Organization and make recommendations to the College Assembly regarding its revisions.

ARTICLE IX – STANDING COMMITTEES

A. Committee Chairs

The members of the College Assembly, at the March meeting, shall elect a Nominating Committee to select chairs of all standing committees for the next academic year. The slate of chairs is presented in writing to the College Assembly at its April meeting. Only regular faculty, as described in Article ~~V.A.1~~ IV.A.1, or academic administrators, as described in Article III.B., may serve as chairs of standing committees. At the May meeting, additional nominations may be made from the floor, and an election is held. Vacancies that may occur during the academic year shall be filled by the College Council. Committee chairs are elected for a one-year term and may serve no more than two full successive terms. Committee chairs may be removed for cause by a two-thirds vote of the College Council.

B. Membership

The membership of each standing committee shall be determined by the Dean in consultation with the elected chair of the committee, unless membership is defined in this Plan of Organization. The majority of members of each standing committee shall be members of the regular faculty as defined in Article IV.A.1 in this Plan. Committee members are appointed for a one-year term and may serve no more than two full successive terms on any committee. Each standing committee shall include at least one student member unless prohibited by College or uUniversity policies. The term of each standing committee shall begin at the beginning of the fall semester and end at the completion of the summer term. In addition to specific functions outlined in this Plan of Organization, each standing committee shall perform the administrative functions delegated by the College Assembly and the Dean.

Any standing committee may form subcommittees to conduct its business, unless prohibited by College or University policies. Members of subcommittees need not be members of the parent committees or the College Assembly. Any action of any subcommittee must be approved by the appropriate standing committee.

C. Regular Meetings

1. Standing committees normally meet during the fall and spring semesters.
2. All meetings of standing committees, except those dealing with the appointment, promotion, or tenure of faculty, or those addressing issues pertaining to individual students or applicants to the College, shall be open. Agendas for and minutes of meetings shall be posted on the College iIntranet.

3. The Committee on Appointments, Promotion, and Tenure, and the Committee on Student Review must meet in person.

3.4. Standing committees, except ~~the Committee of the Faculty and the Committee on Promotion and Tenure, those designated in Article IX.C.3. of this Plan,~~ may meet in person, use synchronous collaboration systems (e.g., teleconferencing), or any fully connected combination of the two. In exceptional circumstances, when it would not be feasible to assemble a quorum in other ways, discussion of issues and voting may be conducted by asynchronous systems (e.g., email). In these circumstances, a vote may be requested by the chair only following a separate and announced discussion period. Appropriate provisions shall be made to preserve confidentiality of individual votes and minutes are required, regardless of the manner in which the meeting or vote is conducted. A quorum is required for all votes, and voting by absentee ballot is not permitted when the vote is conducted by asynchronous means.

D. Descriptions of Standing Committees of the College

1. Programs, Courses, and Curriculum (PCC)

a. Membership

The members of the PCC will be the Dean or the Dean's representative, the chairs of the Master's Committee, the Doctoral Committee, the Undergraduate Committee, and the Professional Education Committee, the Technology Officer, ~~and the Director of Student Services~~ and Associate and Assistant Deans (as defined in Article IIIB.). The Dean or the Dean's representative shall chair the committee.

b. Duties and Responsibilities

The PCC shall be responsible for advising program committees about ~~u~~University regulations for reviews, program revisions, and creation of new programs, tracks, specializations, and courses. The PCC shall review all recommendations regarding programs, tracks, specializations, or courses before the information is presented to the College Assembly.

2. Master's Committee

a. Membership

The membership of the Master's Committee shall be determined by the Dean in consultation with the elected Chair of the committee. The majority of members of the committee shall be members of the regular faculty as defined in Article IV.A.1 in this Plan. The Master's Committee shall include at least one student member.

b. Duties and Responsibilities

The Master's Committee shall deal with issues that are specific to the Master's programs, including the approval of new course offerings and the regular review of courses and specializations. In cooperation with the ~~Student Services Office~~Office of Admissions and Student Affairs, the committee shall develop and review policies for the recruitment of students. Each fall semester, the committee shall set admissions requirements and guidelines for the Master's programs and authorize the ~~Student Services Office~~Office of Admissions and Student Affairs to act on behalf of the committee to review applications and admit students. The committee shall review ~~the~~the Master's students' petitions. The committee also shall review Master's students in academic difficulty and make recommendations to the Committee on Student Review on the dismissal of students from the College or the imposition of conditions that students must meet to continue in the program. The committee shall make decisions regarding scholarships, awards, or honors that may be given to students in the Master's programs.

3. Doctoral Committee

a. Membership

The membership of the Doctoral Committee shall be determined by the Dean in consultation with the elected Chair of the committee. The majority of members of the committee shall be members of the regular faculty as defined in Article IV.A.1 in this Plan. The Doctoral Committee shall include at least one student member.

b. Duties and Responsibilities

The Doctoral Committee, shall develop and review policies and procedures governing the ~~the~~the Doctoral program and the courses offered specifically for ~~the~~the Doctoral students in accordance with the policy manual for the ~~the~~the Doctoral program. In cooperation with the ~~Student Services Office~~Office of Admissions and Student Affairs, the committee shall develop and review policies for the recruitment of students. The committee shall evaluate applications for admission to the ~~the~~the Doctoral program and make recommendations to the Graduate School on acceptance or rejection. The committee shall review

~~¶~~Doctoral students' petitions. It also shall review ~~¶~~Doctoral students in academic difficulty and make recommendations to the Committee on Student Review on the dismissal of students from the College or the imposition of conditions that students must meet to continue in the program. The committee shall make decisions regarding scholarships, awards, or honors that may be given to students in the ~~¶~~Doctoral program.

4. Undergraduate Committee

a. Membership

The membership of the Undergraduate Committee shall be determined by the Dean in consultation with the elected chair of the committee. The majority of members of the committee shall be members of the regular faculty as defined in Article IV.A.1 in this Plan. –The Undergraduate Committee shall include at least one student member.

b. Duties and Responsibilities

The Undergraduate Committee shall deal with issues that are specific to the ~~¶~~Undergraduate programs, including the approval of new course offerings and the regular review of courses and specializations. In cooperation with the ~~Student Services Office~~ Office of Admissions and Student Affairs, the committee shall develop and review policies for the recruitment of students. Each fall semester, the committee shall set admissions requirements and guidelines for the ~~¶~~Undergraduate programs and authorize the ~~Student Services Office~~ Office of Admissions and Student Affairs to act on behalf of the committee to review applications and admit students. The committee shall review ~~¶~~Undergraduate students' petitions. The committee also shall review ~~¶~~Undergraduate students in academic difficulty and make recommendations to the Committee on Student Review on the dismissal of students from the College or the imposition of conditions that students must meet to continue in the program. The committee shall make decisions regarding scholarships, awards, or honors that may be given to students in the ~~¶~~Undergraduate programs.

5. Professional Education Committee

a. Membership

The membership of the Professional Education Committee shall be determined by the Dean in consultation with the elected chair of the committee. The majority of members of the committee shall be members of the regular faculty as defined in Article IV.A.1 in this

Plan. The Professional Education Committee shall include at least one student member.

b. Duties and Responsibilities

The Professional Education Committee (PEC) shall develop and review policies and procedures regarding the creation, presentation, and evaluation of non-credit and/or continuing education courses and make recommendations to the College Assembly regarding these programs.

~~6. Committee on Appointments~~

~~a. Membership~~

~~The Committee on Appointments shall consist of all regular faculty as described in Article V.A.1 of this Plan and academic administrators and other College staff members, who have been approved for teaching regular College courses by the Committee on Appointments. In accordance with university policy, only tenured and tenure track faculty may vote on the appointment or reappointment of tenured and tenure track faculty. Part-time faculty members, as described in Article V.A.2 of this Plan, have voice but no vote. The committee shall be chaired by the dean of the College.~~

~~b. Duties and Responsibilities~~

~~The Committee on Appointments shall approve the appointment of all proposed adjunct or other part-time faculty members, as defined in Article V.A.2; shall make recommendations to the dean regarding the appointment of tenured and tenure-track regular faculty members, as defined in Article V.A.1; shall make recommendations to the dean regarding the appointment or reappointment of non-tenure-eligible regular faculty members; and shall approve requests for the appointment of Affiliate faculty. Members of the committee who hold the Ph.D. degree shall approve the appointment and reappointment of Research faculty.~~

~~7. Committee on Promotion and Tenure~~

~~a. Membership~~

~~The Committee on Promotion and Tenure shall consist of all tenured faculty members at or above the rank to which promotion is to be made. The committee shall be chaired by a person elected from its membership. The dean shall participate in the deliberations, but shall not vote. In accordance with University policy, an individual who~~

~~serves on the campus-wide Promotion and Tenure Committee shall have voice, but no vote, within the College committee during his/her time on the campus-wide Committee.~~

~~**b. Duties and Responsibilities**~~

~~The committee shall function within the Policies and Procedures for Promotion and Tenure as approved by the College Assembly and in accordance with all University policies.~~

6. Committee on Appointments, Promotion, and Tenure

a. Membership

The Committee on Appointments, Promotion, and Tenure shall be made up of two Subcommittees, the Subcommittee on Appointments and the Subcommittee on Promotion and Tenure.

b. Subcommittee on Appointments

i. Membership

The Subcommittee on Appointments shall consist of all regular faculty as described in Article IV.A.1 of this Plan and academic administrators and other College staff members, who have been approved for teaching regular College courses by the Committee on Appointments, Promotion, and Tenure. Only tenured and tenure-track faculty may vote on the appointment of tenured or tenure-track faculty. ~~The representative of~~ Part-time faculty members, as described in Article IV.A.2 of this Plan, have voice but no vote. The committee shall be chaired by the Dean of the College, ~~except during promotion and tenure decisions, when the members eligible to vote will select a chair from within the group.~~

ii. Duties and Responsibilities

The Subcommittee on Appointments shall approve the appointment of all proposed adjunct or other part-time faculty members, as defined in Article IV.A.2; shall make recommendations to the Dean regarding the appointment of tenured and tenure-track regular faculty members, as defined in Article IV.A.1; shall make recommendations to the Dean regarding the appointment or reappointment of non-tenure eligible regular faculty members; and shall approve requests for the appointment of Affiliate faculty. Voting on the initial appointment of tenured or tenure-track faculty shall be limited

to eligible tenured ~~and tenure-track~~ faculty. To be eligible to vote, the faculty member must hold a tenured appointment in the University and must be at or above the rank to which the candidate seeks appointment. The Dean shall participate in the deliberations, but shall not vote. Members of the committee who hold the Ph.D. degree shall approve the appointment and reappointment of Research faculty.

a. Subcommittee on Promotion and Tenure

i. Membership

The Subcommittee on Promotion and Tenure shall consist of all tenured faculty members at or above the rank to which promotion is to be made. The Subcommittee shall be chaired by a person elected from its membership. The Dean shall participate in the deliberations, but shall not vote.

ii. Duties and Responsibilities

The committee shall function within the Policies and Procedures for Promotion and Tenure as approved by the College Assembly and in accordance with all University policies. Voting on promotion and tenure decisions is limited to regular, tenured faculty members at or above the rank to which promotion is to be made.

~~7. Committee of the Faculty~~

~~a. Membership~~

~~The Committee of the Faculty shall consist of regular faculty, as described in Article V.A.1. of this Plan; and college administrators and staff who have been approved by the Committee on Appointments for teaching regular College courses. Part-time faculty members, as described in Article V.A.2 have voice but no vote.~~

~~b. Duties and Responsibilities~~

~~The Committee of the Faculty shall decide on dismissal from the College or the imposition of conditions that the student must meet to continue in the program in accordance with College and University policies and procedures. The Director of Student Services shall chair the meetings at which students are reviewed.~~

7. Committee on Student Review

a. Membership

The Committee on Student Review shall consist of regular faculty, as described in Article V.A.1. of this Plan and academic administrators and staff who have been approved by the Committee on Appointments, Promotion, and Tenure for teaching regular College courses. The representative of part-time faculty members, as described in Article IV.A.2, has voice but no vote.

b. Duties and Responsibilities

The Committee on Student Review shall decide on dismissal of students from the College or the imposition of conditions that the student must meet to continue in the program in accordance with College and University policies and procedures. The Dean or the Dean's designee shall chair the meetings at which students are reviewed.

ARTICLE X – OTHER COMMITTEES

A. Salary and Merit Committee

A Salary and Merit Committee shall be elected annually by the tenured and tenure-track faculty and shall include a distribution of faculty from the tenured and tenure-track ranks. The Salary and Merit Committee shall function in accordance with the Merit Pay Distribution plan approved by the regular faculty in a secret ballot as required by University policy VII-4.00(A).

B. Ad Hoc Committees

Ad hoc committees may be established by the College Assembly for specific tasks, for example, a Nominating Committee. The term of each ad hoc committee expires no later than one year after its creation unless extended by the College Assembly.

ARTICLE XI – STUDENT ORGANIZATIONS

Students, as described in Article VI of this Plan, shall have the right to propose to the College Assembly the establishment of College-wide student organizations or student chapters of professional organizations. The College Assembly must approve the creation of any student organization, and a regular faculty member must agree to serve as advisor to the organization. If an organization does not elect officers and/or hold meetings for one academic year, the College Assembly may vote to dissolve the organization.

ARTICLE XII – REVIEW AND AMENDMENT

A. General Procedures

- 1.** Recommended amendments to this Plan of Organization must be presented in writing to the Chair of the College Assembly, who will place the recommendation(s) on the agenda of the next regular meeting of the College Assembly.
- 2.** Approval of a recommended amendment by a two-thirds majority of the College Assembly membership present shall constitute adoption of the amendment.

B. Periodic Review

- 1.** This Plan of Organization shall be reviewed every five years or less by the College Council.
- 2.** Recommendations from the College Council for amendments or revisions of the Plan will be presented to the College Assembly in writing for approval.



University Senate TRANSMITTAL FORM

| | |
|--------------------------------|---|
| Senate Document #: | 09-10-43 |
| PCC ID #: | 09063 |
| Title: | Merge the Departments of Theatre and Dance into a new School of Theatre, Dance, and Performance Studies |
| Presenter: | Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee |
| Date of SEC Review: | April 20, 2010 |
| Date of Senate Review: | April 29, 2010 |
| Voting (highlight one): | <ol style="list-style-type: none">1. On resolutions or recommendations one by one, or2. In a single vote3. To endorse entire report |
| Statement of Issue: | <p>The College of Arts and Humanities and the Departments of Dance and Theatre wish to merge the Dance and Theatre Departments into a new School of Theatre, Dance and Performance Studies. This merger will recognize significant interdisciplinary developments in the fields of Theatre and Dance, which both draw upon the methods and approaches of Performance Studies. The merger will enhance opportunities for collaboration among the undergraduate, graduate, and faculty populations of both units. It will also maximize the administrative resources and streamline the administrative structure of both units. For the past two years, the Chair of the Department of Theatre has also served as the Acting Chair of Dance. This connection has helped to strengthen the administrative, artistic, and scholarly links between the two units, and has also demonstrated that the two individual programs might function more efficiently if combined.</p> <p>The departments have crafted a Plan of Organization that will merge the widely different administrative cultures of the current programs into a new structure that will serve both disciplines, streamline committee work, and enhance the collaborative atmosphere that is the hallmark of both programs. The Plan's interdisciplinary "cluster" structure transcends narrow</p> |

| | |
|---|---|
| | <p>disciplinary boundaries and recognizes the significant overlap in areas of study, methodology, and pedagogy among the respective fields. The Plan of Organization will be used to guide the transition of the two departments into a unified School, but it will also be flexible, transparent, and open to change.</p> <p>There will be no immediate changes to the undergraduate curricula or graduate curricula for either department. The Plan spells out specific mechanisms for coordinating undergraduate advising and calls for a joint Graduate PCC committee to consider issues pertaining to curricula, advising, and professional development in all of the graduate programs.</p> <p>The faculty of both departments voted strongly in favor of the merger.</p> <p>The Senate PCC committee approved the proposal at its March 26, 2010 meeting. The Graduate Council approved the proposal on April 9, 2010. The Academic Planning Advisory Committee approved the proposal on March 19, 2010.</p> |
| Relevant Policy # & URL: | N/A |
| Recommendation: | The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this merger. |
| Committee Work: | The Committee considered the proposal at its meeting on March 26, 2010. Beth Loizeaux, the College's Associate Dean, and Dan Wagner, Chair of the Theatre Department and Acting Chair of the Dance Department, were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal. |
| Alternatives: | The Senate could decline to approve the proposed merger of programs. |
| Risks: | If the Senate does not approve the proposed departmental merger, the University will lose an opportunity to create efficiencies and a stronger collaborative environment for these related academic units. |
| Financial Implications: | There are no significant financial implications with this proposal, although there will be some savings from reduced faculty administrative responsibilities. |
| Further Approvals Required: <i>(*Important for PCC Items)</i> | If the Senate approves these proposals, they would still require further approval by the President. |

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

PCC LOG NO.

09063

College/School: ARHU

College/School Unit Code-First 8 digits: 01202700

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:

Department/Program Unit code-Last 7 digits: **1276101 (Theatre) and 1275501 (Dance)**

Type of Action (choose one): OTHER – Creation of a new School of Theatre, Dance, and Performance Studies

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

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

Summary of Proposed Action: The Departments of Theatre and Dance propose to combine into a new School of Theatre, Dance, and Performance Studies. The proposed merger will achieve the following goals:

- It will recognize significant interdisciplinary developments in the fields of Theatre and Dance, bridged via the methods and approaches of Performance Studies.
- It will enhance opportunities for collaboration among the undergraduate, graduate, and faculty populations of both units.
- It will maximize the administrative resources and streamline the administrative structure of both units.

Please see attached proposal, attached Plan of Organization, attached organizational chart, and attached committee chart.

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

1. Department Committee Chair THEATRE PCC Chair LEATHER S. NATUARS 1/27/10
2. Department Chair Jill M. [Signature] 1/27/10
3. College/School PCC Chair Ann Warren 1/27/10 ME Sculler 2/4/10
4. Dean Elizabeth Blazewicz 5/3/10 2/4/10
5. Dean of the Graduate School (if required) [Signature] 4/9/10
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

A Proposal to Merge the Departments of Theatre and Dance into The School of Theatre, Dance, and Performance Studies

What is the justification for the merger of the two departments?

Over the past decade, the scholarship on arts education and pedagogy has shifted towards a more interdisciplinary model that blurs traditional boundaries within the related fields of drama, dance, and performance. Yet comparatively few institutions have undertaken the kind of substantial reconfiguring within their academic units that might facilitate more fluid exchanges among these disciplines. The plan to merge the departments of Theatre and Dance at the University of Maryland into a School of Theatre, Dance and Performance Studies represents a significant step forward for each program – a step which acknowledges the changing nature of pedagogy in Theatre and Dance, as well as the importance of Performance Studies as a common methodology that links the two.

While the intellectual impetus for the merger has been informed by the changes in our respective disciplines, the immediate and practical impulse for this proposal springs from the recent history of collaboration between the two units. For the past two years, the Chair of the Department of Theatre has also served as the Acting Chair of Dance. That close connection has helped to strengthen the administrative, artistic, and scholarly links between the two units. It has also demonstrated that the two individual programs might function more efficiently if certain parallel structures could be combined.

The proposed merger offers both units (Theatre and Dance) significant advantages. It allows each separate unit to expand on current areas of strength and to maximize potential for future growth. Each unit brings firmly established graduate and undergraduate programs to the proposed School, and the Department of Theatre's new MFA in Performance (launching in fall 2010) has an emphasis on movement practice that a stronger connection with the Department of Dance will enrich and diversify.

Recent substantial gifts from the Robert H. Smith family (which have been matched by support from the university) have strengthened the graduate and undergraduate programs in both departments by allowing each unit to add fellowships, assistantships, international programs, artist-in-residence series, and new faculty. Together, the two units will have greater financial as well as intellectual resources. We anticipate that the combination of the two units will -- in the near future -- lead to more opportunities for scholarly and artistic collaboration at the undergraduate, graduate, and faculty levels. In the long term, the merger may encourage the development of new areas of our undergraduate and graduate curricula.

From a practical point of view, the merger offers each department the opportunity to streamline administrative workloads across the faculty and to centralize the operation of our various production programs within the Clarice Smith Performing Arts Center.

What alternatives to a merger exist?

Theatre and Dance both have sufficient financial and faculty resources to remain separate units. If they do not merge, they may continue reporting to the Dean of the College of Arts and

Humanities as individual departments. Should the merger not take place, additional resources *would* be required to restore the position of a permanent chair to the Department of Dance.

In what ways will the educational programs be improved?

As noted above, arts pedagogy is moving towards increasing interdisciplinarity. True interdisciplinarity requires synthesis. By uniting the departments of Theatre and Dance we will model these pedagogical practices and artistic collaborations for our students.

a. How will the undergraduate programs be improved?

Both departments have recently undertaken or are in the process of completing substantial revisions to their undergraduate majors. The increased opportunities for artistic and intellectual collaboration will enhance the interdisciplinary focus of our current undergraduate programs. We anticipate these collaborations in the classroom and in our production season as well.

b. How will current undergraduate majors be affected?

There will be no immediate structural changes to the undergraduate curricula in Theatre or Dance. The Plan of Organization for the proposed School of Theatre, Dance, and Performance Studies calls for a joint Undergraduate PCC Committee to consider issues pertaining to the undergraduate major in both disciplines. The Plan of Organization also spells out specific mechanisms for coordinating undergraduate advising.

c. How will the graduate programs be affected?

The School of Theatre, Dance, and Performance Studies will continue to offer the following degrees: MA in Theatre and Performance Studies, MFA in Dance, MFA in Design, MFA in Performance, and Ph.D. in Theatre and Performance Studies. The Plan of Organization for the proposed School calls for a joint Graduate PCC Committee to consider issues pertaining to curricula, advising, and professional development in all of the graduate programs.

d. How will graduate students be assigned in the new School?

Graduate students will still receive their degrees from the individual MA, MFA, or PhD programs to which they apply. They will also still work with individual faculty mentors in their areas of specialization. It should be noted that each of our graduate programs has an interdisciplinary requirement and the merger of the two units will offer students additional opportunities for sustained collaboration with faculty members outside their immediate areas of study.

e. How will support for graduate students be divided?

One of the strengths of this School will be the breadth of its graduate offerings. The Departments of Theatre and Dance are committed to sustaining the quality and increasing the national reputation of *each* of our graduate programs. Resources that are currently allocated to each graduate program will serve as a baseline to inform future planning. In addition to state support, each of the graduate programs in Theatre and Dance has Smith funding associated with specific program-related initiatives/student support that will help to ensure their financial stability.

f. What effect will there be (if any) on section sizes?

We anticipate no impact.

g. How will service courses (if any) be affected?

We anticipate no impact.

In what way will the research efforts be improved?

Each of the current programs in Theatre and Dance has substantial support from the Smith family (matched in the University's Partnership for Excellence in the Performing Arts Plan) to bring in artists-in-residence and to develop international initiatives. The new Plan of Organization for the School calls for the creation of committees that will have equal representation across the disciplines, and that will help to foster interdisciplinary exchanges in the School's creative and scholarly projects.

What are projected enrollment figures (graduate and undergraduate) in the new School?

Theatre (undergraduate): 180-200

Dance (undergraduate): 80-85

Theatre (MFA in Performance): 8-10

Theatre (MFA in Design): 16-18

Theatre (MA/PhD in Theatre and Performance Studies): 19-20

Dance (MFA): 10-12

What will be the administrative effect of the department's reorganization?

The Plan of Organization for the proposed School of Theatre, Dance, and Performance Studies attempts to merge the widely different administrative cultures of the current programs into a new structure that will serve both disciplines, streamline our committee work, and enhance the collaborative atmosphere that is the hallmark of *both* programs.

The attached "Organizational Chart" and Committee Assignment sheets detail a unique alignment of faculty resources that will ensure balanced representation among the fields of theatre and dance, while streamlining overall faculty workload, and increasing opportunities for collegial engagement. The "cluster" structure we propose transcends narrow disciplinary boundaries and recognizes the significant overlap in areas of study, methodology, and pedagogy among our respective fields. The merger of two programs into a School with a larger vision and mission mandates the creation of an intricate committee structure to support its activities. The committee structure outlined in the attached Plan of Organization will be vital in managing two undergraduate majors, three MFA programs, an MA/PhD program, and two separate but related production programs. Nevertheless, while we believe that this level of structure and oversight will be important in the preliminary years of the School's operation, we consider this to be a transitional organization that will evolve over time as the two departments develop a new collective culture. We see our plan as a "living" document – one that guides our daily operations, but that needs to be flexible, transparent, and open to change as we define new sets of best practices that will lead to efficient, effective, and collaborative work among our disparate areas.

We will continue to seek ways to consolidate assignments when possible. Conscious of the need not to overburden our faculty, we project that several of these committees will meet only once per semester (or in some cases once per year), and that much of their business may be conducted via email or ELMS.

We expect to actively seek opportunities to embed students into our committee structures. This is not only an important part of shared governance at the University of Maryland, but also an opportunity for further professional development of our students. There are, however, multiple issues that need careful consideration and discussion in the faculty before decisions are reached about student involvement on committees, including: discipline specificity (most School committees have equal representation of Theatre and Dance faculty – will this also be the case with students?); voting or non-voting status; method of selection/appointment of student members; and term of service, among others.

We will also continue to re-imagine the roles that staff play on the School's committees. Our goal in the proposed committee structure for the new School of Theatre, Dance, and Performance Studies is to strike a balance in the representation among the two disciplines. In Theatre, staff currently occupy significant roles on the PCC Committee, the Undergraduate Committee, the Technology Committee, the Honors and Awards Committee, and the Committee of the Whole. In Dance, staff serves only on the Faculty Council (committee of the whole). The revised administrative structure for the School challenges us to re-think logical assignments of committee work that will ensure representation without creating an undue burden or an imbalance in any area. As we move forward in the first year or two of the School's existence, and we will continue to seek staff feedback on those committees on which they feel their presence could be most helpful or is most necessary.

How will additional costs be covered?

Ongoing administrative staff restructuring in both departments allows us to anticipate a *savings* to both units if the School plan is approved. The School would also realize a substantial *savings* by eliminating the position of a permanent Chair in the Department of Dance.

How will the merger affect present faculty?

Several members of the faculty in Theatre and Dance have already begun exploring interdisciplinary projects, courses, and artistic collaborations. In many ways, this trend encouraged both programs to pursue the possibility of a formal merger. We anticipate that the "cluster" structure of the faculty (described in the new Plan of Organization) will facilitate future cooperative ventures.

How will the administrative structure of the College be affected?

This merger will make permanent the current arrangement that exists with one faculty member serving as the head of two units.

Does this merger make sense from the point of view of the disciplines or the profession?

How are these fields organized at institutions known for their strengths in these disciplines or professions?

More traditionally structured joint departments of Theatre and Dance either tend to segregate the two disciplines entirely (acting as a single department in name only), or they tend to combine all faculty, curricula, and committees in one undifferentiated body (to the detriment of whichever field has the smallest number of faculty).

The proposal for the new School of Theatre, Dance, and Performance Studies avoids those dangers by imagining both departments as equal co-creators in this new venture. The School of Theatre, Dance, and Performance Studies at the University of Maryland will serve as a model for other institutions in the way it proposes to integrate the faculty among the departments (via the cluster structure) and to share the governance of the school among administrative officers in each discipline.

Report of the faculty vote by department on the proposed merger:

| Unit | Yes | No | Abstain |
|---------|-----|----|---------|
| Dance | 9 | 0 | 0 |
| Theatre | 15 | 0 | 1 |
| <hr/> | | | |
| Total: | 24 | 0 | 1 |

Declaration of Tenure:

All faculty members will hold their tenure in the newly formed School of Theatre, Dance, and Performance Studies

University of Maryland
SCHOOL OF THEATRE, DANCE,
& PERFORMANCE STUDIES

PLAN OF ORGANIZATION

I. ADMINISTRATIVE OFFICERS

Director of the School of Theatre, Dance, and Performance Studies

Selection

The Director is the chief administrative officer of the School of Theatre, Dance, and Performance Studies. The Director of the School is appointed by the Dean of the College of Arts and Humanities, consistent with college policies and procedures for selection of department chairs and directors.

Duties

The duties of the Director include, but are not limited to, the following:

1. Acting as chief advocate of the School of Theatre, Dance, and Performance Studies
2. Supervising School staff
3. Recommending, in consultation with the Appointments, Promotion and Tenure (APT) committee, all personnel actions, including appointment of tenured and non-tenured faculty, renewal of faculty contracts, promotion of faculty, and termination of faculty. All personnel actions are the sole responsibility of the Director of the School and may not be delegated.
4. Planning and administering the School budget
5. Facilitating programs, including promoting development of academic programs, scheduling academic offerings in consultation with the Associate Directors, Directors of Graduate and Undergraduate Studies, and promoting interdisciplinary initiatives with the Clarice Smith Performing Arts Center, the College, and the University
6. Maintaining an advising system for students
7. Serving as Producing Director of the production and performance programs of the School, including:
 - A. Coordinate the selection and hiring of outside artists (directors, designers, and actors) in consultation with the Production Committee
 - B. Plan the main performance/production season in consultation with faculty and staff
 - C. Monitor production budgets in consultation with the Production Coordinators and the Director of Business Operations
 - D. Monitor production process in consultation with the Production Coordinators
 - E. Make certain that all productions and performances are consistent with the mission and goals of the School
 - F. Encourage/provide a forum for post-performance/production review
8. Administering and assigning School facilities in consultation with faculty and staff
9. Representing the School at appropriate University functions and ceremonies
10. Promoting and maintaining a productive working relationship with the Executive Director of the Clarice Smith Performing Arts Center and Center staff
11. Meeting annually in the fall with each assistant and associate professor to review and document progress towards tenure and/or promotion
12. Charging and assessing progress of all standing committees

13. Serving as Chair of the Executive Committee and ex-officio member of the APT Committee
14. Working with the Executive Committee to ensure that faculty workload and committee assignments remain balanced and equitable
15. Stimulating affirmative action in the School
16. Ensuring compliance with all applicable Federal, State, University, College, and School laws and policies

Associate Director of Dance

The Associate Director of Dance is appointed by the Director of the School in consultation with the Executive Committee, consistent with University policies and procedures for the selection of an Associate Director. The Associate Director will work with the Director of the School to help realize the administrative, pedagogical, and production missions of the dance programs. The Director of the School should establish with each new Associate Director the assignment of responsibilities appropriate to the needs, interests, and objectives of the School. The Associate Director will serve as a principle advocate for dance programs, representing the interests and needs of the discipline, as appropriate, in the School of Theatre, Dance, and Performance Studies, the College of Arts and Humanities, and the University. The Associate Director of Dance serves as a conduit of information between the faculty clusters and the Director on discipline-specific cluster business, including curriculum, advising, scheduling, recruitment, and budget, and advises the Director on final determinations to be made on such business.

Associate Director of Theatre

The Associate Director of Theatre is appointed by the Director of the School in consultation with the Executive Committee, consistent with University policies and procedures for the selection of an Associate Director. The Associate Director will work with the Director of the School to help realize the administrative, pedagogical, and production missions of the theatre programs. The Director of the School should establish with each new Associate Director the assignment of responsibilities appropriate to the needs, interests, and objectives of the School. The Associate Director will serve as a principle advocate for theatre programs, representing the interests and needs of the discipline, as appropriate, in the School of Theatre, Dance, and Performance Studies, the College of Arts and Humanities, and the University. The Associate Director of Theatre serves as a conduit of information between the faculty clusters and the Director on discipline-specific cluster business, including curriculum, advising, scheduling, recruitment, and budget, and advises the Director on final determinations to be made on such business.

Equal Employment Opportunity Officer (Equity Officer)

Selection

The Equal Employment Opportunity Officer is appointed by the Director of the School, in consultation with the Executive Committee. Whenever possible, this position should be rotated once every three years and the term of service should not exceed five years.

Duties

Promote nondiscrimination and affirmative action in the School consistent with University and College policies and procedures

II. ACADEMIC OFFICERS

Director of Graduate Studies

Selection

The Director of Graduate Studies is appointed by the Director of the School in consultation with the Executive Committee. Whenever possible, this position should be rotated once every three years and the term of service should not exceed five years. Whenever possible, this appointment should be made from among the tenured faculty.

Duties

1. Act as the chief advocate and representative of graduate studies, including representation of the School to the public, and representation at appropriate University ceremonies
2. Chair the Graduate/PCC Committee
3. Along with the Heads of the Graduate Programs and other Graduate/PCC Committee members:
 - A. Coordinate review of applications to the MA, MFA, and PhD programs
 - B. Monitor and promote the development of all graduate programs
 - C. Coordinate recruitment, orientation, and advising of new graduate students
 - D. Coordinate financial rewards and assistance to graduate students (block grant competition, open fellowship competition, and graduate assistantships)
 - E. Advise the Director of the School and the Associate Directors of Dance and Theatre regarding the scheduling of graduate level academic offerings
 - F. Work with the Director of the School and the Associate Directors of Dance and Theatre to ensure compliance with all policies and procedures established by the University and Graduate School for graduate studies
 - G. Coordinate all PCC initiatives related to graduate courses or programs, including course and/or program revisions
4. Serve as a mediator in disputes among graduate students and between graduate students and members of the graduate faculty
5. Oversees and approves appointments to Thesis and Dissertation Committees (with reference to the policies outlined in the University's *Graduate Handbook* -- available at http://www.gradschool.umd.edu/catalog/grad_faculty_policies.htm.) Special appointments to the Graduate Faculty (according to the *Graduate Handbook*) require a full faculty vote and consensus. The Director of Graduate Studies acts in consultation and collaboration with an individual student's advisor in the nomination of committees for theses or dissertations.

Director of Undergraduate Theatre Studies

Selection

The Director of Undergraduate Theatre Studies is appointed by the Director of the School, in consultation with the Executive Committee. Whenever possible, this position should be rotated once every three years and the term of service should not exceed five years.

Duties

1. Act as chief advocate and representative of undergraduate Theatre studies, including representation of the School at appropriate University ceremonies
2. Co-chair the Undergraduate/PCC Committee
3. Monitor and promote the development of the undergraduate Theatre program

4. Initiate, in consultation with the Heads of Theatre Performance, Dance/Theatre Design & Production, and Theatre Scholarship and Performance Studies clusters, recruitment, orientation, and advising of undergraduate Theatre students
5. Advise the Director of the School and Undergraduate/PCC Committee regarding the scheduling of undergraduate Theatre academic offerings
6. Work with the Director of the School and Associate Directors of Dance and Theatre to ensure compliance with all policies and procedures established by the University and College for undergraduate studies
7. Act as Co-Coordinator of Scholarship Programs, with shared duties including:
 - A. Monitor compliance with all scholarship rules and guidelines
 - B. Act as chief advocate and School representative for the scholarship program
 - C. Act as liaison to the College of Arts and Humanities and the campus Financial Aid Office to administer all scholarships according to established procedures
 - D. Oversee all scholarship materials and auditions
 - E. Coordinate with the Director of Business Operations all scholarships and awards funded by endowments and current use funds
 - F. Evaluate all scholarship students regularly to ascertain that the student has maintained eligibility for the scholarship that s/he is receiving

Director of Undergraduate Dance Studies

Selection

The Director of Undergraduate Dance Studies is appointed by the Director of the School, in consultation with the Executive Committee. Whenever possible, this position should be rotated once every three years and the term of service should not exceed five years.

Duties

1. Act as chief advocate and representative of undergraduate Dance studies, including representation of the School at appropriate University ceremonies
2. Co-chair the Undergraduate/PCC Committee
3. Monitor and promote the development of the undergraduate Dance program
4. Initiate, in consultation with the Head of Dance Performance and Scholarship, the recruitment, orientation, and advising of undergraduate Dance students
5. Advise the Director of the School and Undergraduate/PCC Committee regarding the scheduling of undergraduate Dance academic offerings
6. Work with the Director of the School and Associate Directors of Dance and Theatre to ensure compliance with all policies and procedures established by the University and College for undergraduate studies
7. Act as Co-Coordinator of Scholarship Programs, with shared duties including:
 - A. Monitor compliance with all scholarship rules and guidelines
 - B. Act as chief advocate and School representative for the scholarship program
 - C. Act as liaison to the College of Arts and Humanities and the campus Financial Aid Office to administer all scholarships according to established procedures
 - D. Oversee all scholarship materials and auditions
 - E. Coordinate with the Director of Business Operations all scholarships and awards funded by endowments and current use funds
 - F. Evaluate all scholarship students regularly to ascertain that the student has maintained eligibility for the scholarship that s/he is receiving

III. HEADS OF ACADEMIC PROGRAM CLUSTERS

Head of Dance Performance & Scholarship and MFA in Dance Selection

The Head of the Dance Performance & Scholarship Cluster and the MFA in Dance program is appointed by the Director of the School, in consultation with the Dance Performance & Scholarship faculty. Whenever possible, this position should be rotated every three years, and the term of service should not exceed five years. Whenever possible, this appointment should be made from among the tenured faculty.

Duties

1. Supervise and conduct annual evaluations of adjunct faculty and forward recommendations to the Director of the School
2. Act as chief advocate and School representative for the cluster
3. Consult with Associate Director of Dance on matters pertaining to the cluster, including curriculum, advising, scheduling, recruitment, budget
4. Monitor and promote the development of undergraduate and graduate courses and seminars for the cluster
5. Coordinate selection of graduate teaching assistants for the cluster
6. Coordinate curricular assignments for faculty in the cluster
7. Coordinate, in consultation with the Director of Undergraduate Dance Studies, recruitment of incoming majors who anticipate a concentration in Dance Performance + Scholarship
8. Schedule and chair regular meetings of the cluster faculty
9. Advise all first year MFA Dance students
10. In consultation with the cluster faculty, advise the Graduate Director on recruitment of MFA Dance students
11. In consultation with the cluster faculty, advise the Graduate Director on financial awards (including fellowships and assistantships) to MFA Dance students
12. Advise the Graduate Director and the Graduate/PCC committee on the scheduling of MFA courses and seminars
13. Work with the cluster faculty to create special programs, symposia, and seminars for MFA Dance students

Head of Theatre Performance and MFA in Performance Selection

The Head of the Theatre Performance Cluster and the MFA in Performance program is appointed by the Director of the School, in consultation with the Theatre Performance faculty. Whenever possible, this position should be rotated every three years, and the term of service should not exceed five years. Whenever possible, this appointment should be made from among the tenured faculty.

Duties

1. Supervise and conduct annual evaluations of adjunct faculty and forward recommendations to the Director of the School
2. Act as chief advocate and School representative for the cluster
3. Consult with Associate Director of Theatre on matters pertaining to the cluster, including curriculum, advising, scheduling, recruitment, budget
4. Monitor and promote the development of undergraduate and graduate courses and seminars

for the cluster

5. Coordinate selection of graduate teaching assistants for the cluster
6. Coordinate curricular assignments for faculty in the cluster
7. Coordinate, in consultation with the Director of Undergraduate Theatre Studies, recruitment of incoming majors who anticipate a concentration in Theatre Performance
8. Schedule and chair regular meetings of the cluster faculty
9. Advise all first year MFA Performance students
10. In consultation with the cluster faculty, advise the Graduate Director on recruitment of MFA Performance students
11. In consultation with the cluster faculty, advise the Graduate Director on financial awards (including fellowships and assistantships) to MFA Performance students
12. Advise the Graduate Director and the Graduate/PCC committee on the scheduling of MFA courses and seminars
13. Work with the cluster faculty to create special programs, symposia, and seminars for MFA Performance students

(Please note that during the start-up of the new MFA in Performance program in AY 2010-11, the positions of Head of Theatre Performance and Head of MFA in Performance program will remain separate. The eventual goal is to combine these positions, as described above.)

Head of Dance/Theatre Design & Production and the MFA in Design Selection

The Head of the Dance/Theatre Design & Production Cluster and the MFA in Design program is appointed by the Director of the School, in consultation with the Dance/Theatre Design & Production faculty. Whenever possible this position should be rotated once every three years, and the term of service should not exceed five years. Whenever possible, this appointment should be made from among the tenured faculty.

Duties

1. Supervise and conduct annual evaluations of adjunct faculty and forward recommendations to the Director of the School
2. Act as chief advocate and School representative for the cluster
3. Consult with Associate Directors of Dance and Theatre on matters pertaining to the cluster, including curriculum, advising, scheduling, recruitment, budget
4. Monitor and promote the development of undergraduate and graduate courses and seminars for the cluster
5. Coordinate selection of graduate teaching assistants for the cluster
6. Coordinate curricular assignments for faculty in the cluster
7. Coordinate, in consultation with the Directors of Undergraduate Dance and Theatre Studies, recruitment of in-coming majors who anticipate a concentration in Dance/Theatre Design & Production
8. Schedule and chair regular meetings of the cluster faculty
9. Advise all first year MFA Design students
10. In consultation with the cluster faculty, advise the Graduate Director on recruitment of MFA Design students
11. In consultation with the cluster faculty, advise the Graduate Director on financial awards (including fellowships and assistantships) to MFA Design students
12. Advise the Graduate Director and the Graduate/PCC committee on the scheduling of MFA courses and seminars

13. Work with the cluster faculty to create special programs, symposia, and seminars for MFA Design students

Head of Theatre Scholarship & Performance Studies and the MA/PhD. in Theatre and Performance Studies

Selection

The Head of the Theatre Scholarship & Performance Studies Cluster and the MA/PhD in Theatre and Performance Studies Programs is appointed by the Director of the School, in consultation with the Theatre Scholarship & Performance Studies faculty. Whenever possible, this position should be rotated once every three years, and the term of service should not exceed five years. Whenever possible, this appointment should be made from among the tenured faculty.

Duties

1. Supervise and conduct annual evaluations of adjunct faculty and forward recommendations to the Director of the School
2. Act as chief advocate and School representative for the cluster
3. Consult with Associate Director of Theatre on matters pertaining to the cluster, including curriculum, advising, scheduling, recruitment, budget
4. Monitor and promote the development of undergraduate and graduate courses and seminars for the cluster
5. Coordinate selection of graduate teaching assistants for the cluster
6. Coordinate curricular assignments for faculty in the cluster
7. Coordinate, in consultation with the Director of Undergraduate Theatre Studies, recruitment of in-coming majors who anticipate a concentration in Theatre Scholarship & Performance Studies
8. Schedule and chair regular meetings of the cluster faculty
9. Maintain and strengthen connections with affiliate faculty across the College
10. Advise all first-year MA/PhD students
11. In consultation with the cluster faculty, advise the Graduate Director on recruitment of MA/PhD students
12. In consultation with the cluster faculty, advise the Graduate Director on financial awards (including fellowships and assistantships) to MA/PhD students
13. Advise the Graduate Director and the Graduate/PCC Committee on the scheduling of MA/PhD. courses and seminars
14. Work with the cluster faculty to create special programs, symposia, and seminars for MA/PhD. students

IV. ACADEMIC COORDINATORS

Coordinator of Undergraduate Advising - Theatre

Selection

Undergraduate advising for most Theatre majors, double majors and double degree students is handled by the Coordinator of Student Services in Theatre, a staff position hired by the Director of the School.

Duties

1. Handle advising in Theatre Major requirements for all undergraduate students - beginning in their second semester in the School and continuing until graduation.
2. Advise freshmen and transfer students at orientation sessions
3. Assist the Director of Undergraduate Theatre Studies with recruitment, clearances and commencement
4. Assist majors with registration, transfer course credit and establishing internships
5. Organize all undergraduate scholarship auditions and interviews; make recommendations to the Scholarships and Awards Committee

Coordinator of Undergraduate Advising - Dance

Selection

Undergraduate advising for most Dance majors, double majors and double degree students is handled by the Director of Undergraduate Studies in Dance, appointed from among the Dance faculty by the Director of the School.

Duties

1. Coordinate advising for all undergraduate students in their Dance major requirements, utilizing additional faculty advisors as necessary.
2. Advise freshmen and transfer students at orientation sessions
3. Assist majors with registration, transfer course credit and establishing internships
4. Organize all undergraduate scholarship auditions and interviews; make recommendations to Scholarships and Awards Committee

V. SCHOOL REPRESENTATIVES

Collegiate Council Representative

The School shall elect one member (and one alternate - who shall attend and vote in the absence of the elected representative) from among its full-time faculty. This representative shall serve a term of two years (from July 1 after the election) and may not serve for more than two successive terms. Elections should be held before April 30 of the election year.

Senate Representative

The School shall elect one member from among its full-time faculty in accordance with the guidelines of the University Senate. The Faculty representative shall serve a term of three years (from May 1 after the election) and will not serve successive terms. Elections should be held before April 15th of the election year.

VI. STANDING COMMITTEES

All votes taken by committees in the School require a quorum if they are to be anything other than advisory.

For the purposes of this document, a quorum is defined as 75% of the committee members designated by this document as voting members of a given committee. For committees of fewer than 4 members, all members must be present, either in person or by proxy, to have a quorum. Faculty members on sabbatical or research leave are not counted in any quorum calculations.

Voting members of any committee may designate a proxy to vote for them when they are unable to attend a committee meeting. A proxy must be designated before the start of the meeting and must identify themselves to the chair of the committee before any votes are taken. Written notification should be sent to the committee chair designating a proxy prior to the meeting; if this is not possible, an email may be sent after the meeting, as long as it is received before the minutes of the meeting are approved. If the chair of the committee receives no such confirmation of proxy designation in time for approval of the minutes, that proxy vote cannot be counted. If this should result in the loss of a quorum, the vote must be retaken. Regular attendance - at a majority of each committee's meetings per semester - is required of all standing committee members who wish to vote on committee matters.

Unless otherwise specified in this document, each committee will elect its own chair.

Meetings of both standing and *ad hoc* committees may be called by any member of the committee in question. Standing committees typically meet 3-4 times per semester. *Ad hoc* committees typically meet either once per semester or on an as-needed basis determined by the committee.

All committee proceedings in the School are expected to be conducted in a collegial and civil manner, as described in the 'Statement on Civility', issued in 2008 by the Dean of the College of Arts and Humanities. *See Appendix A for this Statement.*

Committee of the Whole

Membership

The Committee of the Whole membership consists of the Director of the School (as committee Chair), Associate Directors of Dance and Theatre, plus all full-time members of the School faculty, artists-in-residence, and senior staff, and four student members – one graduate and one undergraduate from each of Dance and Theatre. The graduate student members will be selected by nomination of the Graduate/PCC Committee; the undergraduate student members will be selected by nomination of the Undergraduate/PCC Committee. All members of the Committee of the Whole participate fully in discussion; voting members include lecturers and instructors with job security, full-time artists-in-residence, and tenure-track and tenured faculty members.

Functions

1. Formulate and recommend policies to the Director of the School regarding selected aspects of School administration
2. Distribution of School awards
3. Participate in scholarship audition process

Executive Committee

Membership

Regular members of the Committee will include the Director of the School, and the Associate Directors of Dance and Theatre. Two additional Dance faculty members and two additional Theatre faculty members will be appointed by the Director, in consultation with Discipline faculty, to serve as Committee members for a term of two years. The Director of the School will chair the committee and in his/her absence the Associate Directors of Dance or Theatre will substitute. The Director will designate which Associate Director will substitute.

Functions

This committee will meet regularly during the academic year on any matters deemed appropriate by the Director and/or the Associate Directors.

The Executive Committee will:

1. Advise and assist the Director and the Associate Directors with the administration and day-to-day effective governance of the School.
2. Act as a conduit of information between the Director, administration, and faculty members in both disciplines.
3. Assist, as requested, the Director and the Associate Directors with all information gathering essential for the preparation of internal and external reviews (e.g. Five Year Reviews, Strategic Plans), college and university reports.
4. Advise and assist the Director with the preparation of administrative and production budgets.
5. Assist in the implementation of all academic and production initiatives developed in School committees and approved by the Director and the Committee of the Whole.

Advisory Committee

Membership

The membership of the Committee will include three members of the faculty and one member of the staff, chosen by open nomination and vote by the Committee of the Whole. The term for each member of the committee will be two academic years. The Committee will elect a chair annually.

The following language has been drawn from the University's description of the composition and role of APAC, but applies equally to the School of Theatre, Dance, and Performance Studies' Advisory Committee as well: "... members [of the Advisory Committee bring] ... a balance of academic areas... they act as individuals...rather than representatives of a particular constituency."

Functions

The Chair of the Committee will coordinate the specific agenda.

The Advisory Committee may:

1. Serve as an advisory council in regard to overall School goals, initiatives, strategic planning, and policies.
2. Identify, prioritize, and advise the Director of the School on any outreach efforts it deems worthy of School participation, such as: hosting conventions, seminars, artist residencies, and participation in professional organizations.
3. Promote effective communication in the School (between the Director of the School and faculty as well as among members of the faculty and the wider School community including students and staff.)

Procedures

The Committee will work informally, taking votes and recording them only when consensus cannot be reached through discussion. Results of Advisory Committee meetings will be communicated to the faculty through published minutes, and through oral reports by the chair of the Advisory Committee to the Committee of the Whole.

Decisions and actions taken by the Director of the School in response to all matters discussed by the Committee will be communicated to the Committee by the end of each semester or by its next regular meeting.

Appointment, Promotion, and Tenure (APT) Committee Membership

The APT Committee consists of four sub-groups: The “**Full Committee**” (consisting of all regular voting members of the APT); the **Senior Committee** (consisting of all faculty members holding the rank of Full Professor); the “**Working Committee**” (comprised of two tenured faculty members from each of the two disciplines, appointed by the Director of the School in consultation with the Full APT Committee); and the “**Internal Review Committee**” (assembled from the Full Committee for each tenure and promotion case). The chair of the Full Committee (who also functions as the Chair of the Working Committee) is elected annually by the committee. The total number of terms any faculty member can serve as Chair is not limited but no faculty member can serve more than two consecutive terms.

Regular voting members of the APT Committee (referred to as the “Full Committee”) include all tenured members of the School’s faculty. All members formally vote on all tenure/promotion cases; members of the Senior Committee vote on cases of promotion from Associate to Full Professor. The Director is a non-voting, ex-officio member.

The regular business of the committee is conducted by the Working Committee, comprised of two tenured faculty members from each of the two disciplines. In the event that a discipline does not have two tenured members, an additional tenured member of the other discipline may fill the vacancy. The Working Committee is charged with all regular activities of the committee, including yearly class visitations and review of tenure track faculty.

An Internal Review Committee (IRC) will be assembled for each tenure and/or promotion case, and is charged with “summarizing and evaluating the candidate’s research, service, mentoring, and teaching contributions in light of the standards of the School and of the discipline”. This committee will assemble all applicable portions of a candidate’s dossier, including the Summary Statement of Professional Achievements, Data and Analysis of Student Teaching Evaluations, Data and Analyses of Peer Evaluation of Teaching, and the Statement on Mentorship, Advising, and Research Supervision. This three-person committee will be comprised of the candidate’s faculty mentor, one additional tenured faculty member from the candidate’s cluster, plus one member of the Working Committee. In the event that a faculty cluster does not have at least two tenured members, a tenured member or members of the necessary discipline from another cluster may fill the vacancy. If sufficient members of the discipline are not available across all clusters, members of other clusters/disciplines may serve. In any case, there will be three members of each IRC. This IRC submits the IRC report to the Full Committee, who may vote to: accept the report as written, modify the report to reflect its own discussions, or reject the report. The APT Committee Report (consisting of two sections: the report of the vote, and the evaluative report, which summarizes and evaluates the candidate’s research, service, mentoring, and teaching contributions in light of the standards of the School and of the discipline) is written by the Chair of APT.

Appointment Procedure

The Full Committee should receive the final recommendations of all search committees after these recommendations have been received and reviewed by the Director. The Full Committee will review the recommendations of search committees and recommend to the Director that either:

- The Director act on the recommendation of the search committee with all due speed; or
- The Director bring the recommendation of the search committee before the full faculty for a discussion prior to the making of any offers

The Full Committee will minimize any delay in the hiring process by either holding a Full APT meeting within 5 working days of receiving the recommendations of a search committee, or by having the Chair of APT poll its members by email (or by paper ballot) to determine if they recommend that the Director proceed without delay or if they advise that the recommendations of the search committee be brought before the full faculty prior to the making of any offers. In all cases, the process of search committees and the APT Committee will result in recommendations to the Director; the final decision-making and hiring authority rests with the Director.

Appointments of Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor:

According to the University's *Faculty Handbook*, faculty from departments within the University of Maryland system may be recognized as affiliate faculty "with an academic unit other than that to which his or her appointment and salary are formally linked." According to the *Faculty Handbook*, "the nature of the affiliation shall be specified in writing, and the appointment shall be made upon the recommendation of the faculty of the department with which the appointee is to be affiliated and with the consent of the faculty of his or her primary department. The rank of affiliation shall be commensurate with the appointee's qualifications." The Full Committee of the APT will oversee all recommendations for adding affiliate faculty members to the School.

Functions

See Appendix D

Graduate Affairs and Programs, Courses, and Curricula (PCC) Committee

Membership

The Graduate/PCC Committee shall consist of six voting members: the Associate Directors of Dance and Theatre; and the Heads of the MFA Dance, MFA Design, MFA Performance, and MA/PhD Theatre and Performance Studies Programs. The Director of Graduate Studies serves as Chair of the Committee. The Graduate Secretaries in Dance and Theatre serve as needed in a non-voting capacity. All graduate faculty members in the School may attend Graduate Committee meetings in a non-voting capacity.

Functions

1. Formulate policy affecting the School's graduate programs in consultation with the Director of Graduate Studies
2. Review fellowship grant proposals
3. Consult with the Director of the School on graduate teaching assistant and fellowship offers

- and assignments
4. In consultation with the Director of the School, coordinate special programming, symposia, internships, and seminars of interest to graduate faculty and students
 5. As needed, review schedule of graduate course offerings in consultation with School faculty and the Director
 6. Review proposals for new graduate courses and proposals to change existing courses
 7. Review proposals for new graduate programs and curricula or proposals to change existing programs or curricula
 8. Consider other matters related to graduate programs, courses, and curricula as required, including the creation of relevant policies. *See Appendix C for the Attendance Policy of the School of Theatre, Dance, and Performance Studies.*
 9. Help to resolve graduate program and policy issues as they arise
 10. Mediate graduate student issues as they arise
 11. Oversee Learning Outcomes Assessment (LOA) data gathering and reporting for graduate programs within the School
 12. Nominate one member of the Committee to attend each School commencement ceremony
 13. Revise and update forms, website and Graduate Handbooks as needed

Undergraduate Affairs and Programs, Courses, and Curricula (PCC) Committee

Membership

The Undergraduate/PCC Committee shall consist of four voting members: The Associate Directors of Dance and Theatre; and the Directors of Undergraduate Studies in Dance and Theatre. The Directors of Undergraduate Studies serve as Co-Chairs of the Committee. The Coordinator of Student Services in Theatre and the Program Management Specialist in Dance serve as needed in a non-voting capacity.

Functions

1. Formulate policies affecting the undergraduate programs including recruitment, retention, advising and mentoring
2. In consultation with the Director of the School, coordinate special programs and workshops for undergraduate majors
3. As needed, review schedule of undergraduate course offerings in consultation with School faculty and the Director
4. Review proposals for new undergraduate courses and proposals to change existing courses
5. Review proposals for new undergraduate programs and curricula or proposals to change existing programs or curricula
6. Consider other matters related to undergraduate programs, courses, and curricula as required, including the creation of relevant policies. *See Appendix C for the Attendance Policy of the School of Theatre, Dance, and Performance Studies.*
7. Mediate student issues as they arise
8. Coordinate the annual New Student Meetings
9. Coordinate commencement ceremonies and nominate one Committee member to attend all School commencement ceremonies
10. Revise and update forms, website and Undergraduate Handbooks as needed
11. Coordinate with official undergraduate student groups - Undergraduate Theatre Artists Society (UTAS); Student Dance Association (SDA) - on Undergraduate events such as Town Meetings, and Open Houses.

12. Oversee LOA data gathering and reporting for undergraduate programs within the School

Faculty Merit Salary Committee

Membership

The Faculty Merit Salary Committee shall consist of four tenured faculty members, two from each discipline. The composition of the Committee will approximate, whenever possible, the racial and gender distribution of the faculty. The School's full-time permanent faculty members elect the members of the Committee. Committee members serve a one-year term and may not succeed themselves unless the need to fulfill equitable representation from the disciplines requires a member to succeed him/herself. Committee members will elect a committee chair.

Functions

See Appendix B

Performance/Production Committee

Membership

The Performance/Production Committee shall consist of nine regular members: the Heads of the clusters of Dance Performance & Scholarship, Theatre Performance, and Dance/Theatre Design & Production; two additional faculty members from each of the disciplines (appointed by the Director in consultation with the discipline faculty); and the Production Coordinators of Dance and Theatre, who will serve as Co-Chairs of the Committee. The Director of the School and the Director of Business Operations will attend committee meetings as needed. Additional full-time faculty members may attend committee meetings as desired.

Functions

1. Meet as needed to monitor performance/production efforts
2. Assist with the development of performance/production budgets
3. Act as liaison with guest artists, including conducting orientation and exit interviews
4. Develop strategies to ensure high quality performances/productions that reflect the pedagogical philosophies and goals of the School

Performance Series Selection Committee: Dance

Membership

The Performance Series Selection Committee in Dance shall consist of four regular members: the Head of the Dance Performance and Scholarship Cluster; two additional Dance faculty members, chosen by consensus of the cluster faculty; and the Dance Production Coordinator, who will serve as Chair of the Committee. The Director of the School participates as needed in the role of Producing Director. If the Director of the School comes from the discipline, s/he serves as an additional regular member of the Committee. (Please note that the Dance program is in the process of revising its production process/schedule. For AY 2011-12 and 2012-13, the Dance Performance Series Selection Committee will continue to consist of the entire Dance faculty.)

Functions

The Performance Series Selection Committee is charged with the planning of various Performance Series concerts, including Maryland Dance Ensemble, Thesis Concerts, Graduate and Undergraduate Showcases or Concerts, and other series or special events as envisioned by the Committee. The Committee will make recommendations to the discipline faculty concerning: a yearly concert schedule; selection and/or adjudication processes; and other issues as determined by the Committee. The final configuration of any Dance Performance Series, including engagement of faculty or guest artists as participants in or directors of concerts, as well as budget oversight, is

determined by the Director of the School in his/her capacity as Producing Director.

Season Selection Committee: Theatre

Membership

The Season Selection Committee in Theatre shall consist of three regular members: the Head of the Theatre Performance Cluster; the Head of the Dance/Theatre Design & Production cluster; and the Theatre Production Coordinator, who will serve as Chair of the Committee. The Director of the School participates as needed in the role of Producing Director. If the Director of the School comes from the discipline, s/he serves as an additional regular member of the Committee.

Functions

The Season Selection Committee is charged with the planning of the Main Theatre Season of productions. Suggestions for possible productions will be solicited from members of the Theatre Performance faculty, who may also indicate specific interest in directing. The Committee will also consider suggestions for productions and possible guest directors from other faculty members; student suggestions will be encouraged, and should be routed directly to a Committee member. The Committee will make recommendations to the discipline faculty concerning: a yearly production schedule; selection of specific plays; and other issues as determined by the Committee. The final configuration of the Theatre Main Season, including engagement of faculty or guest artists as participants in or directors of productions, as well as budget oversight, is determined by the Director of the School in his/her capacity as Producing Director.

Artists-in-Residence Committee

Membership

The Artists-in-Residence Committee shall consist of six regular members: three from the Dance faculty; and three from the Theatre faculty. Members will be appointed by the Director of the School, in consultation with the Executive Committee.

Functions

The Artists-in-Residence Committee will make recommendations to the Committee of the Whole concerning the engagement of individual artists-in-residence for specific residency programs in the School. In Dance, these programs include the full-time Artist-in-Residence, and the Dorothy Madden part-time Artists-in-Residence. In Theatre, these programs include the Jim Henson Artist-in-Residence, and the MFA Performance Artists-in-Residence. In addition, this Committee will make recommendations concerning the engagement of artists-in-residence for initiatives related to the Clarice Smith Performing Arts Center, and the College of Arts and Humanities Artist-in-Residence (AiR) program, as well as any additional short-term program related residencies, workshops, master classes, lecture/demonstrations, seminars, etc. Committee members will look for opportunities to engage cross-disciplinary artists where possible and desirable for both disciplines. Initiatives related to short-term residencies may be discussed via email by committee members to respond to time sensitive opportunities. In these cases, consensus recommendations of the Committee will be forwarded to the Director for action.

The Committee will seek input from all School faculty concerning possible artists-in-residence. The Committee will make periodic presentations to the Executive Committee, which will be charged with making final recommendations to the Director. Final determinations concerning the engagement of Artists-in-Residence, including all financial arrangements, will be made by the Director of the School.

International Initiatives Committee

Membership

The International Initiatives Committee shall consist of six regular members: three from the Dance faculty; and three from the Theatre faculty. Members will be appointed by the Director of the School, in consultation with the Executive Committee.

Functions

The International Initiatives Committee will make recommendations to the Director of the School concerning the distribution of available funding to support international initiatives of the faculty and graduate students of the School. The Committee will solicit proposals from faculty and graduate students that enhance the educational experience of Dance and Theatre undergraduate and graduate students. Supported projects may include, but are not limited to, study abroad programs, international internships, international exchange programs, international conference/festival/workshop participation, and creative/research projects outside the United States. Awards are intended to support the project, not cover the project fully. □

Priority will be given to projects that include one or more of the following:

- A. present the work of the School to scholars and artists outside the United States, giving the university and the School substantial international exposure
- B. expose our students and faculty to significant artistic and scholarly trends outside the United States
- C. develop meaningful collaborative relationships and projects with important institutions abroad
- D. encourage significant collaborative relationships between and among faculty clusters (Dance Performance & Scholarship, Theatre Performance, Theatre Scholarship & Performance Studies, Dance/Theatre Design & Production) in these international endeavors
- E. are linked with offered courses (current or future)
- F. are capable of generating other funding to supplement the project

Final distribution of all funds related to international initiatives will be made by the Director of the School.

New Initiatives Committee

Membership

The New Initiatives Committee shall consist of four regular members: two from the Dance faculty; and two from the Theatre faculty. Members will be appointed by the Director of the School, in consultation with the Executive Committee.

Functions

The New Initiatives Committee will make recommendations to the Committee of the Whole concerning possible curricular, creative, and/or research initiatives that will take full advantage of the broad spectrum of faculty expertise from the disciplines of Dance and Theatre. In particular, cross-disciplinary initiatives will be explored, both within the School's two disciplines, as well as across the College of Arts and Humanities and the University in general.

Scholarships and Awards Committee

Membership

The Scholarships and Awards Committee shall consist of five members: the Directors of Undergraduate Studies in Dance and Theatre, the Director of Graduate Studies, and the Associate Directors of Dance and Theatre, who shall serve as the Co-Chairs of the Committee. As much as possible, the Committee will conduct its regular business electronically.

Functions

1. Serve as the advisory body to make recommendations to the Director of the School and the Committee of the Whole (as appropriate) concerning the nominations of students, faculty, and staff for various on and off campus scholarships, honors, and awards. The Directors of Undergraduate Studies will be primarily responsible for recommendations concerning undergraduate student scholarships and awards; the Director of Graduate Studies will be primarily responsible for recommendations concerning graduate student scholarships and awards; the Associate Directors of Dance and Theatre will be primarily responsible for recommendations concerning faculty and staff awards. The audition/interview processes for Creative and Performing Arts (CAPA) scholarships in each discipline will be coordinated by this Committee.

Technology Committee

Membership

The Technology Committee shall consist of faculty and staff representatives from across the School, including the Computer Assisted Design (CAD) Lab Supervisor, the Audio/Video Lab Supervisor, the ARHU Technology Representative, and the Director of Business Operations, who shall serve as the committee chair. The Director of the School may appoint additional members to ensure equitable representation of both disciplines.

Functions

1. Make recommendations to the Director of the School concerning the allocation of technology funding, including annual applications for college and campus technology resources
2. Develop and periodically review long-range strategy and schedule for acquisition and replacement of faculty/staff/TA workstations
3. Develop and periodically review long-range strategy and schedule for acquisition and replacement of hardware and software, including that in the CAD Lab and Audio/Video Lab

VII. AD HOC COMMITTEES

Ad Hoc Committees will be appointed by the Director of the School, in consultation with the Executive Committee, as specific needs arise. Membership on Ad Hoc Committees is chosen from the Committee of the Whole, without distinction by faculty rank or staff position except when mandated by the College of Arts & Humanities or the University.

VIII. GRIEVANCE PROCEDURES

For all grievances, the School shall follow applicable procedures contained (and/or implied) in the *University Graduate Catalog*, *Undergraduate Catalog*, *Faculty Handbook*, and the *UMCP Administrative Policies and Procedures Manual*, *Personnel*.

IX. REVIEW & AMENDMENTS

All amendments to this document must be carried by a two-thirds majority of the Committee of the Whole. This document will be reviewed by the Director of the School and the Executive Committee every five years.

It is the responsibility of the Director of the School to ensure that:

1. This document is available to all faculty members at all times, either on the School's web site or in print.
2. This document is never suspended without a two-thirds majority of the Committee of the Whole.
3. During periods of revision, this document remains in effect until the revised document is approved by a two-thirds majority of the Committee of the Whole and is posted on the Schools web site or provided to the faculty in print.
4. All motions passed by the Committee of the Whole are entered in Appendix E within ten working days of the vote being taken and are posted on the School's web site or provided to the faculty in print.

APPENDIX A

Dean's Statement on Civility

February 27, 2008

At a retreat of departmental leaders and others in the fall of 2007, many raised concerns about the way we interact with each other, with visitors and with guests. Many of those present reported a growing number of incidents of incivility that have a negative effect on our ability to work, learn and teach. I took this discussion very seriously and, consequently, asked a group to sit down and discuss what a statement, *not a policy*, on civility might look like. A draft of such a statement was presented to several bodies, including Collegiate Council and Administrative Council. We also surveyed the college. We learned a number of interesting things as a result: first, a majority welcomed the attempt; second, some had issues with various aspects of the wording of the statement, and a few felt that such a statement amounted to a policy which could stifle the free exchange of ideas. Some wanted to go further to protect the least powerful among us. Taken out of context a statement of civility has the potential for being misunderstood.

Therefore, I am writing to all faculty and staff in the college of Arts and Humanities to remind you that I expect this College to be a diverse, open, and tolerant arena within which all ideas, whether popular or not, may be freely discussed without rancor. Let me be as clear as possible: demeaning, intimidating or threatening behavior is unacceptable and contrary to our basic values. Under various circumstances, such behavior is also contrary to university policy.

A College of Arts and Humanities should take the lead in producing, and take pride in sustaining, an environment that is characterized by tolerance, respect and civility. I strongly believe that this should be the hallmark of a college that welcomes and values diverse perspectives, intellectual pluralism and the free and open exchange of ideas. The leadership and supervisors within the college share responsibility for promoting such an environment and I hope all in the college will join me in supporting these expectations.

Sincerely,

James F. Harris, Dean

APPENDIX B

Faculty Salary Committee Functions and Procedures

The purpose of the Faculty Salary Committee is to make recommendations to the Director of the School for the distribution of one-half of the merit salary pool funds allocated to the School. The Director will award, at his/her sole discretion, the other one-half of these funds.

In years when merit salary funds are not made available, the Committee will meet and conduct its business as a matter of record to be used in subsequent years when funding is made available. The Committee may also advise the Director of the School, in general terms, on equity issues that may be considered by the Director, and conveyed to the Dean of the College of Arts and Humanities, for further action.

Faculty Merit Salary Committee Members will base their assessments on two documents: the Faculty Activity Report (FAR) that is completed each spring by each faculty member; and a one-page summary statement provided by each faculty member. The FAR is a campus-mandated document that details the overall activity and productivity of faculty in terms of teaching, service, and creative/scholarly achievement. It provides the total picture of faculty “output” in quantifiable terms. The purpose of the additional summary statement is to allow faculty members to create both qualitative and chronological context for their achievements in a given year. By singling out specific accomplishments (in teaching, service, and/or creative/scholarly activity), faculty members can stress the qualitative importance of these activities. In a similar fashion, the statement should create chronological context by briefly placing the accomplishments of the year under review in context to the several years preceding. The summary statement thus creates an individual context, detailing the trajectory of accomplishment of the individual faculty member. This context allows for Committee members to make their assessments on the basis of individual accomplishment over time, rather than comparison between and among faculty members. The summary statement should stress specifics of achievement, rather than re-listing the majority or entirety of information already contained in the FAR. Mentoring, advising, and creative/scholarly research supervision should be stressed.

Merit Salary Process

Committee members utilize the FAR and the summary statement provided by each faculty member as the bases for their assessment. Individual accomplishment and trajectory is to be considered; comparison among and between faculty members should be avoided. The Committee will make its recommendations to the Director of the School by placing faculty members in one of three tiers: I, II, III. Tier I assessments should reflect truly meritorious achievement, and should be viewed as the exception, not the norm, for individual faculty members. ‘Truly meritorious achievement’ may be defined by outstanding achievements in the classroom (e.g.: receiving a campus teaching award), exceptional external recognition of creative/scholarly activity (publishing of a monograph by a prestigious press, receiving a prestigious award for creative activity, etc.) Placement in Tier II should indicate a norm of expected productivity, in terms of teaching, service, and creative/scholarly activity, and reflects the reality that all faculty are expected to achieve at high levels in these categories in each year. Tier II placement should not be interpreted by individual faculty members as in any way punitive, as this designation reflects the expected standard of achievement for all. Faculty members assessed as being sub-par in at least one of the three main categories (teaching, service, and creative/scholarly activity) should be placed in Tier III. Sub-par

activity may be defined as not meeting minimum workload requirements of the campus (e.g.: equivalency of the 5.5 course unit requirement), insufficient evidence of mentoring, advising, and/or creative/scholarly research supervision in both qualitative and quantitative terms, insufficient evidence of “professional activity” (creative and/or scholarly), etc.

Committee members will submit their own individual summary statement for assessment (along with the FAR) by the other three committee members. Tier designations for individual committee members will be conveyed separately to the Director by another member of the committee.

Once the Committee reports its consensus on assessments to the Director, the Director carries out the rest of the process by equally dividing the amount of merit funding assigned to each tier by the number of faculty designated in that tier. 35% of the merit funding available to the Committee (which is 50% of the total merit funding to the School) is designated for distribution to Tier I assessments; 65% is designated for Tier II (the assumption being that there will be far fewer faculty in Tier I than Tier II, and thus Tier I designees will receive a proportionally larger amount of merit dollars). No merit funding is designated for Tier III.

All assessments made by the Committee are advisory to the Director of the School, and should be considered confidential.

Director's Notification Process

The Director of the School will convey to each individual faculty member, in an annual salary letter, the Committee's recommendation as to tier designation, as well as information regarding the distribution of the Director's one-half of the overall merit funds.

Appeal Process

If a faculty member has a question about his/her overall salary, s/he may contact the Director to request further information. If the outcome of this process warrants any adjustments to salary levels, those will be made retroactive to the beginning of the fiscal year.

APPENDIX C

Attendance Policy of the School of Theatre, Dance, and Performance Studies

Regular attendance and in-class participation are integral components of all dance and theatre classes and seminars. Although instructors are responsible for informing each class of the nature of in-class participation and the effect of absences on the evaluation of a student's work, the School's general attendance policy on excused absences is consistent with the University's policy, which allows students to be excused for the following causes:

1. Illness of the student or illness of a dependent as defined by the Board of Regents policy on family medical leave
2. Religious observance (where the nature of the observance prevents the student from being present during the class period)
3. Participation in University activities at the request of University authorities
4. Compelling circumstances beyond the student's control

Students claiming an excused absence must apply in writing and furnish documentary evidence for their assertion that the absence resulted from one of these causes. (Undergraduate Catalog, pages 36 & 37)

Whenever possible, instructors will make a reasonable effort to re-schedule in-class presentations for students with an authorized excused absence. Students should check the specific requirements of their courses carefully, however, as such re-scheduling is not always possible.

APPENDIX D **APT Committee Functions and Procedures**

Below is a checklist of the duties performed by the School of Theatre, Dance, and Performance Studies APT Committee. It is intended as a brief overview only and is not comprehensive. For a complete description of the campus APT process, including updates to the University's APT policies, please see: <http://www.faculty.umd.edu/policies/UMDpolicy.html>

The Full APT Committee:

1. Consults with Search Committees, Director of the School, Executive, and Committee of the Whole on new appointments.
 - i. Assists the Director of the School with the creation of documents outlining tenure expectations for new tenure-track appointments (NOTE: These expectations and criteria are discussed prior to the search process and refined at the time of the final appointment). As mandated by campus policy each unit will produce a written set of criteria outlining in general terms expectations for successful tenure review. All tenure expectation documents will be reviewed at the College level prior to distribution to new faculty. The final document will become part of the faculty member's personnel file.
2. Establishes and reviews the faculty mentor relationship. The responsibilities of the mentor are as follows:
 - i. The faculty mentor will help to advise the candidate on his/her progress towards tenure (working in consultation with the APT Committee).
 - ii. The faculty mentor provides information for the tenure-track candidate based on guidance provided by the Full APT Committee. The mentor is advised by the Full APT Committee, and does not have sole responsibility for overseeing the candidate's progress towards tenure (that is the responsibility of the Full APT Committee).
 - iii. It is understood that mentors and tenure-track candidates will enjoy a collegial relationship as part of their work in the School and outside the context of their mentor/candidate roles. However, both the mentors and candidates must consider that casual conversations concerning the candidate's professional development that take place outside the context of a mentor/candidate meeting should not be perceived as an endorsement on the part of the Full APT Committee. This understanding protects both the mentor and the candidate.

- iv. The candidate's assigned faculty mentor will review in detail the candidate's progress towards tenure on a twice-annual basis, to assess the extent to which the candidate is meeting the expectations outlined in the letter provided to the candidate at the start of his/her contract. (It is recommended that the mentor meet with the candidate on an as-needed basis, which may be more frequent than the twice-annual minimum recommended by the Full APT Committee.)
- v. The mentor will also make a brief oral report each semester and an annual written report to the Working APT Committee (which will also be provided in electronic form to the Full APT Committee) and the Director of the School so that the Working Committee and the Director may advise the candidate as needed. The mentor's report to the Full APT Committee will help guide the committee in its further recommendations to the candidate and in the guidance that it provides to the faculty mentor.
- vi. The mentor will provide the candidate with a copy of his/her report on the candidate's progress. The candidate will acknowledge receipt of the report in writing and may respond to or query the information contained within that report (within a two-week period after its receipt).
- vii. Should the candidate at any time feel that his/her relationship with his/her mentor has become counter-productive, the candidate may petition the Director of the School to be assigned a new mentor. Additionally, if the candidate's mentor is on sabbatical or leave, the candidate may be assigned an interim mentor to monitor his/her progress towards tenure.

The Working APT Committee:

1. Conducts annual reviews of tenure-track faculty members (and of contracted instructors, prior to renewal of contract).
2. Assistant Professors (and contracted instructors, prior to renewal of contract) will have their class visited by at least three members of the Working APT committee who will submit written assessments to Full APT. Generally the observers will be: 1) The Chair of Working APT 2) A representative from the faculty member's cluster (when possible this will not be the faculty member's mentor) 3) A representative from another cluster. It is understood that all members of Full APT have the right to visit the classes of any Assistant Professor as part of the official APT review process.
 - i. All Working APT members review teaching evaluations of tenure-track faculty on an annual basis.
 - ii. All Working APT members review each tenure-track faculty member's Faculty Activity Report.
 - iii. Based on this information, Working APT annually drafts a letter to each tenure-track faculty member evaluating his/her progress towards tenure. Recommendations for future development may also be included.

3. Conducts evaluations of adjunct faculty on the recommendation of the adjunct faculty member's cluster.
4. Conducts a review of tenure-track faculty members during the third year of their initial three-year contract in consideration of the offer of a second three-year contract.
 - i. All Working APT members observe one class of the faculty member to be reviewed and submit written assessment to the Chair of APT.
 - ii. All Working APT members review teaching evaluations of the tenure-track faculty member being considered for a second three-year contract.
 - iii. All Working APT members review the tenure-track faculty member's Faculty Activity Report.
 - iv. Based on this information, Working APT drafts a letter to the tenure-track faculty member evaluating his/her progress towards tenure. Recommendations for future development may also be included.
 - v. This draft letter is shared electronically with Full APT for comment. A consensus vote is conducted electronically by the Chair of APT.
 - vi. The Chair of APT forwards the contract recommendation to the Director of the School.
5. Considers applications for release from instructional activities from tenure-track faculty. See appendix D2 for details.

The Internal Review Committee (IRC):

1. Oversees preparation of tenure and promotion cases for tenure-track faculty: Assistant to Associate Professor.
 - i. Academic units are required to set up formal mentoring arrangements for all assistant professors and untenured associate professors.
 - ii. Each tenure-track faculty member is assigned a mentor from the tenured faculty who will advise and consult on the management of his/her dossier.
 - iii. The Director of the School, and the faculty mentor (who consults with the other IRC members) assist in soliciting the external evaluators, incorporating the candidate's recommendations. They ensure that the materials for evaluation are sent in a timely fashion. The dossier must include a minimum of six letters from external evaluators.
 - iv. The Full APT Committee, acting on the report of the IRC, forwards its recommendation concerning the candidate to the Director of the School, who will then add his/her letter to the candidate's file to be forwarded to the College.

The Senior APT Committee:

1. Oversees the promotion of tenured faculty from Associate to Full Professor.
 - i. A representative of the Senior APT Committee and the Director of the School assist in soliciting the external evaluators (incorporating the candidate's recommendations). They ensure that the materials for evaluation are sent in a timely fashion
 - ii. The Senior APT Committee forwards its recommendation concerning the candidate to the Director of the School, who will then add his/her letter to the candidate's file to be forwarded to the College.
2. Oversees the promotion of retired faculty to emeritus status.
 - i. The Senior APT Committee reviews the c.v. of the retired faculty member and forwards its recommendation to the Director of the School who will then add his/her letter to the candidate's file to be forwarded to the College.

APPENDIX D1

Policy on Periodic Evaluation of Tenured Faculty and Instructors and Lecturers with Job Security

CAMPUS GUIDELINES ARE UNDER REVISION 2009/10 – SCHOOL TEXT WILL BE DRAFTED ONCE THE NEW CAMPUS POLICY IS RELEASED BY THE PROVOST

APPENDIX D2

Guidelines for Faculty Release Time

Assistant professors may ask for release from instructional activities under the following conditions:

1. The request is motivated by the necessity to build a tenure case. *
2. School resources are sufficient to cover the release.

*Faculty may, for example, request a course release to finish a manuscript; faculty may request a course release if they are offered a significant opportunity to direct, choreograph, perform, or design outside the University. For the purposes of release time, a School performance/production is equivalent to one course. Faculty who work regularly in the performance/production program may request a release from one performance/production.

Guidelines:

1. Qualified faculty may request two units (the equivalent of two courses or two performances/productions) of release time from the time of hiring until the tenure package is submitted to APT for review. S/he can request two units in one semester or over several semesters.

2. Faculty who want release time must submit a written request to the Chair of the Working APT committee. The chair will distribute the request for consideration by the committee at the next regularly scheduled meeting of Working APT. Unless there are exceptional circumstances, a junior faculty member who wishes to apply for release time must do so within the first two weeks of the semester that is one year before the semester in which s/he seeks the release time. This will allow proper time for determining how to handle the “released” course, i.e., canceling the course for the semester, seeking funding for an adjunct, etc.
3. The faculty member must submit concrete evidence of her/his productivity at the end of the period of the release.

APPENDIX E

Actions Taken by the Committee of the Whole

All actions voted on by the Committee of the Whole that are not amendments to the Plan of Organization shall be listed by date in Appendix E.

February 25, 2008

The faculty of the Department of Theatre recommends to the Chair of the Department that 50% of funds that come to the Department for courses taught by graduate students in January term and both summer terms, be used to increase the support available to graduate students for conference and research travel or for expenses related to having outside reviewers on their thesis or dissertation committees.

DEPARTMENT OF DANCE PLAN OF ORGANIZATION:

Adopted 2000

Revised 2007 - 2008

DEPARTMENT OF THEATRE PLAN OF ORGANIZATION:

Adopted 1988

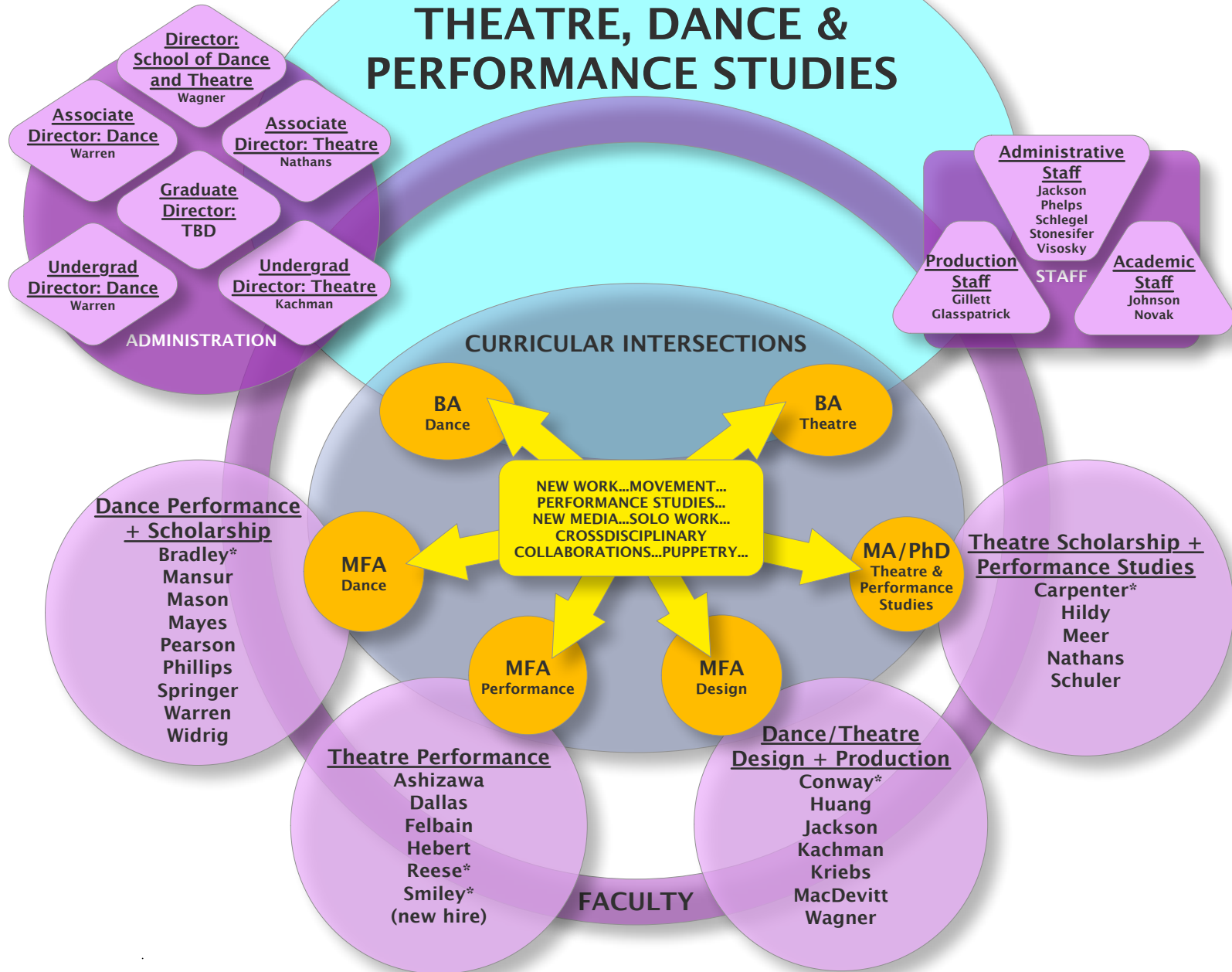
Revised 1994 - 2008

SCHOOL OF THEATRE, DANCE, AND PERFORMANCE STUDIES PLAN OF ORGANIZATION

FINAL DRAFT: 1/20/10

ADOPTED: 1/20/10

SCHOOL of THEATRE, DANCE & PERFORMANCE STUDIES



SCHOOL of THEATRE, DANCE, and PERFORMANCE STUDIES
 PLAN OF ORGANIZATION Committee Structure

| Committee | Membership |
|--|---|
| Committee of the Whole | All Full-time Faculty, Artists-in-Residence, and Staff |
| Executive Committee | Director of School* Associate Director: Dance ¹ Associate Director: Theatre ¹ 2 Dance Faculty members ² 2 Theatre Faculty members ² |
| Advisory Committee*** | 3 Full-time Faculty members and one member of the staff ³ |
| APT: Full Committee*** | All Tenured Faculty (Director ex officio) |
| APT: Senior Committee*** | All Full Professors (Director ex officio) |
| APT: Working Committee*** | 2 Tenured Faculty members: Dance ⁴ 2 Tenured Faculty members: Theatre ⁴ |
| APT: Internal Review Committee*** | Mentor + 1 Tenured member from candidate's cluster + 1 member of Working Committee (all ⁴) |
| Graduate Affairs/PCC Committee (graduate program issues and graduate PCC initiatives) | Associate Director: Dance ¹ Associate Director: Theatre ¹ Head of MFA Dance ⁵ Head of MFA Design ⁵ Head of MFA Performance ⁵ Head of MA/PhD Theatre and Performance Studies ⁵ (1 Program Head serves as Graduate Director ¹)* Graduate Secretaries: Dance & Theatre (as needed) |
| Undergraduate Affairs/PCC Committee (undergrad program issues and undergrad PCC initiatives) | Associate Director: Dance ¹ Associate Director: Theatre ¹ Undergraduate Director: Dance ^{1**} Undergraduate Director: Theatre ^{1**} Coordinator of Student Services: Theatre (as needed) Program Management Specialist: Dance (as needed) |
| Performance/Production Committee | Head of Dance Performance Cluster ⁵ Head of Theatre Performance Cluster ⁵ Head of Dance/Theatre Design+Production Cluster ⁵ 2 additional Faculty members: Dance ² 2 additional Faculty members: Theatre ² Production Coordinator: Dance** Production Coordinator: Theatre** Director of Business Operations (as needed) (additional faculty as desired) ⁺ |
| Technology Committee | ARHU Technology Representative ¹ Audio/Video Lab Supervisor ¹ CAD Lab Supervisor ¹ Director of Business Operations* |

SCHOOL of THEATRE, DANCE, and PERFORMANCE STUDIES
 PLAN OF ORGANIZATION Committee Structure

| | |
|---|--|
| Faculty Merit Salary Committee*** | 2 Tenured Faculty members: Dance ³ 2 Tenured Faculty members: Theatre ³ |
| Scholarships and Awards Committee | Associate Director: Dance ^{1**} Associate Director: Theatre ^{1**} Graduate Director ¹ Undergraduate Director: Dance ¹ Undergraduate Director: Theatre ¹ |
| Performance Series Selection: Dance | Director of School (as Producing Director) 4 Faculty members: Dance Production Coordinator: Dance |
| Season Selection: Theatre | Director of School (as Producing Director) Head of Theatre Performance Cluster Head of Dance/Theatre Design+Production Cluster Production Coordinator: Theatre |
| Artists-in-Residence Committee*** | 3 Faculty members: Dance ¹ 3 Faculty members: Theatre ¹ |
| International Initiatives Committee*** | 3 Faculty members: Dance ¹ 3 Faculty members: Theatre ¹ |
| New Initiatives Committee*** | 2 Faculty members: Dance ¹ 2 Faculty members: Theatre ¹ |

| |
|--|
| Method of Selection |
| ¹ appointed by Director in consultation with Exec. Committee |
| ² appointed by Director in consultation with Discipline Faculty |
| ³ elected by Committee of the Whole |
| ⁴ appointed by Director in consultation with APT: Full |
| ⁵ appointed by Director in consultation with Cluster faculty |

| |
|--|
| *Chair **Co-Chair ***Chair to be elected |
|--|

| |
|---|
| membership is driven by DISCIPLINE |
| membership is driven by CLUSTER |
| membership is driven BOTH BY DISCIPLINE AND CLUSTER |
| membership is GENERAL (School-wide) |
| membership is TENURE/RANK specific |

Summary of the Report of the Open Forum to discuss the Merger of the Departments of Dance and Theatre (APAC subcommittee: B. Hunt (Chair), A. Berger, L. Mabbs, D. Kirsch)

Background: In response to the proposal from the departments of Dance and Theatre to merge into a School of Dance, Theatre and Performance Studies, members of APAC held an open forum for faculty, staff and students in the two departments on February 26, 2010. The APAC members present at this meeting were Prof. Brian Hunt (Mathematics), Associate Prof. David Kirsch (Management & Organization), Prof. Linda Mabbs (Music, and Senate Chair-elect), and Amanda Berger (graduate student, Family Science). Also present were Associate Provost Elizabeth Beise, Cynthia Shaw, (Administrative Assistant, Center for Teaching Excellence; Chair, Campus Senate Staff Affairs Committee) and Roberta Coates (Special Assistant to the President for Equity, Conflict Resolution, and Training; Staff Ombudsperson), who served as liaisons to staff. Department members were also encouraged to submit written comments to the subcommittee chair. The staff liaisons have solicited input from affected staff on behalf of APAC, independent of the open forum. Attendees included faculty and students, but no staff, and a total of twelve people spoke. Based on this collective input, a draft report was presented to APAC on March 8, 2010.

Findings and Recommendations: The proposal to merge the two departments is well-justified and timely, and it appears that a solid majority of faculty in the two departments support it. Oral and written testimony on the overall merits of the proposal was predominantly positive. Based on the input received, the subcommittee recommends moving forward. However, several concerns about process were raised. Some faculty and students expressed confusion about the rationale for the merger, having heard mixed messages about whether it was budget driven or motivated by a true interest in merging the disciplines. Students felt that they had not been consulted early enough in the process. They have concerns about the lack of voting representation in the plan of organization. The committee structure of the proposal's organizational plan, and its effect on faculty workload, was also discussed at the February 22 APAC meeting. Also discussed was the expectation that this structure would be revisited relatively soon after the merger. In light of this and the concerns raised at the open forum, the subcommittee recommends that the proposal be modified to make explicit that the proposed organizational plan is transitional, and to specify plans for reviewing the committee structure from the point of view of shared governance.



UNIVERSITY OF MARYLAND

DEPARTMENT OF THEATRE

Office of the Chair

2810 Clarice Smith Performing Arts Center
College Park, Maryland 20742-1610
301.405.6675 TEL 301.314.9599 FAX
www.theatre.umd.edu

March 10, 2010

Professor Elizabeth Beise
Interim Associate Provost, Academic Planning and Programs
1122 Main Administration Building
Campus

Dear Betsy:

In response to feedback received from campus APAC, I have met with the Associate Chairs of Dance and Theatre – Anne Warren and Heather Nathans, respectively. We are in agreement that the issues related to committee representation will be considered seriously as we begin to operate as a School in fall 2010. Given the differing levels of student and staff representation called for in the current Plans of Organization of the Department of Dance and the Department of Theatre, it is difficult to predict the exact timeline or likely outcome of these discussions. In fact, it would be contrary to the principle of shared governance to do so. The discussion process will be in keeping with the overall approach pursued thus far in the merger process – one that allows sufficient time for consideration of all pertinent information in a collegial and transparent manner. Theatre and Dance have earned a strong reputation as “open” departments, and we value the voices of all stakeholders as we move forward. Ultimately, the faculty of the School will decide these issues, as has been the case thus far in the creation of the Plan of Organization of the School.

If the merger does not take place, student and staff representation will remain as presently outlined in the current Plans of the two units.

The proposed Plan of Organization of the School was adopted by the Dance and Theatre faculty in late January, and was conveyed to students – along with all relevant documents – soon thereafter. In subsequent discussions with students, it is apparent that some misinformation has emerged (e.g. concerning teaching opportunities, which are primarily related to curriculum revision in the Theatre BA, and not to the merger itself). The students in Theatre and Dance who have expressed concerns - a minority of students in the PhD program in Theatre - represent a very small percentage of the total number of students in both departments, and in fact, include no MFA students and no undergraduate students - from either discipline.

As we have said before, we realize that this merger is a process, one that will continue for a few years. We fully expect these issues to be part of that process. We continue to consider all opinions expressed - whether voiced by faculty, staff, or students - as important.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel MacLean Wagner".

Daniel MacLean Wagner
Professor and Chair, Department of Theatre
Acting Chair, Department of Dance

ACTIONS RELATED TO CONCERNS ABOUT STUDENT INVOLVEMENT IN THE PROPOSED DANCE/THEATRE MERGER

From: "dmwagner@umd.edu" <dmwagner@umd.edu>

Date: April 14, 2010 9:53:03 PM EDT

To: danc-all <danc-all@reflectors.mail.umd.edu>, thet-all <thet-all@reflectors.mail.umd.edu>

Cc: "James F. Harris" <jfharris@umd.edu>

Subject: **Student representation: Proposed School of T/D/PS**

To All -

As the departments of Theatre and Dance move towards their proposed merger, both units continue to pursue active strategies to build community and consensus at every level.

To help facilitate that process, I am appointing a joint ad hoc committee to develop a proposal for integrating graduate students more fully into the various administrative committees of the proposed School of Theatre, Dance, and Performance Studies. The membership of this committee is as follows:

- the Associate Chairs of Theatre and Dance - Heather Nathans and Anne Warren
- the Directors of Graduate Studies of Theatre and Dance - Karen Bradley and Leigh Smiley (Leigh is representing the "team" of program heads in Theatre);
- the co-chairs of the graduate student organization, GCAST, in the Department of Theatre - Erin Bone Steele and Jonathan Dillard;
- and a second-year MFA student in Dance - Valerie Durham

This configuration provides student representation from each of the existing graduate programs in Theatre and Dance - the MA/PhD in Theatre and Performance Studies, the MFA in Design, and the MFA in Dance. Leigh will also help provide the perspective of the soon-to-be-launched MFA in Performance program.

The committee will be charged with considering the following points (among others):

- On which committees is graduate student representation most necessary and/or helpful?
- What are appropriate committee workload expectations for graduate student committee members?
- What is the appropriate balance of graduate representation among the committees? (taking into account the the issue of parity between the two

disciplines)

- On which committees/what types of issues will it be appropriate for graduate student members to vote?
- How will graduate representatives to committees be selected and by whom?

The committee will meet at least once prior to the end of the spring semester and will continue its work, as possible, via email and its ELMS site during the summer. The committee will present its recommendations to the Executive Committee, and subsequently to the Committee of the Whole, in the fall. Once the proposal has been amended (as needed) and approved, the faculty and the ad hoc committee will work together to develop an implementation plan.

My thanks to those faculty and students who have agreed to serve.

Dan

--

Daniel MacLean Wagner
Professor and Chair: Department of Theatre
Acting Chair: Department of Dance
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University Senate TRANSMITTAL FORM

| | |
|--------------------------------|---|
| Senate Document #: | 09-10-44 |
| PCC ID #: | 09061 |
| Title: | Merge the B.S. Degree Programs in Dietetics, Food Science, and Nutritional Science into a single program titled "Nutrition and Food Science" |
| Presenter: | Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee |
| Date of SEC Review: | April 20, 2010 |
| Date of Senate Review: | April 29, 2010 |
| Voting (highlight one): | <ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report |
| | |
| Statement of Issue: | <p>The College of Agriculture and Natural Resources and the Department of Nutrition and Food Science wish to merge the three B.S. programs in Dietetics, Food Science, and Nutritional Science into a single program titled "Nutrition and Food Science." Each of these areas will remain a specialization within the "Nutrition and Food Science" degree. The purpose of merging these three related programs within the same department is to reduce the overall administrative burden on faculty members of the Nutrition and Food Science department, who were unanimous in their support of this proposal. No changes in admissions or course/program requirements are planned, with the exception of a few minor details that have been approved by the Senate PCC Committee. The accreditation of the individual specializations will not be affected because the curriculum for each specialization will remain the same; it is only the degree that is changing its name. Currently enrolled students may finish the degree as it is currently named.</p> <p>The Senate PCC committee approved the proposal at its meeting on February 19, 2010. The Academic Planning Advisory Committee approved the proposal on February 8, 2010.</p> |

| | |
|---|--|
| Relevant Policy # & URL: | N/A |
| Recommendation: | The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this merger. |
| Committee Work: | The Committee considered the proposal at its meeting on February 19, 2010. Leon Slaughter, the College's Associate Dean, and Lucy Yu, Acting Chair of Nutrition and Food Science, were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal. |
| Alternatives: | The Senate could decline to approve the proposed merger of programs. |
| Risks: | If the Senate does not approve the proposed program merger, the University will lose an opportunity to create efficiencies within the Nutrition and Food Science department. |
| Financial Implications: | There are no significant financial implications with this proposal, although there will be some savings from reduced faculty administrative responsibilities. |
| Further Approvals Required: <i>(*Important for PCC Items)</i> | If the Senate approves these proposals, they would still require further approval by the President and the Chancellor (with notification to the Maryland Higher Education Commission.) |

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

ORIGINAL

• Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09061

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

College/School: **Agriculture and Natural Resources**

Department/Program: **Nutrition and Food Science**

Type of Action (choose one):

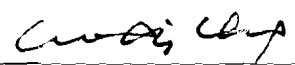
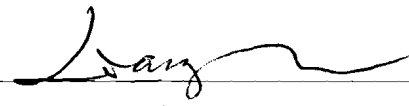
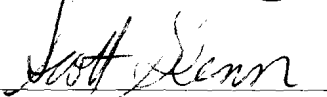
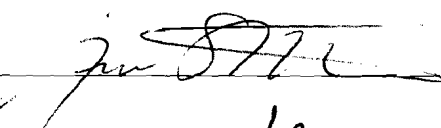
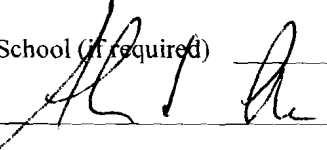
- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration*
- Addition/deletion of formal Area of Concentration
- Suspend/delete program
- New academic degree/award program*
- New Professional Studies award iteration
- New Minor
- Other

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

Summary of Proposed Action:

Merge three existing B.S. degree majors in Dietetics, Food Science, and Nutritional Science into a single program titled "Nutrition and Food Science" (NFSC) having three Options: 1) Dietetics, 2) Food Science, and 3) Nutritional Science. The three options will maintain the current academic requirements of the current separate programs. All undergraduate courses in the department already have the same prefix of NFSC. This is essentially a merger of three related programs within the same department to reduce the overall academic burden. No changes in admissions or course/program requirements are planned with the exception of a few minor details mentioned in the application below.

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

1. Department Committee Chair **Wen-Hsing Cheng**  12-13-09
2. Department Chair **Mickey Parish**  12-20-2009
3. College/School PCC Chair  11/13/10
4. Dean  1-4-10
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC  3-19-2010
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

“Nutrition and Food Science” Undergraduate Program

This application is to merge the three related undergraduate programs of Dietetics, Food Science and Nutritional Science to create the single undergraduate degree of “Nutrition and Food Science” (NFSC) having three options in 1) Dietetics, 2) Food Science and 3) Nutritional Science. Separate B.S. degrees are currently offered by each program and are housed within the same department (Nutrition and Food Science). Maintaining options are necessary because both the Dietetics and Food Science programs are accredited/approved by outside professional societies. The American Dietetics Association accredits Dietetics programs, and the Institute of Food Technologists provides official approval for Food Science programs.

A second application to likewise merge the Food Science and Nutrition graduate degree programs into a single “Nutrition and Food Science” M.S. and Ph.D. has been filed separately.

COURSE REQUIREMENTS:

Base curriculum for all options (54 cr):

| Original | Changes proposed |
|---|--|
| 3 cr NFSC 100 (CORE LS) – Elements of Nutrition | Same |
| 3 cr NFSC 112 (CORE LS) – Food: Science & Technology | Same |
| 4 cr BSCI 105 (CORE LL) – Principles of Biology I | Same |
| 4 cr BSCI 223 (CORE LL) – General Microbiology | Same |
| 3 cr CHEM 131 (CORE PL) – General Chemistry I | Same |
| 1 cr CHEM 132 – General Chemistry I Laboratory | Same |
| 3 cr CHEM 231– Organic Chemistry I | Same |
| 1 cr CHEM 232 – Organic Chemistry I Laboratory | Same |
| 3 cr CHEM 241– Organic Chemistry II | Same |
| 1 cr CHEM 242 – Organic Chemistry II Laboratory | Same |
| 2 cr CHEM 271 – General Chemistry and Energetics | Same |
| 2 cr CHEM 272 – General Bioanalytical Chemistry Laboratory | Same |
| 3 cr ENGL 101 (CORE WRITING) – Introduction to Writing | Same |
| 3 cr ENGL 391 OR 393 (CORE PROF WRITING) – Adv. Composition, OR Technical Writing | 3 cr ENGL 391 OR 393 (CORE PROF WRITING) – Adv. Composition, OR Technical Writing (ENGL 391 or 393 is required and will not be waived by a grade of “A” in ENGL 101) |
| 3 cr MATH 113 (CORE FUND MATH) – College Algebra with Applications | Same |
| 3 cr CORE Social or Political History (SH) | Same |
| 3 cr CORE Literature (HL) | Same |
| 3 cr CORE Diversity | Same |
| 3 cr CORE Advanced Studies (AS) | Same |
| 3 cr CORE History or Theory of Art (HA) | Same |

Additional course requirements for option in Dietetics (66 cr):

| Original | Changes proposed |
|---|---|
| <p>4 cr NFSC 250 – Science of Food 3 cr NFSC 315 – Nutrition During the Lifecycle 5 cr NFSC 350 – Foodservice Operations 3 cr NFSC 380 – Nutritional Assessment 4 cr NFSC 440 – Advanced Human Nutrition 4 cr NFSC 460 – Medical Nutrition Therapy 3 cr NFSC 470 – Community Nutrition 3 cr NFSC 491 – Issues and Problems in Dietetics (CORE Capstone) 3 cr BCHM 461 – Biochemistry I 3 cr BCHM 462 – Biochemistry II 3 cr BMGT 360 – Human Resource Management 3 cr BMGT 364 – Management and Organization Theory 4 cr BSCI 330 – Cell Biology and Physiology 4 cr BSCI 440 – Mammalian Physiology 3 cr EDMS 451 OR BIOM 301 – Intro to Educational Statistics, OR Biometrics 3 cr PSYC 100 (CORE SB) – Introduction to Psychology 3 cr SOCY 100 (CORE SB) – Introduction to Sociology 3 cr CORE HL/HA or HO (COMM 200 strongly recommended)</p> | <p>Will be eliminated Same Same Same Same Same Same Same Same Same List under Restricted Elective Same Same Same Same Same Same Same</p> |
| <p>2 cr Elective</p> | <p>Add 3 cr NFSC 421 – Food Chemistry Add 3 cr NFSC 430 – Food Microbiology</p> |
| <p>3 cr Restricted Elective NFSC 450-Food & Nutrient Analyses; EDCP 310-Peer Counseling Theory and Skills; BSCI 222-Principles of Genetics; BSCI 422-Principles of Immunology; BMGT 220-Principles of Accounting I; HLTH 230-Introduction to Health Behavior; COMM200 Advanced Public Speaking (also meets HO requirement); NFSC498D-Diet and Cancer Prevention; KNES360-Physiology of Exercise; NFSC425-International Nutrition</p> | <p>3 cr Elective</p> <p>3 cr Restricted Elective (NFSC 410, NFSC 425, NFSC 450, BMGT 220, BSCI 222, BSCI 422, COMM 200, EDCP 310, KNES 360, BMGT360, AREC365, ENST333, AREC250, or alternate course by approval of advisor)</p> |

Additional course requirements for option in Food Science (66 cr):

| Original | Changes proposed |
|---|---|
| 4 cr NFSC 250 – Science of Food | Will be eliminated |
| 1 cr NFSC 398 – Food Science Seminar | Same |
| 4 cr NFSC 412 – Food Processing Technology | Same |
| 4 cr NFSC 414 – Mechanics of Food Processing | Same |
| 3 cr NFSC 421 – Food Chemistry lecture | Same |
| 3 cr NFSC 422 – Food Product Research & Development | Same |
| 3 cr NFSC 423 – Food Chemistry lab | Same |
| 3 cr NFSC 430 – Food Microbiology lecture | Same |
| 3 cr NFSC 431 – Food Quality Control | Same |
| 3 cr NFSC 434 – Food Microbiology lab | Same |
| 3 cr NFSC 450 – Food and Nutrient Analysis | Same |
| 3 cr BCHM 463 – Biochemistry of Physiology | Same |
| 3 cr BIOM 301 – Introduction to Biometrics | Same |
| 3 cr COMM 200 (CORE HO) – Critical Thinking and Speaking | Same |
| 3 cr MATH 220 (CORE MS) – Elementary Calculus I | Same |
| 3 cr MATH 221 (CORE MS) – Elementary Calculus II | Same |
| 4 cr PHYS 121 (CORE PL) – Fundamentals of Physics I | Same |
| 6 cr CORE Behavioral and Social Sciences (SB) | Same |
| 3 cr Elective | Change to 8 cr Elective |
| 3 cr Restricted Elective BMGT 360 –Human Resource Management; BMGT 362-Labor Relations; BMGT 364-Management and Organization Theory | 3 cr Restricted Elective (NFSC 410, NFSC 425, NFSC 450, BMGT 220, BSCI 222, BSCI 422, COMM 200, EDCP 310, KNES 360, BMGT360, BMGT 364, AREC365, AREC250, ENST333, or alternate course by approval of advisor) |

Additional course requirements for option in Nutritional Science (66 cr):

| Original | Changes proposed |
|--|-------------------------|
| 3 cr NFSC 315 – Nutrition During the Lifecycle | Same |
| 3 cr NFSC 421 – Food Chemistry lecture | Same |
| 4 cr NFSC 440 – Advanced Human Nutrition | Same |
| 3 cr NFSC 450 – Food and Nutrient Analysis | Same |
| 3 cr BCHM 461 – Biochemistry I | Same |

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| 3 cr BCHM 462 – Biochemistry II | Same |
| 2 cr BCHM 464 – Biochemistry Lab | Same |
| 3 cr BCHM 465 – Biochemistry III | Same |
| 3 cr BIOM 301 – Introduction to Biometrics | Same |
| 4 cr BSCI 222 – Principles of Genetics | Same |
| 4 cr BSCI 330 – Cell Biology and Physiology | Same |
| 4 cr BSCI 440 – Mammalian Physiology | Same |
| 3 cr MATH 220 (CORE MS) – Elementary Calculus I | Same |
| 4 cr PHYS 121 (CORE PL) – Fundamentals of Physics I | Same |
| 6 cr CORE Behavioral and Social Sciences (SB) | Same |
| 3 cr CORE Literature, Humanities or Art (HL, HO or HA) | Same |
| 3 cr CORE Advanced Studies (AS) | Same |
| 5 cr Elective | Same |
| 3 cr Restricted Elective NFSC 460-Medical Nutrition Therapy; BSCI 447-General Endocrinology; BSCI 430-Developmental Biology; SCI 410-Molecular Genetics; BSCI 413-Recombinant DNA; BSCI 422-General Immunology | 3 cr Restricted Elective (NFSC 380, NFSC 410, NFSC 460, NFSC 470, BSCI 410, BSCI 422, BSCI 430, BSCI 447, or alternate course by approval of advisor) |

RESOURCES

No new resources are needed. The proposed merger is for three small but robust on-going programs and is for administrative purposes only. No significant additional costs or savings from this merger are expected.

NFSC UNDERGRADUATE COURSES

Courses for Deletion from Approved Courses (Separate PCC documents will be filed with this application.)

NFSC 250 Science of Food (4)
NFSC 403 Medicinal and Poisonous Plants (2)

Remaining Approved Courses in the Undergraduate Catalog (No change in the following courses)

NFSC 100 Elements of Nutrition (3)
NFSC 112 Food: Science and Technology (3)
NFSC 315 Nutrition During the Life Cycle (3)
NFSC 350 Foodservice Operations (5)
NFSC 380 Methods of Nutritional Assessment (3)
NFSC 386 Experiential Learning (3-6)
NFSC 388 Honors Thesis Research (3-6)
NFSC 398 Seminar (1)
NFSC 399 Special Problems in Food Science (1-3)
NFSC 410 Nutritional Genomics (3)
NFSC 412 Food Processing Technology (4)
NFSC 414 Mechanics of Food Processing (4)

NFSC 421 Food Chemistry (3)
NFSC 422 Food Product Research and Development (3)
NFSC 423 Food Chemistry Laboratory (3)
NFSC 425 International Nutrition (3)
NFSC 430 Food Microbiology (3)
NFSC 431 Food Quality Control (4)
NFSC 434 Food Microbiology Laboratory (3)
NFSC 440 Advanced Human Nutrition (4)
NFSC 450 Food and Nutrient Analysis (3)
NFSC 460 Medical Nutrition Therapy (4)
NFSC 468 Practicum in Nutrition (1-6)
NFSC 470 Community Nutrition (3)
NFSC 490 Special Problems in Nutrition (2-3)
NFSC 491 Issues and Problems in Dietetics (3)
NFSC 498 Selected Topics (1-3)

LEARNING OUTCOMES ASSESSMENTS: The current LOA programs for Dietetics, Food Science and Nutritional Science undergraduate programs will be continued for the three options. See appendix for 2009-10 LOA plans with program title changes to reflect the merger.

**APPENDIX: Nutrition and Food Science Proposal
Undergraduate Programs Merger**

Learning Outcome Assessment Plans

B.S. in Nutrition and Food Science (Dietetics Option)

B.S. in Nutrition and Food Science (Food Science Option)

B.S. in Nutrition and Food Science (Nutritional Science Option)



ASSESSMENT METHODS, CRITERIA & RESULTS B.S. in Nutrition and Food Science (Dietetics Option)
(Program of Study / Major / Degree Level, etc.)

For Time Period: Fall 2009 and Spring 2010

Program Contact: Nancy Brenowitz Katz, MS, RD, LD Phone: 5-4532 E-mail: nbkatz@umd.edu

Date submitted to Academic Unit Head: September 28, 2009

| Student Learning Outcomes Assessments | Assessment Methods & Criteria (data will be evaluated in Spring, 2008) | Assessment Results | Impact of Results |
|---|---|---------------------------|--------------------------|
| <p>1. Graduates of the undergraduate program in Dietetics will learn and be able to apply the foundation knowledge and skill statements outline by the American Dietetic Association as necessary for entry-level Dietetics practice.</p> | <p>Scores on Learning Outcomes Assessment questionnaire completed by all students upon graduation (part of Exit Interview): $\geq 80\%$ of students will have an average score of ≤ 2 (scale of 1-5, strongly agree to strongly disagree)</p> <p>Successful completion of Dietetic Internship Program: $\geq 80\%$ of graduates will successfully complete a Dietetic Internship program.</p> <p>Scores on Registration Exam for Dietitians: $\geq 80\%$ of students will pass exam on their first try</p> | | |
| <p>2. Graduates of the undergraduate program in Dietetics will demonstrate an understanding of nutrition and will apply this knowledge to the practice of Dietetics.</p> | <p>Performance on Clinical Case Study Assignment: $\geq 80\%$ of students will obtain a score of B or better on a Clinical Case Study assignment required in NFSC491: Issues and Problems in Dietetics.</p> | | |

| | | | |
|--|--|--|--|
| <p>3. Graduates of the undergraduate program in Dietetics will demonstrate critical thinking, teamwork and communication skills.</p> | <p>Performance on Nutrition Education Assignment: ≥80% of students will obtain a score of B or better on a Nutrition Education assignment required in NFSC491: Issues and Problems in Dietetics.</p> | | |
|--|--|--|--|



ASSESSMENT METHODS, CRITERIA & RESULTS B.S. in Nutrition and Food Science (Food Science Option)
(Program of Study / Major / Degree Level, etc.)

For Time Period: Fall 2009 and Spring 2010

Program Contact: Y. Martin Lo Phone: ext. 5-4509 E-mail: ymlo@umd.edu

Date submitted to Academic Unit Head: Sept 28, 2009

| Student Learning Outcomes Assessments | Assessment Methods & Criteria | Assessment Results | Impact of Results |
|---|--|--------------------|-------------------|
| <p>1. Students will demonstrate competency in the chemistry underlying the properties and reactions of various food components.</p> | <p>Measure: Understanding the effects of processing technologies on the chemical composition and nutritional value of food. Analysis every three years. First analysis in 2009.</p> <p>Criteria: 75% of students should receive 80 points or better out of 100 points based on a rubric developed for a semester-long, team-based term project “Effects of Processing Technologies on Food Quality” in NFSC 112 Food: Science and Technology.</p> | | |
| <p>2. Students will demonstrate competency in food safety and microbiology knowledge as well as laboratory skills.</p> | <p>Measure: Correctly use appropriate laboratory skills and knowledge to analyze and identify the important microorganisms in foods, the conditions under which they grow, and food preservation methods. Analysis every three years.</p> <p>Criteria: 75% of students should receive a B or better on the Identification of Bacteria Unknowns assignment based on a specific rubric that requires students to use wide spectrum of technologies to identify the bacteria present in the unknown samples, in the NFSC 434 Food</p> | | |

| | | | |
|---|---|--|--|
| | Microbiology Laboratory class. | | |
| 3. Students will demonstrate competency in integrating laboratory skills into analysis of food. | <p>Measure: Thoughtfully apply laboratory procedures in the analyses of nutrients and foods, and interpret results.</p> <p>Criteria: 75% of students will demonstrate an understanding and proper application of laboratory techniques as determined by the rubric developed by instructor to evaluate lab practicals and lab reports (NFSC450).</p> | | |
| 4. Students will demonstrate competency in various technologies involved in food processing. | <p>Measure: Correctly use appropriate processing steps and knowledge to analyze and identify the critical elements involved in food processing, the quality and safety of the finished products, and product shelf-life. Analysis every three years.</p> <p>Criteria: 75% of students should receive a B or better on the term project assignment based on a specific rubric that requires students to use wide spectrum of technologies to develop a processing scheme for a specific product assigned by the instructor in the NFSC 412 Food Processing Technology class.</p> | | |
| 5. Students will be able to integrate and apply Food Science principles in practical, real-world situations and problems. | <p>Measure: Thoroughly apply laboratory procedures and processing steps to work effectively as a team to design, develop, analyze, and report on a novel food product that meets consumer demands and safety regulations. Analysis every three years.</p> <p>Criteria: 75% of students should receive a B or better based on the product development criteria (rubric) designed for the semester-long final report on the product they develop in the NFSC 422 Food Product Research and Development class.</p> | | |



ASSESSMENT METHODS, CRITERIA & RESULTS B.S. degree in Nutrition and Food Science (Nutritional Science Option)
(Program of Study / Major / Degree Level, etc.)

For Time Period: Fall 2009 and Spring 2010

Program Contact: Thom Castonguay Phone: ext. 5-4503 E-mail: twc@umd.edu

Date submitted to Academic Unit Head: Sept 28, 2009

| Student Learning Outcomes Assessments | Assessment Methods & Criteria | Assessment Results | Impact of Results |
|---|---|---------------------------|--------------------------|
| 1. Students will demonstrate competency in the chemistry underlying the properties and reactions of various food components. | <p>Measure: Understanding the effects of processing technologies on the chemical composition and nutritional value of food.</p> <p>Criteria: 75% of students should receive 80 points or better out of 100 points based on a rubric developed for a semester-long, team-based term project “Effects of Processing Technologies on Food Quality” in NFSC 112 Food: Science and Technology.</p> | | |
| 2. Nutrition Science majors will demonstrate the ability to utilize and integrate knowledge acquired in the biochemical and physiological science courses into understanding concepts underlying nutrition science. | <p>Measure: Understand nutrient needs within the human life cycle.</p> <p>Criteria: 80% of students will use an effective strategy to solve case studies of nutrient needs within the life cycle in NFSC315 and will provide clear written explanation based on rubric developed by the instructor.</p> | | |
| 3. Nutrition Science majors will demonstrate ability to integrate laboratory skills developed through | <p>Measure: Thoughtfully apply laboratory procedures in the analyses of nutrients and foods,</p> | | |

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| interdisciplinary work into analysis of nutrients in food. | and interpret results. Criteria: 80% of students will demonstrate an understanding and proper application of laboratory techniques as determined by the rubric developed by instructor to evaluate lab practicals and lab reports (NFSC450). | | |
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University Senate TRANSMITTAL FORM

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|--------------------------------|--|
| Senate Document #: | 09-10-45 |
| PCC ID #: | 09062 |
| Title: | Merge the graduate programs in Food Science and Nutrition into a single program titled "Nutrition and Food Science" |
| Presenter: | Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee |
| Date of SEC Review: | April 20, 2010 |
| Date of Senate Review: | April 29, 2010 |
| Voting (highlight one): | <ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report |
| | |
| Statement of Issue: | <p>The College of Agriculture and Natural Resources and the Department of Nutrition and Food Science wish to merge the graduate programs in Food Science and Nutrition into a single program titled "Nutrition and Food Science." Both Food Science and Nutrition will remain specializations within the "Nutrition and Food Science" M.S. and Ph.D. degrees. The purpose of merging these two related programs within the same department is to reduce the overall administrative burden on faculty members of the Nutrition and Food Science department, who were unanimous in their support of this proposal. No changes in admissions or course/program requirements are planned. The accreditation of the individual specializations will not be affected because the curriculum for each specialization will remain the same; it is only the degree that is changing its name. Currently enrolled students may finish the degree as it is currently named.</p> <p>The Senate PCC committee approved the proposal at its meeting on February 19, 2010. The Graduate PCC approved the proposal at its meeting on February 26, 2010, and the Graduate Council approved the proposal on April 9, 2010. The Academic Planning Advisory Committee approved the proposal on February 8, 2010.</p> |

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| Relevant Policy # & URL: | N/A |
| Recommendation: | The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program merger. |
| Committee Work: | The Committee considered the proposal at its meeting on February 19, 2010. Leon Slaughter, the College's Associate Dean, and Lucy Yu, Acting Chair of Nutrition and Food Science, were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal. |
| Alternatives: | The Senate could decline to approve the proposed merger of programs. |
| Risks: | If the Senate does not approve the proposed program merger, the University will lose an opportunity to create efficiencies within the Nutrition and Food Science department. |
| Financial Implications: | There are no significant financial implications with this proposal, although there will be some savings from reduced faculty administrative responsibilities. |
| Further Approvals Required: <i>(*Important for PCC Items)</i> | If the Senate approves these proposals, they would still require further approval by the President and the Chancellor (with notification to the Maryland Higher Education Commission.) |

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

ORIGINAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

09062

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

College/School: **Agriculture and Natural Resources**

Department/Program: **Nutrition and Food Science**

Type of Action (choose one):

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

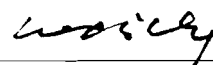

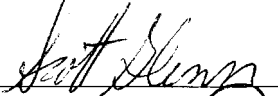
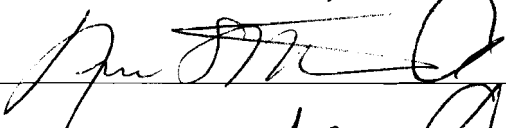
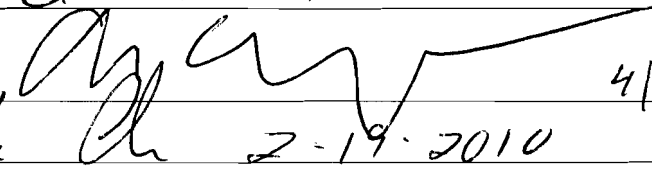
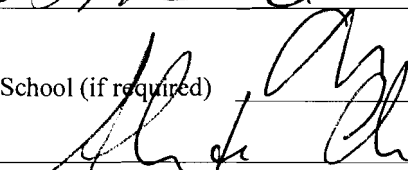
Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Merge two existing graduate programs in Nutrition (NUTR) and in Food Science (FDSC) into a single program titled "Nutrition and Food Science" (NFSC) having the M.S. and Ph.D. degrees with two Options: 1) Food Science, and 2) Nutrition. FDSC and NUTR each offers the M.S. and Ph.D. degrees through the Department of Nutrition and Food Science. All courses in FDSC and NUTR already have the same departmental prefix of NFSC. This is essentially a merger of two related programs within the same department to reduce the overall administrative burden. No changes in admissions or course/program requirements are planned with the exception of a few housekeeping details mentioned in the application below.

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

1. Department Committee Chair **Wen-Hsing Cheng**  12-8-09
2. Department Chair **Mickey Parish**  12-8-09
3. College/School PCC Chair  1/13/10
4. Dean  1-4-10
5. Dean of the Graduate School (if required)  4/9/10
6. Chair, Senate PCC  2-19-2010
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

“Nutrition and Food Science” Graduate Program

This application is to merge the two related graduate programs of Food Science (FDSC) and Nutrition (NUTR) to create the single graduate program of “Nutrition and Food Science” (NFSC) having two options in Food Science and Nutrition. The M.S. and Ph.D. degrees are currently offered by each program and will be offered in the new combined program. Note that UMCP is one of 15 land-grant campuses that merges human nutrition and food science within a single department. All other universities have separate departments for the two disciplines, or merge them with other related disciplines.

A second application to likewise merge our three B.S. degree programs into a single “Nutrition and Food Science” B.S. has been filed separately.

1. ADMISSIONS: The admissions policy below reflects the current policy for NUTR and FDSC, and will be the unified policy for the NFSC degree.

A. All applicants for admission must fulfill requirements of the Graduate School, including, but not limited to:

1. possession of a 4-year baccalaureate degree from a regionally-accredited U.S. institution, or an equivalent degree earned at a non-U.S. institution;
2. a 3.0 Grade Point Average (on a 4.0 scale) in all prior Undergraduate and Graduate coursework;
3. international students must meet IES language requirements for TOEFL or IELTS to be admitted on an unconditional basis;
4. submission of official academic transcripts;
5. submission of three letters of recommendation;
6. submission of a statement of career objectives and professional experience;
7. For the Ph.D. degree: An M.S. degree in Food Science, Nutrition or related field is highly desirable. Direct entry into the Ph.D. program without the M.S. is discouraged but may be considered for highly credentialed applicants. Such admissions will be required to take additional background courses as identified by the major advisor and advisory committee.

B. All applicants for admission must take the Aptitude Test of the Graduate Record Examination (GRE-General Test). Minimum GRE scores of 500 on the verbal and 500 on the quantitative sections, and 3.5 on the analytical section of the GRE, are required for unconditional admission.

C. The Program Admissions Committee (PAC) reviews all applications and makes recommendations based upon the applicant’s total record. Faculty comments about applicants will be sought and used by the PAC in its decision on admissions.

2. Ph.D. REQUIREMENTS: Information below reflects current NUTR and FDSC requirements.

I. General Course Requirement:

A minimum GPA of 3.0 is required to maintain good academic progress for graduation. Course requirements include:

1. At least 12 hours of doctoral dissertation research credits (NFSC 899).
 - a. At least one credit of NFSC 899 in the semester intended to graduate.
2. At least 9 credit hours of course work exclusive of NFSC 898/899 with the following requirements:

- a. Advanced courses taken must be in agreement with the major advisor
- b. At least 6 credits must be designated as 600 level
- c. 3 credits of NFSC 688 seminar with one seminar focusing on proposed research area and one seminar on dissertation results
- d. If graduate-level statistics have not previously been taken, students are required to complete 3 credits of Biometrics or Statistics at the 600 level
- e. Additional requirements for Food Science option only:
 - i. If not taken as an undergraduate, students are required to complete coursework in three of the following five courses:
 - 1. NFSC 421 Food chemistry
 - 2. NFSC 450 Food and nutrient analysis
 - 3. NFSC 430 Food microbiology
 - 4. NFSC 412 Food processing technology
 - 5. NFSC 414 Mechanics of food processing
- f. Additional requirements for Nutrition option only:
 - i. Students without basic background courses will be required to take appropriate courses as decided by the major advisor and advisory committee

II. Advancement to Candidacy:

A student must be admitted to candidacy for the doctorate within five years after admission to the doctoral program and at least six months before the date on which the degree will be confirmed.

1. For Food Science Option only:

Candidacy Qualifying Exam requires:

- i. Submission of a written dissertation proposal of the student's dissertation research to the committee at least **3 weeks** before taking the oral candidacy exam. The format for the written proposal should follow that of a proposal for competitive external funding such as USDA, NIH or NSF.
- ii. The candidacy qualifying exam consists of two consecutive parts:
 - (a) An oral presentation of the dissertation proposal at the presence of the entire Faculty Advisory Committee.
 - (b) A comprehensive exam that includes questions on the student's core-food science related knowledge.
- iii. A second candidacy qualifying exam requires the approval of the Director of the Graduate Program in Food Science and the Dean of the Graduate School. If the student fails this second defense, or the second defense is not permitted, the student's admission to the graduate program is terminated.

2. For Nutrition Option only:

Admission to candidacy is a two-step process:

- 1. The student must submit to his/her dissertation committee a written proposal of his/her research 2-3 weeks before taking the written exam. The format for the written proposal should follow that of a proposal for competitive external funding such as USDA, NIH

or NSF.

A written examination based on the student's dissertation proposal, but also covering **core nutrition-related knowledge** will be completed by the student over a two day period. These written questions will be submitted by the dissertation committee. The student's advisor will organize and administer this written exam. The exam questions will be graded by the individual committee members that submitted the questions. This exam will be graded pass/fail. It may be repeated only once.

Once a student has successfully passed the written exam, the student will orally defend his/her dissertation proposal to his/her committee. This oral presentation of the research proposal should take place 2-3 weeks after the written exam. The oral defense of the research proposal may be repeated only once. The Program Director will be notified in writing by the student's advisor about the successful defense of the proposal.

2. Defense examination:

Each doctoral candidate is required to orally defend his/her doctoral dissertation as a requirement in partial fulfillment of the doctoral degree. The written format of the dissertation is to conform to The Thesis & Dissertation Manual of UMCP. This manual contains the instructions for preparation of theses and dissertations and is available from the Media Express-Campus Reprographics, Rockford Armory, for a minimal charge.

Two or more negative votes of the members of the doctoral candidacy examining committee constitutes a failure of the candidate to meet the dissertation requirement. In cases of failure, it is required that the examining committee specify in detail and in writing to the Program Director, the Dean of Graduate Studies and Research, and the student, the exact nature of the deficiencies in the dissertation and/or the oral performance that led to failure. A second defense is permitted, which results in termination of the student's admitted status if it is failed.

3. M.S. COURSE REQUIREMENTS: Information below reflects current NUTR and FDSC requirements.

A minimum of 30 semester hours of graduate study are required to graduate. A minimum GPA of 3.0 is required to maintain good academic progress for graduation. The 30 credits must include:

1. At least 6 hours of thesis research credit (NFSC 799)
2. At least 24 credit hours of course work exclusive of NFSC 799 with the following requirements:
 - a. At least 12 credits must be designated as 600 level
 - b. 2 credits of NFSC 688 seminar with one seminar focusing on thesis results
 - c. 3 credits of BIOM 601, graduate level biometrics or equivalent
 - d. Additional requirements for Food Science option only:
 - i. 7 credits of advanced level courses in food science
 - ii. If not taken as an undergraduate, students are required to complete coursework in:
 1. Food chemistry
 2. Food microbiology
 3. Food processing

4. Biochemistry
 - e. Additional requirements for Nutrition option only:
 - i. 3 credits NFSC 660 Research Methods
 - ii. 6 credits of advanced level courses in nutrition
 - iii. If not taken as an undergraduate, the following courses may be required as determined by each nutrition student's advisory committee:
 1. One semester BCHM 461 or equivalent
 2. One semester BCHM 462 or equivalent
 3. One semester BSCI 440 or equivalent
 4. One semester NFSC 440/NFSC 678R

4. RESOURCES:

No new resources are needed. The proposed merge would offer savings in administrative time and costs such as one admission committee will replace the current two, and one LOA will replace the current two LOAs.

5. COURSES: Separate PCC documents will be filed with this application for 5.a.-c.

5.a. Courses for Deletion

- NFSC 403 Medicinal and Poisonous Plants (2 credits)
Faculty member retired in 2006.
- NFSC 689 Seminar in Food Science (1-3 credits)
Course will be merged into NFSC 688 as described in 5.b. below.

5.b. Course to be Renamed

- NFSC 688
From: Seminar in Nutrition (1-3 credits)
To: Seminar in Nutrition and Food Science (1-3 credits)

5.c. Remaining Approved Program Courses: Following are currently approved graduate courses in the Department of Nutrition and Food Science for FDSC and NUTR and will remain in the new NFSC merged graduate degree.

- NFSC 410 Nutritional Genomics (3 credits)
- NFSC 412 Food Processing Technology (4 credits)
- NFSC 414 Mechanics of Food Processing (4 credits)
- NFSC 421 Food Chemistry (3 credits)
- NFSC 422 Food Product Research and Development (3 credits)
- NFSC 423 Food Chemistry Laboratory (3 credits)
- NFSC 425 International Nutrition (3 credits)
- NFSC 430 Food Microbiology (3 credits)
- NFSC 431 Food Quality Control (4 credits)
- NFSC 434 Food Microbiology Laboratory (3 credits)
- NFSC 440 Advanced Human Nutrition (4 credits)
- NFSC 450 Food and Nutrient Analysis (3 credits)
- NFSC 460 Medical Nutrition Therapy (4 credits)
- NFSC 468 Practicum in Nutrition (1-6 credits)
- NFSC 470 Community Nutrition (3 credits)
- NFSC 490 Special Problems in Nutrition (2-3 credits)
- NFSC 491 Issues and Problems in Dietetics (3 credits)

NFSC 498 Selected Topics (1-3 credits)
NFSC 610 Molecular Gerontology (3 credits)
NFSC 611 Molecular Nutrition: Genomic, Metabolic, and Health Aspects; (2 credits)
NFSC 615 Maternal and Infant Nutrition (3 credits)
NFSC 630 Nutritional Aspects of Energy Balance (3 credits)
NFSC 631 Advanced Food Microbiology (3 credits)
NFSC 650 Nutrition and Public Health (2 credits)
NFSC 655 Nutrition, Food and Public Policy (3 credits)
NFSC 660 Research Methods (3 credits)
NFSC 675 Nutritional Epidemiology (3 credits)
NFSC 678 Selected Topics in Nutrition (1-6 credits)
NFSC 679 Selected Topics in Food Science (1-6 credits)
NFSC 680 Human Nutritional Status (3 credits)
NFSC 690 Nutrition and Aging (3 credits)
NFSC 698 Colloquium in Food Science (1 credits)
NFSC 699 Problems in Nutrition and Food Science (1-4 credits)
NFSC 799 Master's Thesis Research (1-6 credits)
NFSC 898 Pre-Candidacy Research (1-8 credits)
NFSC 899 Doctoral Dissertation Research (1-8 credits)

6. LEARNING OUTCOMES ASSESSMENTS: The current LOA programs for FDSC and NUTR will be continued for the two areas of concentration. See appendix for 2009-10 LOA plans with program title changes to reflect the merger.

**APPENDIX: Nutrition and Food Science Proposal
Graduate Programs Merger**

Learning Outcome Assessment Plans

M.S. in Nutrition and Food Science (Nutrition Option)

M.S. in Nutrition and Food Science (Food Science Option)

Ph.D. in Nutrition and Food Science (Nutrition Option)

Ph.D. in Nutrition and Food Science (Food Science Option)



ASSESSMENT METHODS, CRITERIA & RESULTS M.S. degree in Nutrition and Food Science (Nutrition Option)
(Program of Study / Major / Degree Level, etc.)

For Time Period: Fall 2009 and Spring 2010

Program Contact: Liangli (Lucy) Yu Phone: ext. 5-4503 E-mail: lyu5@umd.edu

Date submitted to Academic Unit Head: September 28, 2009

| Student Learning Outcomes Assessments | Assessment Methods & Criteria | Assessment Results (reported every two years) | Impact of Results |
|--|---|--|--------------------------|
| 1. Graduates will demonstrate knowledge proficiency and aptitude in nutritional science | <p>Measure: Satisfactory completion of graduate or equivalent level courses according to nutrition curriculum and academic area of interest.</p> <p>Criteria: 80% completion of degree within two years and maintain a B average.</p> | | |
| 2. Students will develop critical skills in analyzing, interpreting and extrapolating data from their own research and from the scientific literature. | <p>Measure: Present thesis defense to committee</p> <p>Criteria: 90% of the students will be able of answer questions and discuss implications of their research as determined by the thesis committee and Chair and based on a generic rubric developed within the graduate program in Nutritional Sciences.</p> | | |
| 3. Develop skills in oral and written | Measure: Present thesis proposal and thesis | | |

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| communications | defense to peers and faculty at 2 different seminars Criteria: 80% of the students will be able of answer questions and discuss the implications of their research as determined by the evaluations (both instructor and peer) based on the rubric designed by the seminar instructor. | | |
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ASSESSMENT METHODS, CRITERIA & RESULTS M.S. in Nutrition & Food Science (Food Science Option)
(Program of Study / Major / Degree Level, etc.)

For Time Period: Fall 2009 and Spring 2010

Program Contact: Y. Martin Lo Phone: ext. 5-4509 E-mail: ymlo@umd.edu

Date submitted to Academic Unit Head: September 28, 2009

| Student Learning Outcomes Assessments | Assessment Methods & Criteria | Assessment Results (reported every two years) | Impact of Results |
|--|--|--|--------------------------|
| <p>1. Students will develop aptitude in food science core competency areas including food chemistry, food microbiology, and food processing technology.</p> | <p>Measure: Success in completing core courses required for the degree program.</p> <p>Criteria: 90% of the students will be able to score B or higher on the core courses in food science, including food chemistry, food microbiology, and food processing technology.</p> | | |
| <p>2. Students will develop critical skills in analyzing, interpreting, and extrapolating data from their own research and from the scientific literature.</p> | <p>Measure: Present and defend M.S. thesis</p> <p>Criteria: 90% of the students will be able of answer questions and discuss implications of their research as determined by the thesis committee and Chair and based on a generic rubric developed within the graduate program in Food Science.</p> | | |

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| <p>3. Students will develop skills in oral and written communications.</p> | <p>Measure: Present thesis proposal and thesis defense to peers and faculty at 2 different seminars</p> <p>Criteria: 80% of the students will be able of answer questions and discuss the implications of their research as determined by the evaluations (both instructor and peer) based on the rubric designed by the seminar instructor.</p> | | |
| <p>4. Students will demonstrate ability to conduct independent and scholarly research and to present and publish research findings.</p> | <p>Measure: Number of publications and presentations of M.S. students at graduation.</p> <p>Criteria: By the end of their program 70% of M.S. graduates will publish at least one refereed journal article and make at least one presentation at a national/international conference.</p> | | |



ASSESSMENT METHODS, CRITERIA & RESULTS Ph.D. degree in Nutrition and Food Science (Nutrition Option)
(Program of Study / Major / Degree Level, etc.)

For Time Period: Fall 2009 and Spring 2010

Program Contact: Liangli (Lucy) Yu Phone: ext. 5-0761 E-mail: lyu5@umd.edu

Date submitted to Academic Unit Head: September 28, 2009

| Student Learning Outcomes Assessments | Assessment Methods & Criteria | Assessment Results (reported every two years) | Impact of Results |
|--|---|--|--------------------------|
| 1. Develop skills in oral and written communications | <p>Measure: Present dissertation proposal and dissertation defense to peers and faculty at 2 different seminars</p> <p>Criteria: 80% of the students will be able of answer questions and discuss the implications of their research as determined by the seminar instructor and peer evaluation.</p> | | |
| 2. Students will develop breadth of knowledge in the basics of nutritional science and depth of knowledge in the student's specific area of research focus | <p>Measure: Satisfactory completion of written and oral preliminary examinations prepared by the students' Ph.D. committee.</p> <p>Criteria: 80% success rate in passing comprehensive exam and advancing to candidacy at first try based on a rubric developed by</p> | | |

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| | dissertation committee and Chair. | | |
| 3. Students will develop critical skills in analyzing, interpreting and extrapolating data from their own research and from the scientific literature. | <p>Measure: Present dissertation defense to committee members</p> <p>Criteria: 90% of the students will be able to answer questions and discuss implications of their research as determined by the dissertation committee and Chair using a generic rubric developed within the Nutrition Graduate Program.</p> | | |



ASSESSMENT METHODS, CRITERIA & RESULTS Ph.D. in Nutrition & Food Science (Food Science Option)
(Program of Study / Major / Degree Level, etc.)

For Time Period: Fall 2009 and Spring 2010

Program Contact: Y. Martin Lo Phone: ext. 5-4509 E-mail: ymlo@umd.edu

Date submitted to Academic Unit Head: September 28, 2009

| Student Learning Outcomes Assessments | Assessment Methods & Criteria | Assessment Results (reported every two years) | Impact of Results |
|--|---|--|--------------------------|
| 1. Students will develop aptitude in food science core competency areas including food chemistry, food microbiology, and food processing technology. | <p>Measure: Success in completing core courses required for the degree program.</p> <p>Criteria: 90% of the students will be able to score B or higher on the core courses in food science, including food chemistry, food microbiology, and food processing technology.</p> | | |
| 2. Students will develop skills in oral and written communications. | <p>Measure: Present dissertation proposal and dissertation defense to peers and faculty at 2 different seminars.</p> <p>Criteria: 80% of the students will be able of answer questions and discuss the implications of their research as determined by the evaluations (both instructor and peer) based on the rubric</p> | | |

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| | designed by the seminar instructor. | | |
| 3. Students will develop breadth of knowledge in the basics of food science and depth of knowledge in the student's specific area of research focus. | <p>Measure: Satisfactory completion of written and oral preliminary examinations prepared by the students' Ph.D. committee.</p> <p>Criteria: 80% success rate in passing comprehensive exam and advancing to candidacy at first try based on a rubric developed by dissertation committee and Chair.</p> | | |
| 4. Students will demonstrate ability to conduct independent and scholarly research and to present and publish research findings. | <p>Measure: Number of publications and presentations of Ph.D. students at graduation.</p> <p>Criteria: By the end of their program 70% of Ph.D. graduates will publish at least two Science Citation Indexed refereed journal articles and make at least two presentations at a national/international conference.</p> | | |



University Senate TRANSMITTAL FORM

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| Senate Document #: | 09-10-46 |
| PCC ID #: | 09070 |
| Title: | Establish a Master of Science Degree in Human-Computer Interaction |
| Presenter: | Alex Chen, Chair, Senate Programs, Curricula, and Courses Committee |
| Date of SEC Review: | April 20, 2010 |
| Date of Senate Review: | April 29, 2010 |
| Voting (highlight one): | <ol style="list-style-type: none">1. On resolutions or recommendations one by one, or2. In a single vote3. To endorse entire report |
| Statement of Issue: | <p>The College of Information Studies wishes to establish a new Master of Science degree in Human-Computer Interaction.</p> <p>Human-Computer Interaction is an emerging multidisciplinary field that bridges information technology design and development with user behavior and experience. As the world grows increasingly more dependent upon new technologies, the need to design technologies that are easy to use and meaningful for diverse populations of users increases and becomes more urgent. This MS degree program will offer the advanced, systematic study of the design, evaluation, and implementation of new information technologies that are understandable, usable, and appealing to a wide variety of people.</p> <p>This 30-credit program is designed to be completed in two years and is intended to admit 30 students per year. The market for this program is comprised of students from a variety of academic backgrounds but whose specific interests in understanding user behavior and technology is not easily accommodated in traditional computer science, psychology, education, or information management programs.</p> <p>The program will draw upon the college's traditional strengths in</p> |

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| | <p>library science and information management as well as its considerable number of faculty who are nationally prominent in the area of Human-Computer Interaction research. In the first year, the curriculum will consist of coursework in human-computer interaction design and research methods, as well as usability, Human-Computer Interaction tool design, and policy study. Students may choose to specialize in one area of emphasis or take a variety of courses that offer a general understanding of the HCI field. Students are also required to complete an internship and complete either a thesis or a capstone design project.</p> <p>The Senate PCC committee approved the proposal at its March 26, 2010. The Graduate PCC approved the proposal at its meeting on March 11, 2010, and the Graduate Council approved the proposal on April 9, 2010. The Academic Planning Advisory Committee approved the proposal on March 8, 2010.</p> |
| Relevant Policy # & URL: | N/A |
| Recommendation: | The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program. |
| Committee Work: | The Committee considered the proposal at its meeting on March 26, 2010. College of Information Studies Dean Jennifer Preece and Associate Dean Diane Barlow were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal. |
| Alternatives: | The Senate could decline to approve the proposed program. |
| Risks: | If the Senate does not approve the proposed program, the University will lose an opportunity to establish a program that will attract a currently untapped student population. The University will also lose an opportunity to contribute a broader and deeper human-based education to those in the information technology profession. |
| Financial Implications: | The program will require resources from the College in its initial phase, but will be self-supporting after two years. |
| Further Approvals Required: <i>(*Important for PCC Items)</i> | If the Senate approves these proposals, they would still require further approval by the President, the Board of Regents, 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.

PCC LOG NO.

09070

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

College/School: College of Information Studies

College/School Unit Code-First 8 digits: 01203500

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:

Department/Program Unit code-Last 7 digits:

Type of Action (choose one):

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

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

Summary of Proposed Action: The College of Information Studies proposes a Master of Science in Human-Computer Interaction degree program to be initiated in the 2010-2011 academic year.

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

1. Department Committee Chair _____
2. Department Chair _____
3. College/School PCC Chair Alana DeBee - Diane L. Barlow
4. Dean Jennifer Preece - JENNIFER PREECE
5. Dean of the Graduate School (if required) [Signature] 4/9/10
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

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

Master of Science in Human-Computer Interaction

COLLEGE OF INFORMATION STUDIES

DEAN JENNIFER PREECE

I. OVERVIEW and RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it. [You may want to refer to student demand, market demand for graduates, institutional strengths, disciplinary trends, synergy with existing programs, and/or institutional strategic priorities.]

According to the University of Maryland's Strategic Plan:

*The University's role is to anticipate and prepare for the opportunities that will enhance the State's economic well-being and social and cultural vitality ten, twenty, and forty years from now. The University must create new opportunities...that will reinforce and support Maryland as a state renowned for economic innovation and prosperity and acclaimed for a strong, culturally rich, and vital social fabric.*¹

The proposed Master of Science described in this proposal will promote this vision for the University.

As the world grows increasingly more dependent upon new technologies, the need to design technologies that are easy to use and meaningful for diverse populations of users increases and becomes more urgent. Human-Computer Interaction (HCI), a new multidisciplinary field, has emerged to meet this need. This new field addresses the design, evaluation, and implementation of new technologies that are understandable, usable, and appealing to a wide variety of people.²

The College of Information Studies (the iSchool) proposes a Master of Science degree program in Human-Computer Interaction to educate well-qualified individuals in the theory and practices of HCI. The proposed program leverages existing University resources in a new, forward-looking academic program and advances the University's standing as a preeminent public research university by offering a graduate program that will advance knowledge and educate students in a vital and growing field. The proposed program will strongly support the University's mission to "...foster the education, critical thinking, and intellectual growth of its students, the creation and application of new knowledge, the economic development of the State, and the effective engagement of its students, faculty, and staff with the surrounding world."³ The program is proposed to be financially self-supporting.

The Maryland State Plan states:

The advancement of knowledge, the development and implementation of technology, and the expansion of a highly trained workforce are essential to Maryland's economic vitality,

¹ <http://www.sp07.umd.edu/StrategicPlanFinal.pdf>, p. 2, accessed 1-4-10

² Hewett et al., 1992; Hix & Hartson, 1994; Sharp et al., 2007; Shneiderman et al., 2004

³ <http://www.sp07.umd.edu/StrategicPlanFinal.pdf>, p. 4, accessed 1-4-10

*especially in times of economic and environmental change. An educated citizenry that has the ability to adapt to the changes in the global market has become the number one resource in attracting new businesses and in maintaining a healthy economy.*⁴

This general statement from the 2004 Plan can be refined and updated by reference to a recent article in *The Wall Street Journal*. The article cites the Bureau of Labor Statistics' forecast that more than two million new technology-related jobs will be created by 2019, but goes on to describe the types of technology-related jobs that will be in highest demand. User-experience design is named as one of the most important emerging field. Jobs for graduates in this field include experience specialists and product designers. The article states that individuals with a blend of knowledge and skills from a range of fields will be needed.⁵ This blend is exactly what students in the proposed master's program in HCI will gain in an academic program that draws from a diverse set of instructional and research domains. Students will build their understanding of technology, research and evaluation, design, user needs and preferences, and the social impact of technology. They will develop skills in working with technology specialists on the one hand and various types of technology users on the other. They will possess the blend of experience and skills discussed in the newspaper article.

The University of Maryland's iSchool is the ideal interdisciplinary home for the proposed program because of its long history as a center for interdisciplinary study, the expertise of its faculty, and its prominent role in HCI research on campus. Information studies is an interdisciplinary field which draws scholars from many different fields to work collaboratively. The iSchool has been an interdisciplinary center since its founding. The current faculty includes individuals whose graduate education was in electrical engineering, history, library science, management, instructional design, instructional technology, information systems, linguistics, and computer science. Many of the faculty members research is in HCI or closely related areas. The iSchool hosts within its facilities in Hornbake Building and jointly administers the Human-Computer Interaction Laboratory (HCIL), an internationally known research center. Two members of the iSchool hold joint appointments in the University of Maryland Institute for Advanced Computer Studies (UMIACS), these include the Director of the Human-Computer Interaction Laboratory. The two most prominent textbooks in HCI are coauthored by faculty members associated with the iSchool.

Other relationships complement and expand the faculty expertise resident in the iSchool itself. The iSchool enjoys strong partnerships with other academic departments and research centers within the university, such as the History Department, School of Public Policy, Computer Science Department, the Maryland Institute for Technology in the Humanities (MITH), the Dingman Center for Entrepreneurship, Computational Linguistics and Information Processing (CLIP), Psychology Department, Public Health Informatics Research Laboratory, and the College of Education. The iSchool, in collaboration with the College of Education, has initiated joint appointments for faculty in the Learning Sciences, an interdisciplinary field that emphasizes the study and design of emerging educational technologies, an area that is broadly supported in HCI research. These existing and emergent partnerships offer ample potential for HCI-based research projects and teaching initiatives.

The proposed program should achieve national prominence at its inception because of the international reputation of the University in HCI research and the depth and breadth of faculty expertise in the

⁴ http://www.mhec.state.md.us/higherEd/2004Plan/JUNE_2009_FinalEdited.pdf, p. 41. Accessed 1-4-10.

⁵ Middleton, Diana. "Landing a Job of the Future Takes a Two-Track Mind." *The Wall Street Journal*, December 28, 2009, <http://online.wsj.com/>. Accessed 12/28/09.

iSchool and its partners. We anticipate attracting talented students because of this reputation; evidence of student interest is discussed in the next section. The primary goal of the proposed master's program is to prepare HCI professionals who will become leaders in industry, government, education, and other sectors in an area that has been identified as one of greatest need. Thus, the Master of Science in HCI fits well within the University's planning priorities as stated in *Transforming Maryland: Higher Expectations*: to offer professional graduate programs that are nationally recognized for excellence, attract talented students, and meet local, regional, and national employment needs, as stated in the Strategic Plan.⁶

B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

We will begin the HCI master's program with 20 students in the first year and 25-30 additional students in the second year. From the third year forward, we expect 30 new students to matriculate each year. We expect the first 20 students to be awarded their degrees after the completion of their second year of the program. By the third year of the program, approximately 30 students will receive their degrees annually. The expected total enrollment of the program in the third year and after is 60 students.

There is strong student interest in an HCI program of study at the University of Maryland. Because of the University's national reputation for research in HCI, prospective students regularly contact faculty asking about graduate degree program opportunities. These students come from extraordinarily diverse backgrounds, for example having music, design, and technology experience, or cognitive psychology, humanities, and technology experience.

One student explained her dilemma, "I am at a standstill currently because I am contemplating transferring...into the Master of Arts in Interdisciplinary Studies (at George Mason University), but am not able to design a course of study in Human Computer Interaction..." Another student asked, "Is there a cognition-based-masters-program that you can recommend as an entry into the field of HCI? ...I'm applying to Learning, Design, and Technology programs in education schools at Stanford, Harvard and Columbia. Is this the best approach I could be taking to get involved in HCI?" These students share a common interest in HCI but have encountered difficulties in identifying a graduate program that meets their intellectual and professional needs. Each is what one might call a "non-traditional" student, not easily accommodated in traditional computer science, psychology, or education departments. Each is a student that the University of Maryland currently has difficulty serving.

The proposed HCI master's program will support the needs of these students and others like them. In the Washington DC area, students interested in HCI have few options. At the University of Maryland, programs in Computer Science, Psychology, and Information Studies are related to HCI, but HCI is not central to their concerns. Students can consider psychology degrees in Human Factors at George Mason University or an Industrial Engineering specialization, which is related to HCI, at either Virginia Tech or Penn State. There are also undergraduate and graduate degrees in Information Systems at UMBC and Towson University. The master's program in human-centered computing at UMBC shares some common ground with the proposed Master's in HCI, but the programs differ in these important aspects:

1. The foundations of each program are in different disciplines, which has deep ramifications on the perspectives and contents of the two programs. The proposed UMCP program will have a

⁶ <http://www.sp07.umd.edu/StrategicPlanFinal.pdf>, p. 15, accessed 1-4-10

strong library science and information management perspective, while the UMBC program has an information systems perspective.

2. The UMCP program offers a choice of research-oriented and practice-oriented options to suit the interests and goals of the individual student. This choice does not appear to be available through UMBC's more tightly structured teaching program.
3. The UMCP program will reflect the expertise of the iSchool faculty in technology-mediated social participation, technologies for children, information visualization, information retrieval, library and information science, electronic government and information policy. The UMBC program reflects the emphasis of its home department in artificial intelligence/knowledge management, database/data mining, decision making support systems, software engineering/systems analysis and design, and e-commerce.
4. The programs will draw from geographically different areas of the State of Maryland and adjoining states.

Furthermore, given the growth of interest in design of digital technologies, citizens from the State of Maryland will benefit from having complementary programs: the proposed UMCP HCI program and the UMBC Human-Centered Computing program.

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

The iSchool's program of study leading to a Master of Science degree in Human-Computer Interaction (HCI) offers advanced, systematic study of design, evaluation, and implementation of new information technologies that are understandable, usable, and appealing to a wide variety of people. Students develop a fundamental understanding of the technology design process, tool-building technologies, evaluation techniques, application areas for users, and the social impact of technology on the individual and community. The principal objective of the program is to prepare students to become HCI leaders in industry, government, education, and other sectors. In addition, for some students this program will also be a strong preparation for future Ph.D. work in a particular specialization of HCI.

Program Requirements and Structure

The Master of Science in Human-Computer Interaction requires successful completion of 30 academic credits with a B minimum grade point average. The program has four required elements: (1) core courses, (2) elective courses, (3) internship, and (4) capstone design project (non-thesis option) or thesis.

Students in their first year of study take a set of core courses taught by faculty with diverse perspectives and experiences in HCI. Beginning in the second semester, students take elective courses selected to emphasize areas such as usability, HCI tool design, and policy study. Students may choose to specialize in one area of emphasis or take a variety of courses that offer a general understanding of the HCI field. Electives may be selected from among iSchool courses or from other courses offered at the University⁷. Students are required to complete an unpaid HCI internship; the usual time for the internship is the summer between the first and second years of the program. In the second year of the program students complete elective requirements and the capstone design project (non-thesis option) or thesis.

⁷ Up to six credits of electives may be taken outside the iSchool with approval of the student's faculty advisor. An additional three credits offered external to the iSchool may be taken with approval of the Master's Committee.

The course progression is structured so that most students will complete the program within a two-year period. In accordance with the University of Maryland Graduate School policy, all requirements for the master's degree must be completed within a five-year period (see University of Maryland Graduate Catalog, <http://www.gradschool.umd.edu/catalog/>).

Students are encouraged to attend monthly HCI research seminars in which faculty, staff, students, and HCI practitioners from industry and government present their work. The seminars are an opportunity to develop broader knowledge of HCI and are a source of ideas for their capstone design project (non-thesis option) or thesis.

HCI MASTER’S DEGREE REQUIREMENTS SUMMARY

| Courses | Credits |
|---|----------------|
| Core Courses | 9 |
| Elective Courses | 12 |
| Internship | 3 |
| Thesis or Capstone Design Project (non-thesis option) | 6 |
| Required Credits | 30 |

Admissions

Students are admitted through the Graduate School, University of Maryland. Admissions to the HCI Master’s program are in full compliance with the procedures and requirements of the Graduate School; for information go to <http://www.gradschool.umd.edu/admissions/>. New students are admitted to the HCI Master’s program in the fall term only. Admission decisions are based upon a thorough review of the applicant’s admissions portfolio including personal statements and resume, undergraduate record, scores on the Graduate Record Exam General Test, and letters of recommendation. Other factors, such as other graduate degrees, major discipline, and work experience, may be considered, as well. The quality of the admissions portfolio is a very important factor in the admissions decision. The portfolio consists of a resume, personal statement addressing the role of graduate study in HCI to the applicant’s career plans, and response to a question that requires the applicant to reflect upon an HCI problem.

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program

New courses are indicated by the course number LBSC XXX and are labeled as such. All other courses are existing courses.

Prerequisite for students with limited technical experience:

- LBSC 790 Building the Human-Computer Interface (3)

This course does not count toward the 30 credit requirement for this master’s program. Students will be notified upon admissions if they meet the technical prerequisites for this program based on the academic and professional experience presented in their application. Students who do not have some experience with programming or whose technical experience does not relate to HCI will work with their advisor to incorporate this requirement into their individual program of study.

Core Courses Required for All Students:

- LBSC 795 Principles of Human-Computer Communication (3)
- LBSC XXX Human-Computer Interaction Design Methods (3) (new course)
Methods of user-centered design, including task analysis, low-tech prototyping, user interviews, usability testing, participatory design, and focus groups.
- Research Methods Course (3)
Students will be required to take an advanced research methods class in qualitative methods, quantitative methods, or both. The course should be appropriate to the methodology to be used in the capstone design project (non-thesis option) or master's thesis. The iSchool offers two research methods courses:
 - LBSC 701 Research Methods in Library and Information Studies (3)
 - LBSC 802 Seminar in Research Methods and Data Analysis (3)Courses that could be appropriate for individual students are offered by other departments of the University, as well.

Elective Courses

- INFM 600 Information Environments (3)
- INFM 605 Users and Use Context (3)
- INFM 702 User Interaction with Information Systems (3)
- INFM 706 Project Management (3)
- INFM 741 Social Computing Technologies and Applications (3)
- LBSC 625 Information Policy (3)
- LBSC 698 Children's Information Technology and Policy (3) (existing course)
- LBSC 708I Information Ethics
- LBSC 708P Communities of Practice (3)
- LBSC XXX Technology Design: Social, Cognitive, and Developmental Psychology, and Motivational Implications (3) (new course)
Cognitive and social needs of users and design of new technologies. Methods for idea generation, task analysis, and iterative design.
- LBSC XXX Information and Universal Usability (3) (new course)
Universal usability in terms of laws and standards, approaches and component concepts, access needs, and technologies, physical and online information environments. Universal usability as an approach to the design, implementation, and testing of information services and technologies.

These two courses could serve as electives depending upon the focus of the seminar:

- LBSC 758 Seminar in Information Access (3)
- LBSC 774 Seminar in Linguistic Topics (3)

With approval of the faculty advisor, a student may select an elective course from other courses offered at the University.⁸

Other Required Courses

- LBSC XXX Internship (3) (new course)

⁸ Examples of other courses taught in the university that are appropriate as electives for this program include, among others, CMSC 734 Information Visualization, and PSYC 779 Seminar on Human Performance Theory: Human/Computer Interaction.

Unpaid internship in industry, government, or an educational institution working on a problem in Human-Computer Interaction.

A student with HCI work experience may petition the Master's Committee for a waiver of the internship requirement. A student receiving a waiver will be required to take an additional elective course.

- LBSC 799 Master's Thesis Research (6) **OR**
- (non-thesis option) LBSC XXX Capstone Design Project (6) (new course) *Design project in HCI. Description and defense of the design project in a scholarly paper and oral presentation are required.*

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Students will be admitted through the procedures and in accordance with the requirements of the Graduate School and the iSchool. New students will be admitted to the HCI Master's program in the fall term. Applicants will be evaluated for admission to the program using three criteria: excellence of an admissions portfolio, undergraduate GPA (a minimum GPA of 3.0 in undergraduate study), and scores on the Graduate Record Exam (at least 500 in both the verbal and the quantitative sections and 4.0 in the analytical section).⁹ Because the proposed Master's program emphasizes professional preparation in HCI, an excellent admissions portfolio will be required. This portfolio will consist of a resume, personal statement addressing the role of graduate study in HCI to the applicant's career plans, and response to a question that requires the applicant to reflect upon an HCI problem.¹⁰ The applicant should have some experience with programming, such as a recently completed course, a job that required programming, or a special project accomplished for personal enjoyment .

Admissions will be granted in accordance with college policies, administered by the Master's Committee and the Student Services office (see Graduate School policy details, <http://www.gradschool.umd.edu/admissions/faq.html-14> and the iSchool's admissions checklist, http://ischool.umd.edu/admissions/adm_master.shtml).

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. List the program's learning outcomes and explain how they will be measured.

The Learning Outcomes for the Master of Science in HCI are:

- A. Students will be able to demonstrate fundamental knowledge of core aspects of HCI: technology design process, tool-building technologies, evaluation techniques, application areas for users, information and visual design, and the social impact of technology on the individual and community.*

Learning Outcome A will be assessed in the core courses Principles of Human Computer Interaction, Human-Computer Interaction Design Methods , and Research Methods. A series of assignments that

⁹ An applicant who has scores from the Miller Analogy Test may submit these in lieu of scores on the Graduate Record Exam.

¹⁰ An example of a question is as follows: *What artifact do you regularly use that you like or you don't like, and why? Your answer must include a visual representation and a text description totaling no more than 5 pages.*

require application of fundamental knowledge in each of the six core aspects will be distributed among the three core courses. Assessment of this Learning Outcome will be done on the compiled results.

- B. Students will be able to conceptualize, design, and execute a technology design or evaluation project.*
- C. Students will be able to communicate the results of their work in written and oral presentations.*

Learning Outcomes B and C will be assessed upon completion of the thesis or capstone design project (non-thesis option). Learning Outcome B will be assessed through examination of the quality and completeness of the research or design project. Learning Outcome C will be assessed through evaluation of the effectiveness of the written document (thesis or capstone design project scholarly paper for the non-thesis option) and oral presentation.

B. Include a general assessment plan for the learning outcomes. (In lieu of a narrative for both IIIA and IIIB, you may attach the program's learning outcomes assessment forms.)

An assessment plan is shown on the following page. When the proposed program is approved and the program initiation date is set, specific calendar years will be indicated in the assessment schedule rather than the Year 1, Year 2 place-holder designations used at this point.

| Student Learning Outcomes (list the three-to-five most important) | Assessment Measures and Criteria (describe one or more measures for each outcome and criteria for success) | Assessment Schedule (initial year, and subsequent cycle) |
|--|---|--|
| 1. Students will be able to demonstrate fundamental knowledge of core aspects of HCI: technology design process, tool-building technologies, evaluation techniques, application areas for users, information and visual design, and the social impact of technology on the individual and community. | Measure: Number of successful completions of a series of assignments in the core courses. Criteria: Ninety percent of students will attain a rating of Proficient or Outstanding on each assignment. | Fall and Spring semesters of Year 1 and Year 2, then Fall and Spring of every second year beginning with Year 4. |
| 2. Students will be able to conceptualize, design, and execute a technology design or evaluation project. | Measure: Number of successful completions of the capstone design project (non-thesis option) or thesis. Criteria: Ninety percent of students will attain a rating of Proficient or Outstanding on the conceptualization, design, and execution of the capstone design project (non-thesis option) or thesis. | May of Years 2 and 3, then May of every second year beginning with Year 5. |
| 3. Students will be able to communicate the results of their work in written and oral presentations. | Measure: Number of successful completions of the capstone design project (non-thesis option) or thesis. Criteria: Ninety percent of students will attain a rating of Proficient or Outstanding on the written and oral presentation of the capstone design project (non-thesis option) or thesis. | May of Years 2 and 3, then May of every second year beginning with Year 5. |

Learning Outcome A will be assessed in the fall and spring semesters of the first and second years of the program. Subsequent assessments will be conducted every second academic year beginning with the fourth year of the program. The years between assessments will be used to evaluate the assessment data and modify the program as necessary.

Learning Outcomes B and C will be assessed at the end of the second and third years of the program as students who entered in the first two years of the program are completing their thesis or capstone design project (non-thesis option) . Subsequent assessments will be conducted every second academic year beginning with the fifth year of the program. The years between assessments will be used to evaluate the assessment data and modify the program as necessary.

Learning Outcomes Assessment Schedule for the First Five Years

| Learning Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|-----------------|-----------------|--------------------------------|--------------------------------|--------------------------------|
| Learning Outcome A | Data collection | Data collection | Data analysis & interpretation | Data collection | Data analysis & interpretation |
| Learning Outcome B | | Data collection | Data collection | Data analysis & interpretation | Data collection |
| Learning Outcome C | | Data collection | Data collection | Data analysis & interpretation | Data collection |

The Master’s Committee will analyze the assessment results and recommend refinements to the Master’s program.

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program? [This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.]

The Master’s program in HCI will be administered in the same manner that the iSchool’s other Master’s programs are administered. Direct responsibility for Master’s programs resides with the Master’s Committee, which is composed of faculty, administrators, staff, and a student representative. The Master’s Committee has responsibility for oversight of academic programs and admissions at the master’s level. Ultimate oversight rests with the Assembly, the iSchool’s policy-making body. The Assembly is composed of faculty, academic administrators, staff representatives, and student representatives.

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure. This should include at least the following:

Not applicable

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

Not applicable

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in **Principles and Guidelines for Online Programs are to be addressed.**

Not applicable

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

Not applicable

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

No

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

According to the Computing Research Association (CRA) (<http://www.cra.org/>), the number of women entering the computer science field and earning degrees is decreasing. The president of the CRA suggests that, “special and prominent attention be paid to programs that address the under representation of women and minorities in computing.” We believe that the proposed HCI program of study could help bridge that gap. Females are more heavily represented in the iSchool than in many other technology environments. At present, slightly over half of the faculty and staff and 70% of the students are female. We believe that the iSchool environment will be very attractive to potential female students. Based on the admissions of other HCI programs and the demographics of faculty and staff in HCIL, we might expect 50% of the students to be female. Thus, the proposed program should contribute to increasing representation of females in the information technology field.

The racial and ethnic diversity of the current iSchool student body is 11% minority. The iSchool is working to increase its racial and ethnic diversity through a very active Diversity Committee. This committee is working with individuals in other offices on campus to devise new approaches to building a more diverse student body.

The iSchool’s Student Services Office has developed and implemented recruit initiatives targeting diverse populations. The primary initiatives focus recruitment events at HBCUs in the Mid Atlantic Region: Bowie State, UMES, Howard University, Virginia State, Hampton University, Delaware State, and Morgan State. We also participate in the Atlanta University Consortium Graduate School Recruitment Fair (Spelman, Morehouse, and Clark Atlanta University). Annually we participate in the McNair Scholars Conference sponsored by the University of Maryland. These initiatives were initiated in 2008; their effectiveness is being carefully evaluated.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

A letter from Karen Patterson, Information Studies Librarian, was sent to the Provost’s Office with the cover sheet.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

Offices – The iSchool will reassign space currently assigned to graduate assistants and doctoral students to provide additional faculty offices. Student space will be consolidated, which will be a more efficient use of space. Additional staff will be accommodated through renovation of existing space on the fourth floor of Hornbake. One half of the estimated cost of the renovation is shown as a cost of the program in Year 2. The iSchool will fund one half of the cost by other means.

Laboratories – The financial model includes the cost of building out and equipping the Usability Lab on the second floor of Hornbake Building in Years 1 and 2. Funds for maintaining hardware and software are included in subsequent years. Other laboratory facilities are sufficient at this time and will be enhanced and updated from funds from the campus student technology fee program.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

None anticipated because of the move to student use of personal laptops.

IX. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

When the program is at full capacity (60 students), these seats in courses will be needed each academic year:

| | |
|---|-----------|
| Core courses | 90 seats |
| Elective courses | 120 seats |
| Internship | 30 seats |
| Thesis or Capstone Design Project (non-thesis option) | 30 seats |

The details by course are shown in the table on the following page.

Each student will be assigned a faculty advisor. In addition, the program will require student services capacity for marketing and recruitment, admissions, student activities and services, and internship placements.

| Course Number and Title | Course Status | Additional sections or seats |
|--|---|------------------------------|
| New Courses | | |
| LBSC XXX Human-Computer Interaction Design Methods | Required | 1 annually |
| LBSC XXX Technology Design: Social, Cognitive, and Developmental Psychology, and Motivational Implications | Elective | 1 alternate years |
| LBSC XXX Information and Universal Usability | Elective | 1 alternate years |
| LBSC XXX Internship | Required | 1 annually |
| LBSC 799 Master's Thesis Research (6) OR LBSC XXX Capstone Design Project (non-thesis option) (6) | Required | 30 students annually |
| Existing Courses | | |
| LBSC 790 Building the Human Computer Interface | Prerequisite for some students | 1 alternate years |
| LBSC 795 Principles of Human-Computer Communication | Required | 1 annually |
| Research Methods Course (LBSC 701 or LBSC 802) | Required | 1 annually |
| INFM 600 Information Environments | Elective | 1 alternate years |
| INFM 605 Users and Use Context | Elective | 1 alternate years |
| INFM 702 User Interaction with Information Systems | Elective | 1 alternate years |
| INFM 706 Project Management | Elective | 1 alternate years |
| INFM 741 Social Computing Technologies and Applications | Elective | 1 alternate years |
| LBSC 625 Information Policy | Elective | 1 alternate years |
| LBSC 698 Children's Information Technology and Policy | Elective | 1 alternate years |
| LBSC 708I Information Ethics | Elective | 1 alternate years |
| LBSC 708P Communities of Practice | Elective | 1 alternate years |
| LBSC 758 Seminar in Information Access | Elective | 1 occasionally |
| LBSC 774 Seminar in Linguistic Topics | Elective | 1 occasionally |
| SUMMARY OF REQUIREMENTS FOR ADDITIONAL SECTIONS AND SEATS | 4 additional sections annually 12 additional sections alternate years 2 additional sections occasionally 30 additional seats in capstone design project (non-thesis option) or thesis annually | |

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

The proposed program will require these additional positions:

- 2.0 FTE faculty positions – 1.0 FTE position added in Year 2; 1.0 FTE position added in Year 3
- .5 FTE staff position in the iSchool's Student Services Office – Position added in Year 1 at .5 FTE
- 1.0 FTE staff position for general administration – Position added in Year 1
- .5 FTE staff position for technology support -- Position added in Year 1 at .35 FTE, increasing to .5 FTE in Year 2
- 3.0 FTE graduate assistant positions – 2.0 FTE positions added in Year 1, increasing to 3.0 FTE in Year 2

Resources from student tuition and fees will be used to support these positions. Details are given in the budget section. While a schedule for adding each of the positions is proposed, the actual hiring will be done only when resources become available.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

Teaching -- While existing faculty will teach in the proposed program, the financial model does not use any existing resources. The model includes the expense of new faculty and adjunct faculty to provide additional resources to meet the iSchool's instructional needs, including those created by existing faculty teaching in the proposed program. Resources for teaching sections of the capstone design project are included in the estimate of teaching responsibilities and required resources. It is anticipated that at least half of the students will select the non-thesis option.

Advising -- While existing faculty will advise students in the proposed program, the financial model does not use any existing resources. The model includes the expense of new faculty and an advisor in the Student Services Office to provide additional resources to meet the iSchool's advising needs, including those created by existing faculty advising students in the proposed program.

Administration – The financial model includes a .5FTE administrative position for the proposed program and indirect costs to the iSchool to support any additional administrative support that is needed.

D. Identify the source to pay for the required physical resources identified in Section VIII above.

The proposed program is an entrepreneurial program and will be funded through student tuition and fees. The proposed financial model with notes is included below.

E. List any other required resources and the anticipated source for them.

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).

| HCI Masters Budget Years 1-5 | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Revenue | | | | | |
| # New Students | 20 | 30 | 30 | 30 | 30 |
| # Continuing Students | 0 | 20 | 30 | 30 | 30 |
| Total students | 20 | 50 | 60 | 60 | 60 |
| Proposed resident tuition rate per credit | \$575 | \$598 | \$622 | \$647 | \$673 |
| Proposed non-resident tuition rate per credit | \$1,239 | \$1,288 | \$1,340 | \$1,393 | \$1,449 |
| Credits generated per year | 300 | 750 | 900 | 900 | 900 |
| Total tuition | \$232,220 | \$707,285 | \$882,691 | \$917,999 | \$954,719 |
| Program fee per semester | \$6,000 | \$15,600 | \$19,469 | \$20,248 | \$21,260 |
| Total Revenue | \$238,220 | \$722,885 | \$902,160 | \$938,246 | \$975,979 |
| Costs | | | | | |
| Direct Costs | | | | | |
| Instruction | | | | | |
| Courses taught | 7 | 12 | 12 | 12 | 12 |
| Adjunct faculty | \$35,000 | \$40,000 | \$25,000 | \$20,000 | \$20,000 |
| New faculty (salary + benefits) | | \$115,200 | \$230,400 | \$239,616 | \$249,201 |
| Graduate assistants | \$60,000 | \$93,600 | \$97,344 | \$101,238 | \$105,287 |
| Course development & instructional support | \$10,000 | \$10,000 | | | |
| Usability lab, software, server | \$35,000 | \$40,000 | \$30,000 | \$25,000 | \$25,000 |
| Technology staff | \$31,360 | \$46,592 | \$48,456 | \$50,394 | \$52,410 |
| Total Instruction | \$171,360 | \$345,392 | \$431,200 | \$436,248 | \$451,898 |
| Student Services | | | | | |
| Recruitment | \$5,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| New student orientation | \$2,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| Advisor | \$22,500 | \$23,400 | \$24,336 | \$25,309 | \$26,322 |
| Space modification | | \$47,500 | | | |
| Total Student Services | \$29,500 | \$83,900 | \$37,336 | \$38,309 | \$39,322 |
| Administrative Support Staff | | | | | |
| | \$22,500 | \$59,904 | \$62,300 | \$64,792 | \$67,384 |
| Total Direct Costs | \$223,360 | \$489,196 | \$530,836 | \$539,349 | \$558,603 |

| | | | | | |
|--|-------------|------------|-----------|-----------|-----------|
| Indirect Costs (35% of Direct Costs) | \$78,176 | \$171,219 | \$185,793 | \$188,772 | \$195,511 |
| Loan Repayment | \$12,500 | \$12,500 | \$12,500 | | |
| Campus Revenue Sharing (15% of revenue) | \$34,833 | \$106,093 | \$132,404 | \$137,700 | \$143,208 |
| Total Costs | \$348,869 | \$779,007 | \$861,532 | \$865,821 | \$897,322 |
| Total Revenue | \$238,220 | \$722,885 | \$902,160 | \$938,246 | \$975,979 |
| Total Costs | \$348,869 | \$779,007 | \$861,532 | \$865,821 | \$897,322 |
| Total Revenue-Total Costs | (\$110,649) | (\$56,123) | \$40,628 | \$72,425 | \$78,656 |

Notes

Revenue

New and Continuing Students – The model assumes that 20 new students will enroll during Year 1 of the program; 30 new students will enroll during each year following. Students will remain in the program for two years. The enrollment at full capacity will be 60 students each year.

Tuition Rates – Tuition is set at 15% above the current campus tuition rate (resident and non-resident). The projected tuition rates for Year 1 were calculated using \$500 per credit hour resident tuition and \$1077 per credit hour non-resident tuition for Fall 2010. An annual tuition increment of 4% is used to project tuition rates for Years 2-5.

Credits generated per year – The model assumes that each student will enroll for 15 credits in each of the student's two years in the program.

Total tuition – The financial model assumes that 70% of the students pay resident tuition rates.

Program Fee – A program fee of \$100 per semester is proposed. This fee is in addition to the usual campus fees for graduate students which are not included in the financial model.

Costs

Adjunct Faculty—The stipend for adjunct faculty is set at \$5000 per course; this amount is not incremented annually, although adjustments will be made as appropriate.

New Faculty – The financial model includes one new faculty member added in Year 2 and a second new faculty member added in Year 3. The costs are incremented by 4% each year.

Graduate Assistants – The financial model includes two graduate assistants in Year 1 and three graduate assistants in Years 2-5. The amounts include stipend and benefits.

Course development and instructional support – The amounts shown in Years 1 and 2 will be used to design and develop new courses for the program.

Usability lab, software, server – The amounts shown are estimates of costs associated with small physical modifications to the Usability Lab, additional hardware and software for the lab, and additional servers.

Technology staff – This is a new technology support position that is .35 FTE in Year 1 and .5 FTE in Years 2-5.

Recruitment and New Student Orientation--The financial model includes funds for both student activities.

Advisor—This is a new position in the iSchool's Student Services Office; the Advisor will have specific responsibility for the HCI students. The position is .5 FTE.

Space modification—Half of the estimated cost of remodeling the Student Services Office to accommodate additional staff is included in the financial model. The iSchool will cover the other half of the costs from other resources.

Administrative Support Staff – A new administrative position will be required to assist in administering the program, particularly in creating and maintaining relationships with internship sites. The position is 1.0 FTE.

Indirect Costs—This amount is equal to 35% of the Direct Costs and will cover indirect costs to the iSchool of administering the program.

Loan Repayment—The financial model includes repayment of one-half of a loan from the Provost's Office that was granted to cover the costs of planning new academic programs. The iSchool will repay the other half of the loan from other resources.

Campus Revenue Sharing—The financial model includes 15% of tuition and fees paid to the campus.

Total Revenue-Total Costs—The financial model shows costs exceeding revenue by \$166,772 in Years 1 and 2 combined. Beginning in Year 3, the program Total Revenue exceed Total Costs.



UNIVERSITY OF MARYLAND

THE UNIVERSITY LIBRARIES

College Park, Maryland 20742

DATE: January 15, 2010

TO: Dr. Allison Druin
Dr. Jennifer Golbeck

FROM: Karen Patterson *KP*
Information Studies Librarian

Nevenka Zdravkovska *NZ*
Head, Engineering and Physical Sciences Library

Gerri Foudy
Manager, Collections and Scholarly Communication *GF*

Desider Viktor *DV*
Director, Collection Management & Special Collections Division

RE: Library Resources to Support Master of Science in Human-Computer Interaction in the College of Information Studies

The University of Maryland (UM) Libraries currently support the graduate students of the College of Information Science. With this new proposal, the University of Maryland Libraries collections can adequately support the instruction and research needs of the newly proposed Master of Science in Human-Computer Interaction.

The Collection: Monographs and Serials

Human-Computer Interaction

The Engineering and Physical Sciences Library (EPSL) support the undergraduate and graduate students in the computer sciences. EPSL houses the major collection of monographs and serials relevant to human-computer interaction. A significant part of the collection is electronically accessible.

Monographs

The Libraries' current collection of human-computer interaction and related books is sufficient to meet the needs of the program. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting.

The UM Libraries has access to the following conference proceedings:

CHI: Conference on Human Factors in Computing Systems

UIST: Symposium on User Interface Software and Technology

DIS: Designing Interactive Systems
CSCW: Computer Supported Cooperative Work
SIGIR: Annual ACM Conference on Research and Development in Information Digital Retrieval
HCI International
INTERACT
InfoVis: IEEE Information Visualization Conference

The libraries has *Lecture Notes in Computer Science series*, which include the proceedings of INTERACT, HCI International. *IEEE Xplore* database provides access to the proceedings of IEEE Information Visualization Conference. The other aforementioned conferences are available in *ACM Digital Library*.

Serials

The Libraries' current list of subscriptions includes both core and related journals that support research and teaching in human-computer interaction.

A search was performed in *Journal Citation Reports 2008*, a database that uses citation data to rank and determine the impact factor of journals in an academic field. To support the proposed courses, at the present time the Libraries provide access to the following top-ranked journals:

Behaviour and Information Technology
Human- Computer Interaction
IEEE Transactions on Visualization and Computer Graphics
International Journal on Human Computer Interaction
International Journal of Human-Computer Studies
Interacting with Computers

Other relevant titles in our collection are: *SIGCHI Bulletin*, *Interactions*, *ACM Transactions on Computer-Human Interaction*.

In the area of serials, our collection is adequate for human-computer interaction.

The Collection: Electronic Resources


UM Libraries subscribes to the following significant databases that will support the degree. *ACM Digital Library*, *IEEE Xplore Digital Library*, Elsevier's *Science Direct* and the *Web of Science*.

Interlibrary Loan

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions [USMAI] libraries, the Interlibrary Loan Office can obtain monographs, journal articles, dissertations, government documents and technical reports at no charge to the student or faculty. This service will support the instruction and research needs of the iSchool Faculty and students.

Conclusions

At the present time, library holdings are at least adequate to support the proposed set of courses. Journal collections, however, remain particularly vulnerable. As a result, the level of future support is dependent upon ongoing funding and other circumstances affecting journal subscriptions.

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Date: Thu 11 Mar 19:06:19 EST 2010
From: Jennifer Preece <preece@umd.edu> [Add To Address Book](#) | [This is Spam](#)
Subject: FW: Requesting a letter of support for the HCI Masters Proposal
To: <mcolson@umd.edu>
Cc: Jennifer Preece <preece@umd.edu>, Diane Barlow <dbarlow@umd.edu>

Hello Mike,

Here is the letter of support from Professor Larry Davis, Chair Dept of Computer Science.

Best wishes, Jenny Preece

----- Forwarded Message

From: Larry Davis <lsd@cs.umd.edu>
Date: Sun, 7 Mar 2010 10:24:23 -0500
To: Jennifer Preece <preece@umd.edu>
Subject: RE: Requesting a letter of support for the HCI Masters Proposal

Hi Jenny:

Sorry for the delay in replaying and I hope this reaches you in time to share with APAC on Monday. I think the proposal describes a very exciting program, and one which my department supports. I don't see any conflict or competition between the HCI masters that you describe and plans that CS has for expanding its MS program. Good luck with getting approval for the program.

Larry Davis

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University Senate TRANSMITTAL FORM

| | |
|-------------------------------------|---|
| Senate Document #: | 09-10-04 |
| PCC ID #: | N/A |
| Title: | Review of the Faculty Merit Review Policy |
| Presenter: | Eric Kasischke, Chair, Faculty Merit Pay Taskforce |
| Date of SEC Review: | April 20, 2010 |
| Date of Senate Review: | April 29, 2010 |
| Voting (highlight one): | <ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report |
| | |
| Statement of Issue: | The President and the Senate formed a joint taskforce to review the implementation of the existing faculty merit review process and consider whether or not changes to the Merit Review Policy are warranted. |
| Relevant Policy # & URL: | http://president.umd.edu/policies/docs/vii-400a.pdf |
| Recommendation: | <p>The Faculty Merit Pay Taskforce recommends:</p> <ul style="list-style-type: none"> • The University of Maryland’s Policy on Merit Pay Review should be revised to ensure that each unit responsible for Merit Pay Review develops a plan that is consistent with the requirements outlined in the Policy on Merit Pay Review. All merit pay plans should be reviewed and approved by the Senate’s Faculty Affairs Committee. • The policy should be revised to require that during years when merit pay is not available, merit ratings from those years must be considered the next year merit pay is available to ensure that faculty achievements in all years are accounted for when assigning merit. • Unit heads should develop procedures to ensure that all new faculty members are provided with a comprehensive review of the unit’s merit pay plan. • The Provost should develop a plan to address salary compression and equity issues, including an appeals |

| | |
|---|---|
| | <p>process.</p> <ul style="list-style-type: none"> • The policy that longevity and length of appointment can be recognized when making merit pay recommendations should be removed. • The name Salary Committee should be changed to Merit Pay Committee. |
| Committee Work: | <p>The taskforce met throughout the 2009-2010 academic year. They requested copies of Merit Pay Distribution Plans from all units on campus responsible for determining the distribution of merit pay. The taskforce evaluated each unit plan to see if it aligned with the current policy. In addition, an online survey was developed to provide the opportunity for all University of Maryland faculty to provide feedback on their unit's merit pay plan. The taskforce evaluated all of the data from the survey. The revisions to the policy were vetted with the University Legal Office. The committee voted to approve the revisions to the policy and the report on April 13, 2010.</p> |
| Alternatives: | <p>The current policy would remain and implementation problems could continue.</p> |
| Risks: | <p>If the policy is not changed and properly implemented, we will not have a valid system of evaluating faculty merit pay.</p> |
| Financial Implications: | <p>There are no financial implications.</p> |
| Further Approvals Required: <i>(*Important for PCC Items)</i> | <p>Presidential Approval</p> |

Report of the Faculty Merit Pay Task Force

12 April 2010

Executive Summary

The University of Maryland's Policy on Merit Pay Distribution [VII-4.00(A)] was approved by the President on 13 April 1992 based upon a report from the Merit Pay Task Force that was endorsed by the Senate on 22 May 1991. This policy was reviewed by a second Task Force in 1999 which resulted in an amended policy that was approved by the President on 19 February 2002. The policy calls for an additional review of the effectiveness of the amended policy by a joint task force appointed by the President and the Senate; therefore, on 12 November 2009, a Task Force was appointed by President Mote and Senate Chair Miller-Hooks to conduct this review. The members of this Task Force are listed in Appendix A, and its charge is presented in Appendix B.

To conduct its review, the Task Force requested copies of Merit Pay Distribution Plans from all units on campus responsible for determining the distribution of merit pay. In addition, an online survey was developed to provide the opportunity for all University of Maryland faculty to provide feedback on their unit's merit pay plan. The questions used in this survey are presented together with complete analyzed results in Appendix C.

Overall, the Task Force was impressed by the efforts that some units had devoted towards development of Merit Pay Distribution Plans, and, in particular, the approaches developed by a majority of units to provide a fair and equitable review of the achievements of individual faculty. However, the Task Force was concerned by an apparent lack of awareness across units of the key elements required by the University's Policy on Merit Pay Distribution. These included the need to consider achievements over multiple years in assigning merit, the requirement to notify faculty members and salary committees of the final decisions on merit pay distribution, and the rights of faculty members to appeal merit pay decisions (and to have an appeals process in place). The results of the survey of faculty showed a low level of faculty satisfaction with unit merit pay policies and procedures and our analysis suggests that this dissatisfaction is largely based on the

above areas of plan weakness. There was also an apparent lack of knowledge among junior faculty of policies and processes pertaining to merit pay¹.

More specific findings of the Task Force are summarized as follows:

- Less than half of the faculty respondents (46%) to the Task Force's survey were satisfied or very satisfied with the process their units use in determining merit pay.
- While 74% of professors said they had full knowledge of their unit's merit pay policies and procedures, only 39% of assistant professors said they were fully knowledgeable.
- Less than half (41%) of all faculty respondents indicated that their units fully followed their written policies.
- Less than a fifth (17%) of respondents replied that their unit had a satisfactory appeal mechanism.
- While the use of merit pay to address salary equity and compression is allowed within the current merit pay review policy, the lack of procedures within the university policy and unit plans to appeal decisions regarding these issues is a source of concern among faculty.
- Half the faculty respondents (50%) said that good performance in years without merit money is not rewarded in their units. While the university policy calls for consideration of achievements over multiple years in rating merit, the current policy does not provide a clear mechanism to account for faculty achievements during years when merit pay is not available.

¹It is important to note that the above observations parallel those made by Faculty Ombuds Officer Lee Preston in a 1 March 2007 Faculty Voice article (see Appendix D).

- The Task Force found fewer than 5% of the plans met all the requirements set forth in the Policy. On average, current plans included only 52% of the elements required by the present policy. Elements that were particularly under-represented in current plans included: procedures for appealing merit pay decisions (in 18% of plans), notification of individual faculty of merit pay decisions in writing (in 31% of plans), use of achievements from multiple years in performing evaluations of merit (in 39% of plans), and notification of the unit's salary committee of the final decisions on merit pay distribution (in 42% of plans).
- The overall low level of compliance by individual units to campus policy suggests that the current policy's requirement that unit plans be reviewed and approved by the next higher administrative unit is not effective. Moreover, a mechanism does not exist to ensure that all units develop a plan containing required elements of the policy.
- The Task Force concluded that salary compression and equity represent serious and systemic issues that cannot be readily addressed via the Policy on Merit Pay Distribution.
- The Task Force found that using longevity as a criterion in rating merit contradicts the criterion that merit be based on achievements over the past several years.
- The label "Salary Committee" used in the current policy does not accurately reflect the role of this committee, which is to evaluate the merit of faculty members based on their performance.

The Task Force's overall assessment is that the key elements of the Policy on Merit Pay Review provide the foundation for a fair distribution of merit pay based upon criteria that can be customized to meet the unique circumstances of individual units. The root cause of much of the dissatisfaction lies in the lack of compliance with these elements within the majority of the current plans. The Task Force's overall assessment is that the key elements of the Policy on Merit Pay Review provide the foundation for a fair distribution of merit pay based upon criteria that can be customized to meet the unique circumstances of individual units. Faculty

dissatisfaction is further magnified by the absence of procedures to inform new and junior faculty about the criteria used to evaluate merit and the process used in making merit pay decisions, as well as the process for addressing salary equity and compression.

Task Force Recommendations

- The University of Maryland's Policy on Merit Pay Review should be revised to ensure that each unit responsible for Merit Pay Review develops a plan that is consistent with the requirements outlined in the Policy on Merit Pay Review. All merit pay plans should be reviewed and approved by the Senate's Faculty Affairs Committee.
- The policy should be revised to require that during years when merit pay is not available, merit ratings from those years must be considered the next year merit pay is available to ensure that faculty achievements in all years are accounted for when assigning merit.
- Unit heads should develop procedures to ensure that all new faculty members are provided with a comprehensive review of the unit's merit pay plan.
- The Provost should develop a plan to address salary compression and equity issues, including an appeals process.
- The policy that longevity and length of appointment can be recognized when making merit pay recommendations should be removed.
- The name Salary Committee should be changed to Merit Pay Committee.

1. Key Elements of the University's Merit Pay Review Policy

Based upon its review, the Task Force determined that the University's Merit Pay Review Policy requires that each academic unit develop a merit pay review plan that includes the following elements:

1. A provision for the approval of the plan by a majority of the faculty in a secret vote.*²
2. A method for election of a Salary Committee whose make-up takes into account gender and racial diversity as well as the range of disciplines in the unit.
3. A clearly articulated method for the evaluation of merit that provides recognition for teaching, research/scholarship/creative activity and service, where some modifications are allowed in the weight given to these areas depending on the nature of the particular unit.
4. A procedure for the evaluation of merit that considers activities over several years.
5. A written letter to all faculty members informing them of their merit pay.
6. A report on merit pay distribution from the Unit Head to the Salary Committee.
7. Notification of a faculty member's right to appeal.*
8. A process for the appeal of merit pay decisions.*

2. Review of Individual Unit Plans for Merit Pay Distribution

The Task Force determined that a large number of units had submitted copies of their approved merit pay review plans to the Office of Academic Affairs when the Policy on Merit Pay Review was implemented in 1992 (65 out of 69 units); however there was no record indicating that units submitted revised plans for approval after the policy was amended in 2002. As a result, the Task Force had to request copies of Merit Pay Distribution Plans from all academic units (a total of 67 as of December 2010). We also queried 23 non-academic units³ to determine if they had Merit Pay Distribution Plans or participated in any way in merit pay decisions. We received 62 responses to our requests, 52 from academic units (78% of all academic units) and 10 from non-academic units (43% of all non-academic units). Of the 46

² In the previous review of the Policy on Merit Pay Review, the 1999 Task Force determined that the policy called for five elements to be included in all merit pay review plans, and based their review on these five elements. The 2009/10 Task Force determined the policy calls for eight elements. The additional three elements used by the current Task Force are denoted with an asterisk (*).

³ Non-academic units include research centers, programs, and institutes.

plans that we reviewed (45 from academic units and 1 from a research institute⁴), 60% had been revised within the past 5 years, but 23% had not been revised in the past 10 years.

Seven academic units (of the 52 responding) stated that they had no Merit Pay Distribution Plan and that merit reviews and merit pay decisions were largely left to the discretion of the unit heads. All unit heads that replied to our questionnaire (55% of the total number of units) thought that their unit's Merit Pay Distribution Plans were in compliance with the University's policy. The review of the plans, however, showed that the majority did not comply with all the requirements of the policy. The average rate of compliance with all components of the policy was 52% (Table 1). This compares to an average compliance rate of 74% in the 1999 review of Merit Pay Distribution Plans; however, the previous review did not include three elements that were used in our review⁵.

The review of the 46 submitted plans revealed the following:

- There was a high rate of compliance with the requirement that the plans articulate criteria for evaluating merit (87%).
- A high portion (73%) of the plans called for election of a salary committee, and 67% of the plans also called for the election of a representative committee.
- A little over half (56%) of the plans called for notifying faculty members about the decision on merit pay increases and 31% called for a letter notifying the faculty member of the individual merit pay decision.
- Only 18% of the plans required informing the faculty of their right to appeal, and 14% of the plans contained an appeals process.
- More than one-third (38%) of the plans required that achievements over several years be considered in merit pay reviews.
- Less than half (42%) of the plans called for the unit's salary committee to be informed of the final decisions on merit pay distribution.
- The rates of compliance in addressing required elements of the merit pay policy actually decreased from those found in the previous survey (Table 1).

⁴ Nine of the non-academic units responded that they did not have merit pay review plans.

⁵ If these three elements were removed from the results of the current review, the rate of compliance increases to 58%.

Table 1. Summary of rates of compliance with individual elements of the Policy on Merit Pay Distribution.

| Policy Requirement | Units in Compliance | |
|---|---------------------|------|
| | 2010 | 1999 |
| 1. Development of a merit pay distribution plan (academic units only) | 87% | 99% |
| 2. Approval of plan by secret faculty vote | 35% | n/a |
| 3. Election of salary committee by faculty | 73% | 91% |
| 4. Election of a representative salary committee | 73% | na |
| 4a. Faculty rank representation | 55% | 77% |
| 4b. Diversity representation | 43% | 46% |
| 4c. Discipline representation | 39% | na |
| 6. Method of evaluation for merit articulated clearly | 86% | na |
| 7. Achievements over several years considered when reviewing merit | 39% | na |
| 8. Letter to faculty member providing merit pay decision | 32% | na |
| 9. Notifying faculty member of merit pay increase | 55% | 53% |
| 10. Notifying faculty member of right to appeal | 16% | na |
| 11. Appeals process | 30% | na |
| 12. Notification of salary committee of final merit pay decisions | 41% | 74% |

3. Review of Faculty Survey Responses

A survey instrument was developed to provide information on the satisfaction/dissatisfaction of faculty members with the Merit Pay Distribution. The survey was pre-tested several times among Task Force members, and a final version was made available electronically via SurveyMonkey. The survey was announced via email to all 1455 tenure and tenure-track faculty on the campus (assistant professors, 340; associate professors, 452; professors, 663).

The survey included 12 questions concerning faculty knowledge about, attitudes toward, and satisfaction with merit pay allocation. Faculty members were asked via email on 15 February 2010 to complete the survey, and this request was repeated on 19 and 25 February to increase the response rate. There were 624 respondents to the survey, giving an overall response rate of 40%. It should be noted, however, that since the respondents were self-selected, the results from the survey do not necessarily represent an unbiased sample. A detailed analysis of this survey is contained in Appendix D to this report. A summary of the Task Force’s findings from the survey are as follows:

- Faculty awareness of policies and procedures used in their unit varied as a function of appointment, with 74% of Full Professors, 63% of Associate Professors, and 39% of Assistant Professors answering that they were fully aware of their units plans (average across all: 62%).
- Overall, only 50% of the faculty stated they had a complete understanding of the expectations and criteria used in merit decisions, while 34% had a partial knowledge. Knowledge in this area was again higher for professors (65%) compared to associate professors (49%) and assistant professors (30%). Fully 25% of assistant professors said that they did not know the performance criteria or expectations in their units.
- Less than half (only 41%) of all faculty respondents indicated that their units actually followed their written policy. On average, 22% thought the policy was followed partly, 7% said that it was not followed, and 23% did not know, while 8% indicated that this question was either not applicable or that there was no written policy.
- Only 17% of respondents replied that their unit had a satisfactory appeal mechanism. A further 6% said there was a mechanism, but that it was unsatisfactory, and 26% said there was no appeal procedure. That left almost half (49%) who did not know whether an appeal mechanism existed. Assistant professors were least likely to say that there was a satisfactory appeal mechanism (7%) and the most likely to say they didn't know (73%).
- One-third of respondents (35%) replied that in years with no merit money available, performance was averaged over multiple years in their units, but fully 50% replied that performance for years without merit money is not rewarded at all. A very small fraction (2%) replied that funds from other sources were used to reward performance, and the same number said that non-monetary rewards were given.
- Overall, only 42% of the respondents were satisfied or very satisfied with the merit pay distribution process, with the level of satisfaction being dependent on rank (professor = 55%, associate professor = 39% and assistant professor = 25%) (Figure 1).

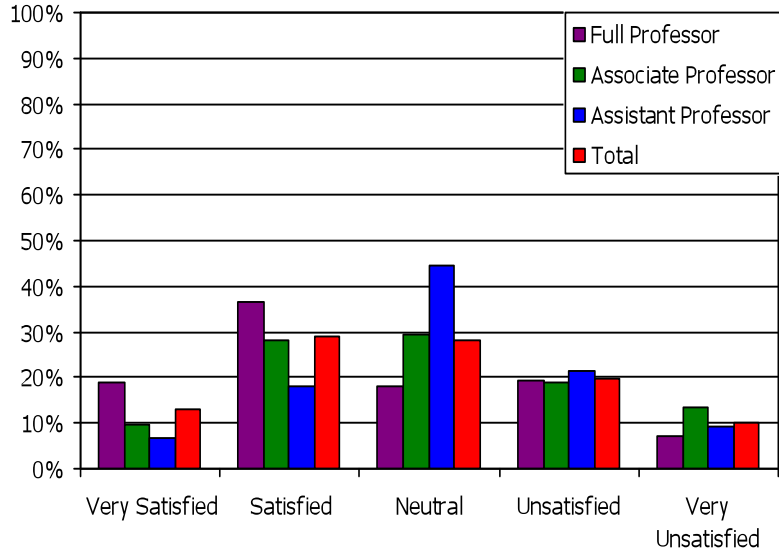


Figure 1. Level of overall satisfaction with the process actually used in your unit to allocate merit pay.

One survey question provided the opportunity for faculty members to provide open-ended comments about merit pay distribution and the University’s policy. These responses were analyzed using thematic analysis and categorized into four themes that provide additional insight into the nature of faculty issues and concerns about merit pay allocation procedures. The results from this analysis are summarized in Table 2.

Table 2. Summary of results of analysis of responses from survey participants on concerns about merit pay distribution plans.

| Theme | Examples |
|---|--|
| 1. Issues related to system design: effort relative to incentives, overall alignment with other compensation policies | <ul style="list-style-type: none"> • Merit review pot not large enough to be a motivator • Same bounded reward (merit pot) utilized for multiple purposes (e.g., salary raises, merit pay, retention, market adjustments for new and existing hires) • No mechanisms to deal with salary compression, a separate issue than rewarding merit |
| 2. Issues related to fairness and transparency, | <ul style="list-style-type: none"> • Designed to unfairly reward faculty with longer tenure • No capability to carry forward good performance • Evaluators unable to conduct a valid assessment • Lack of objectivity in process: favoritism and cronyism |
| 3. Concerns with merit pay assessment criteria | <ul style="list-style-type: none"> • Evaluation criteria not aligned with work-load expectations • Research overemphasized relative to teaching and service |
| 4. Faculty knowledge of the merit pay process | <ul style="list-style-type: none"> • Junior faculty do not always know that such a policy exists • Overall process details are opaque |

4. Additional Issues

Currently, the Policy on Merit Pay Review does not call for an annual review of merit, which means that units can decide not to conduct merit reviews during those years when merit pay is not available. This practice can lead to inequities in evaluation of merit in a consistent fashion over a number of years, especially during economic recessions when state budgets are affected for long time periods.

The current Policy on Merit Pay review allows for retention of a portion of the merit pay pool to address issues of equity and compression at all administrative levels (Provost/Dean/Chair). The Task Force recognized that it would be very difficult to address all salary and compression issues through distribution of a limited merit pay pool. Thus, the Task Force believes that development of a policy to address salary equity and compression would be important to addressing this concern.

The Task Force concluded that the current policy's allowance for taking longevity into account in assessing merit contradicts another part of the policy calling for merit decisions to be based on accomplishments over the past several years. The use of longevity in merit evaluations leads to the perception that merit pay decisions are sometimes based on factors unrelated to the actual accomplishments of faculty members. The Task Force believes this part of the policy should be removed.

Finally, the Task Force concluded that the "Salary Committee" title does not accurately reflect the responsibilities of the committee. The actual role of this committee is to evaluate the accomplishments of individual faculty members for determination of salary increases from the distribution of merit pay. The Task Force recommends that the name be changed to Merit Pay Committee to reflect the role of this group.

5. Recommended Changes to the Policy (**changes are in red**)

VII-4.00(A) UNIVERSITY OF MARYLAND POLICY ON **FACULTY** MERIT PAY DISTRIBUTION

APPROVED BY THE PRESIDENT, APRIL 13, 1992; AMENDED FEBRUARY 19, 2002;
AMENDED APRIL 29, 2010

This administrative policy **addressing faculty merit pay distribution** was developed pursuant to the Report of the Merit Pay Task Force endorsed by the Campus Senate on May 22, 1991.

- I. Administration, procedures and policies at the Provost and Dean level.
 - A. Merit dollars will be transmitted from the Provost to the Deans as a percent of total salary budget. A small percent of the merit increment may be maintained in the Provost's office to reward colleges which are exceptionally productive in the areas of research ~~and~~/scholarship/creative activity, teaching and advising, and service, or to address special problems.
 - B. Deans will distribute funds to departments using their discretion. Deans should distribute money to reward departments which are exceptionally productive in the areas of research and scholarship, creative activity, teaching and advising, and service. Deans may retain a small percentage of salary money for special problems.
- II. Departments
 - A. The Chair has the authority and responsibility to determine merit increases with the approval of the Dean. However, the Chair will be required to follow certain procedures as outlined below.
 - B. Each unit shall develop a merit pay distribution plan. ~~There should be a requirement that~~ The plan must include approval by a majority of the tenured/tenure track faculty of the unit ~~approve the plan by a majority vote~~ in a secret ballot. ~~Following approval by the faculty,~~ Each unit's merit pay distribution plan shall be reviewed for sufficiency and consistency with University ~~salary merit pay policy~~ first by the Dean and then by the Senate's Faculty Affairs Committee ~~policy-setting faculty body and the administrator at the next higher administrative level (for non-departmentalized schools and colleges, the policy-setting faculty body at the next higher level shall be three elected faculty members from the Senate Executive Committee chosen by the Chair of the Senate)~~. The plan should include the following components:
 1. A ~~Merit Pay Salary~~ Committee. The ~~Salary Merit Pay~~ Committee shall be directly elected by the tenure-track and tenured faculty and shall contain a distribution of faculty from the tenure-track and tenured ranks. In the case

of the Library faculty, the **Salary Merit Pay** Committee shall be directly elected by the permanent status-track and the permanent status faculty and contain a distribution of faculty from the permanent status-track and the permanent status ranks. Insofar as possible, the **Salary-Merit Pay** Committee's composition shall also reflect the gender and racial distribution and the various scholarly interests of the department. In the case of the Library faculty, the **Salary-Merit Pay** Committee shall be directly elected by the permanent status-track and the permanent status faculty and contain a distribution of faculty from the permanent status-track and the permanent status ranks. It is recognized that this distribution may not be achievable on a year by year basis in some departments, but over a period of years, a reasonable degree of representativeness should be achieved. Each year the chair shall review the makeup of the **Salary-Merit Pay** Committee over the previous five years to assure that a reasonable representation has been achieved and if it has not, the chair is to take appropriate action to rectify the situation.

- a. The **Salary-Merit Pay** Committee may act as an advisory committee to evaluate and rank faculty accomplishments with merit dollar distribution left to the Chair's discretion or may actually act with the Chair to distribute merit dollars. (The term *Chair* refers to a Chair, Director, or Dean of a non-departmentalized school or college.)
 - b. The method of selection of the **Salary-Merit Pay** Committee should be an integral part of the merit pay distribution plan.
2. The plan should include procedures for evaluation that meet the following criteria:
- a. The evaluation procedure should evaluate and give significant recognition to contributions to teaching, **research/scholarship/creative activity, and service, including advising and extension efforts or professional activities in the case of Library faculty. The method of evaluation in each of these areas should be articulated clearly.**
 - b. The evaluation should reflect performance over **at least the last several immediate past three years. For years when merit pay is not available, the achievements of the faculty members will be taken into consideration for that year (or years) during the next year in which merit pay is available.**
 - c. Merit pay should generally be distributed in dollar increments rather than as a percentage of salary.

- d. A stipulated portion of the merit pool may be reserved for the Chair's discretionary use to address special salary problems.
 - e. The Chair shall report to the Salary Committee his or her final salary recommendations.
 - f. Each faculty member shall receive a letter from the chair containing their new salary and their salary increase. The letter should identify (at least in general terms) the Merit Pay Committee's evaluation of the faculty member in the areas of teaching, research/scholarship/creative activity, and service and how this was used to assign the merit increase. ~~identifying the component of the increment that was ascribed to merit.~~ The letter shall ~~invite~~ inform the faculty member that they may ~~to~~ request a meeting with the chair, ~~if they so desire,~~ to receive an explanation of ~~their evaluation and of~~ the merit pay decision.
 - ~~g. Length of employment should not be the major determinant of merit salary, but the plan may recognize longevity.~~
3. The Merit Pay Committee and Chair will each certify that they have followed the unit's Merit Pay Distribution Plan, or will indicate areas where they have deviated with a rationale.
 - ~~3.~~ 4. Each chair shall evaluate the salary structure of the department yearly and consult with the appropriate administrators (Dean or the Provost) to address salary compression or salary inequities that have developed in the unit.
 - ~~4.~~ 5. The Plan should include an appeals process.

III. Implementation and Review

- A. ~~Within one year of approval of these recommendations e~~Each unit will submit its plan as specified in II.B by December 1, 2010. Notice of approval by the Dean and the Senate Faculty Affairs Committee shall be given to the originating unit and a copy of the approved plan shall be transmitted to the Office of Academic Affairs.
- B. No later than five years after implementation of these recommendations a task force jointly appointed by the President and the Senate shall evaluate the effectiveness of these recommendations.
- C. This policy is subject to the applicable policies of the Board of Regents, including its salary policy.

Appendix A – Task Force Members

Ritu Agarwal, BMGT

Jordan Goodman, CMPS

Robert Jackson, AGNR

Eric Kasischke, BSOS (Chair)

Sally Koblinsky, President's Office

Courtland Lee, EDUC

Zita Nunes, ARHU

Arthur Popper, CLFS

Ellin Scholnick, Provost's Office

Elisabeth Smela, ENGR

Appendix B – Task Force Charge

Charge

The President and the Senate request that the Faculty Merit Pay Taskforce review the implementation of the existing faculty merit review process and consider whether or not changes to the Merit Review Policy are warranted. The current policy can be found at:

<http://president.umd.edu/policies/docs/vii-400a.pdf>.

Specifically, we would like the taskforce to:

1. Survey a sufficient number of University academic units on their existing processes;
2. Identify differences in the ways in which the academic units handle their reviews;
3. Identify issues that arise in the policy's implementation, possible solutions and best practices; and
4. If warranted, suggest changes to the policy to address identified concerns and facilitate future implementation that is consistent with the policy's main tenets.

For your reference, we have attached a copy of an article in the Faculty Voice by Faculty Ombudsperson, Lee Preston entitled, "Faculty Merit Pay: Problems and Prospects".

We ask that you submit your report and recommendations to the Senate Office no later than April 2, 2010 and request an intermediate report of preliminary findings from the survey effort when available. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Appendix C – Faculty Survey Results

A sub-committee of the Task Force developed a survey instrument for all 1455 tenure and tenure-track faculty on the campus. (Figures from IRPA: Assistant Professors, 340; Associate Professors, 452; Full Professors, 663). The survey was pretested several times among Task Force faculty members, and then a final version was made available electronically from February 15-28, 2010 via SurveyMonkey. The survey included 12 questions concerning faculty knowledge about, attitudes toward, and satisfaction with merit pay allocation. Faculty were asked to complete the survey in three email messages sent February 15, 19, and 25. This document summarizes the anonymous responses received from this faculty survey. There were approximately 600 respondents, giving an overall response rate of 40%. It should be noted that the respondents do not necessarily represent an unbiased sample, since they were self-selected.

The responses were divided by faculty rank and by school. The response rates by rank (number at that rank who responded divided by total number at UMD at that rank) were as follows: 37.9% Assistant Professors, 35.4% Associate Professors, and 41.0% Full Professors (Figure C1). The response rate was substantially uniform across ranks. Survey responses were obtained from faculty members in 13 different academic units (Colleges and Schools, including: AGNR, ARCH, ARHU, BMGT, BSOS, CLFS, CLIS, CMPS, EDUC, ENGR, JOUR, PUAF, and SPH), as well as responses from unit heads and “other”. More than 30% of the faculty members responded to the survey from 10 of the 13 schools (Figure C2). In 7 of the units, more than 40% responded.

What follows are results that detail faculty responses to specific questions. Not all respondents answered every question, so percentages are based on the number of responses to each question. Data presented by faculty rank were normalized by the number of faculty in the rank who answered the question; the school/college data were likewise normalized. Because less than 10 responses each were received for ARCH, CLIS, JOUR, PUAF, and Unit Head, these were combined with those checking “Other” into an overall Other category in the charts below.

Question 3: Do you know the policies and procedures used in your department/academic unit to allocate merit pay?

Approximately 62% of all respondents answering this question said that they knew the policies and procedures used to allocate merit pay in their academic units, 29% knew them partly, and 9% did not know the procedures. This percentage varied considerably with rank: 74% of Full Professors responded “Yes”, compared to 63% of Associate Professors and 39% of Assistant Professors (Figure C3, upper panel)). Clearly, more highly ranked professors were more conversant with their unit merit policies than were lower ranks. In fact, about 17% of Assistant Professors (compared to 5% of Full Professors) reported that they did not know the policies or procedures used to allocate merit pay in their units. Nevertheless, even among Full Professors, the most knowledgeable group, a full 26% either did not know the policies or only know them partly.

Looking at the data by school, those with higher than the 62% overall average answering Yes to familiarity with merit pay allocation procedures were ARHU, BSOS, and EDUC, all at or above ~70%. SPH, on the other hand, had more than the 9% average number of No answers at 19%, with ENGR following at 14% (Figure C3, lower panel).

Question 4: Are the performance expectations and criteria used for allocating merit pay by your department/ academic unit clear to you?

Only 50% of the faculty answered Yes regarding knowledge of expectations and criteria for allocating merit pay. The expectations were known partly by 34%, but 15% did not know them at all (Figure C4, upper panel). Knowledge in this area was again higher for Full Professors (65%) compared to Associate Professors (49%) and Assistant Professors (30%). Fully 25% of Assistant Professors said that they did not know the performance criteria or expectations in their units.

Examining the responses by school, BSOS and EDUC (at 65 and 60% respectively) again had higher than the average fraction (50%) of Yes answers, whereas BMGT, CLFS, and ENGR had lower fractions (39, 40, and 39%, respectively) (Figure C6, lower panel).

There was a correlation, as would be expected, between the answers to this question and those to the previous one (Figure C5). Respondents who said that they knew the policies/procedures to allocate merit pay were more likely than the other respondents to say that they knew the evaluation criteria, those who knew the procedures partly were also more likely to know the criteria partly, and those who didn't know the procedures were more likely not to know the criteria.

Question 5: If your department/academic unit has a written policy on merit pay (typically found in the Plan or Organization), do you think that it actually follows the policy?

Less than half (only 40%) of all faculty respondents answering this question indicated that their units actually followed their written policy (Figure C6, upper panel)). On average, 22% thought the policy was followed partly, 7% said that it was *not* followed, and 23% did not know, while 8% indicated that this question was either not applicable or that there was no written policy. These answers also depended on rank, with higher ranked faculty saying that the policy was followed more often. Among Assistant Professors, 46% simply did not know (Figure c7, upper panel).

Breaking down the responses by college, higher than average compliance with the written policy was indicated by AGNR, ARHU, and BSOS (55, 49, and 51%, respectively). A lower than average compliance was indicated by CLFS (15% answered No, double the 7% on average). CMPS had the largest fraction of Don't Know (40%) (Figure C6, lower panel).

Question 6: Does your unit/department have a faculty committee of some kind (which may be a standing committee such as a faculty advisory committee or a specific “salary committee”) for considering the distribution of merit pay?

Almost 90% of the respondents answered that their unit had such a committee (Figure C7). Answers were fairly uniform across rank. However, Assistant Professors responded Don't Know at much higher rates (13% vs. 1-2%). About 7% of all the respondents to this question did not think that there was such a committee.

Examining this question by school reveals those that appear to be missing such committees, which are required by University policy. The answers from EDUC were 22% No, and from SPH they were a remarkable 55% No.

Question 7: Is there a mechanism for appeal of merit pay decisions within your unit?

Only 17% of respondents replied that their unit had a satisfactory appeal mechanism (Figure C8, upper panel) A further 6% said there was a mechanism, but that it was unsatisfactory, and 26% said there was no appeal procedure. That left almost half who did not know whether an appeals mechanism existed. Assistant Professor were least likely to say that there was a satisfactory appeal mechanism (7%) and the most likely to say they didn't know (73%).

AGNR, ARHU, and SPH all had rates of “Yes, and it is satisfactory” above 23%. On the other hand, schools with the highest percentage of “no appeal” responses were CLFS (35%) and ENGR (36%). Those with the highest “don't know” rates were BMGT (58%), BSOS (61%), CMPS (63%), and EDUC (56%) (Figure C8, lower panel).

Question 8: How does your unit reward performance in years when there is no merit money available?

About a third of respondents (35%) replied that performance is averaged over multiple years, but fully 50% replied that performance for years without merit money is not rewarded at all (Figure C9, upper panel). A very small fraction (2%) replied that funds were obtained from other sources to provide an award, and the same number said that nonmonetary rewards were given. The remaining 26% responded with “other”. Assistant professors were less aware than other faculty about any performance averaging (19% said performance was averaged compared to 43% of Full Professors).

Schools that were more likely to average performance over multiple years included ARHU (50%) and BSOS (42%); those that were notably more likely than average to give no reward were AGNR (71%), CLFS (63%), and ENGR (63%). Schools whose respondents replied that monies were used from other sources at above average rates were BMGT (12%) and SPH (14%). ENGR gives the most nonmonetary rewards (6%), based on answers to the survey (Figure C9, lower panel).

Question 9: How satisfied are you overall with the process actually used in your unit to allocate merit pay?

Plots of overall satisfaction with the merit pay process generally had bell-shaped peaks. However, the position of the peak increased with rank (Figure C10, upper left). When the answers were converted to a numerical score, with 5 representing the highest satisfaction and 1 the lowest, the scores were 2.9, 3.0, and 3.4 for Assistant, Associate, and Full Professors, respectively (Figure 10, upper right). A slightly greater percentage of Associate Professors were “very dissatisfied” than were either Assistant or Full Professors.

On average, 13% of respondents were “very satisfied”. The fraction of such answers rose to 29% in SPH and 18% in BSOS, and it dropped to 0% in CLFS and 8% in BMGT. On average, 29% of respondents were “satisfied”. In AGNR, this rate was 41% and in CMPS, 38%. Once again, in CLFS the rate was below average at 22%. Interestingly, the rate of “satisfied” in SPH was also below average, those responses seeming to have been shifted to “very satisfied”. The overall average “unsatisfied” rate was 20%, and the average “very unsatisfied” rate was 10%. Despite having the largest number of “very satisfied” respondents, SPH also had the highest number of “very unsatisfied” respondents (19%) (Figure C10, lower panel).

There was a correlation between overall satisfaction and knowledge of the unit’s policies and procedures (Figure C11). Those who know the policies are on average more satisfied than those who know them partly, and they are in turn more satisfied than those who do not know them.

There was also a correlation with the way that the unit rewards performance in years when there is no merit money available. Overall satisfaction with the merit pay process was considerably higher when performance was averaged over multiple years (score of 3.66) than when performance that year was not rewarded (score = 2.96). Even greater satisfaction was reported for those departments that managed to provide a reward of some kind in years without merit money, whether it was funds from other sources (score = 4.43) or nonmonetary rewards (score = 4.08), although the number of respondents in these categories was small (Figure C12).

Question 10: If you have issues or concerns with merit pay allocation in your unit, please describe them.

Multiple responses were permitted for this question, and respondents who answered it checked off an average of 3.3 responses each. A quarter (26%) of respondents to this question indicated that they had “no concerns” (Figure C13, upper panel). The fraction of Full Professor respondents giving the “no concerns” answer (29%) was nearly double that of the other ranks (15% and 17% for Assistant and Associate Professors).

Much of the concern expressed by the respondents was about the integrity of the evaluation process. For example, 28% indicated that there were “unclear standards for evaluation”. Other prevalent concerns (at 22-24%) among faculty included “lack of transparency”, “arbitrariness”, and “inconsistency”.

The next major area of concern evidenced by faculty responses was with the procedures used for allocation of merit pay. Specifically, 18% listed no notification of merit ranking, and another 18% the lack of an appeals process.

Finally, there were issues with the allocation of funds. Not rewarding research, teaching, service, etc. separately was often given as an issue (17%), as was unfair distribution of funds (15%).

For comparison across schools, the answers were grouped into the five major categories (resulting in percentages greater than 100%). Also, the total fraction of issues was calculated (the total of the four issue categories). The average percentage across the university of issues being identified was 226%. Schools reporting a considerably higher percentage were BMGT (352%) and CLFS (374%). A school with a much smaller percentage was BSOS (99%) (Figure C13, lower panel).

The magnitudes and relative proportions of the various problem categories varied by school. For example, in BMGT evaluation issues were a relatively larger problem than issues with procedures, fund allocation, or the merit committee. However, in SPH problems with the merit committee loomed larger than for other schools. CLFS respondents checked fund allocation issues more often than faculty in other schools.

Those who knew their academic unit's policies and procedures regarding the allocation of merit pay were much more likely to have no concerns than those who knew those policies only partly or did not know them (Figure C14). The responses on issues were quite similar from those with incomplete knowledge of unit policies and from those with no knowledge, but the responses from those who knew the policies differed. For example, the latter were less to identify "no notification of merit ranking" or "unclear standards" as issues than the other two groups, but were relatively more likely to check that the procedures are unsatisfactory or that the funds are distributed unfairly.

Question 11: If your unit/academic unit has a faculty committee for merit pay and if you served on the committee, is the amount of work involved in completing its merit pay-related responsibilities basically reasonable?

On average, 45% of respondents to this question thought that the amount of work was "basically reasonable", and another 14% indicated that the merit committee "consumes a lot of time, but [the time spent] is worth it", totaling nearly 60% (Figure C15, upper panel). Approximately 10% of respondents thought that service on the merit committee either "consumes too much time" or "consumes far too much time and is unduly burdensome". On average 28% had never served on the committee (or there was no committee or the question was not applicable), primarily Assistant Professors, who gave this answer 64% of the time.

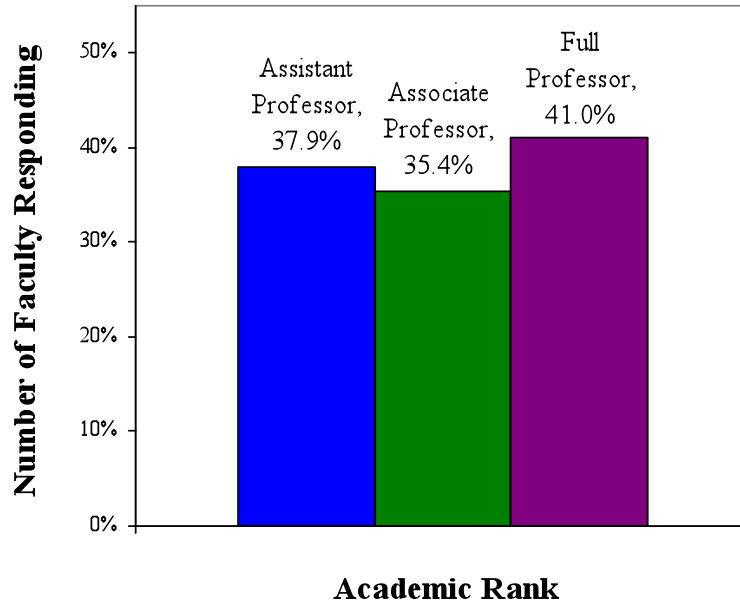
Schools with considerably higher than average satisfaction with time spent on the merit pay committee included ARHU (56% "reasonable"), CLFS (58%), and ENGR (53%). Faculty with the highest levels of dissatisfaction with time spent on the merit pay committee were from SPH (15% "unduly burdensome") (Figure C15, lower panel).

Question 12: Please provide any additional comments you wish about merit pay and/or the University's Policy on Merit Pay Distribution, particularly if the information may assist the Task Force in its deliberations on this topic.

Qualitative Analysis of Open-Ended Responses

Open-ended responses to question 12 on the survey were analyzed using thematic analysis, an inductive data reduction approach. In thematic analysis, themes emerge from the data and are used to categorize respondent comments into a smaller number of core themes reflecting issues and concerns that are common across responses. Analysis of the 180 responses to question 12 revealed five major themes that collectively capture shared sentiments. It is important to note that these themes summarize perceptions and may or may not accurately reflect the reality of existing policies. Nevertheless, they provide detailed insight into the nature of faculty issues and concerns with merit pay allocation procedures identified from responses to question 10 (Figure C13). The main results of this analysis were presented in Table 2.

Figures C1-C15



FigureC1. (Question 2) Response rate percentage by rank.

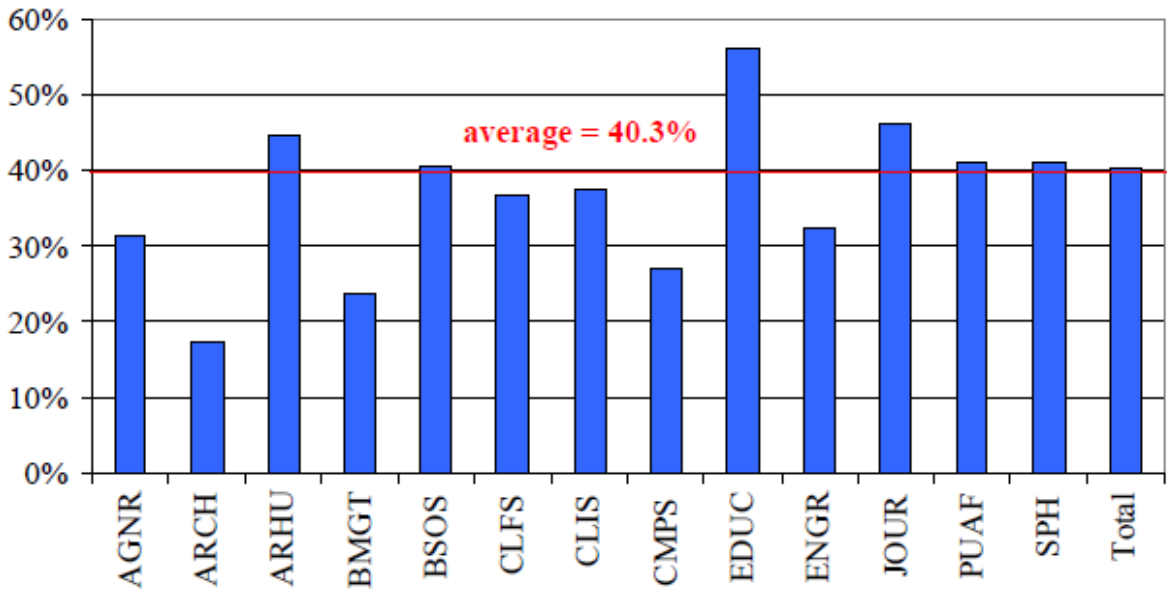


Figure C2. (Question 1) Response rate percentage by school.

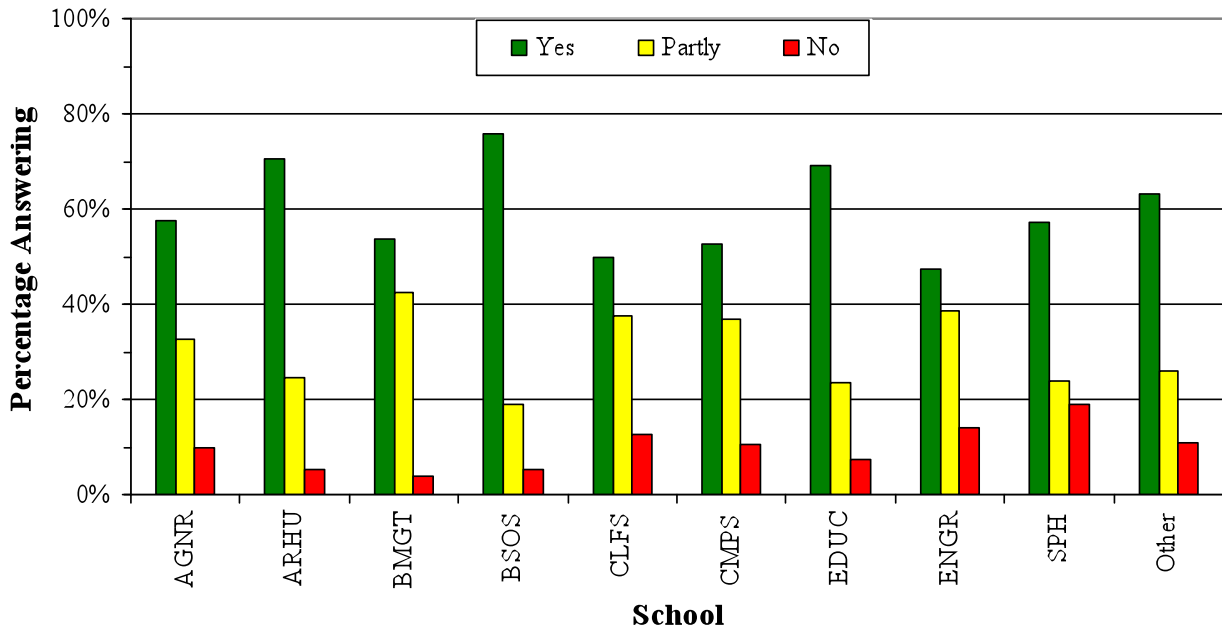
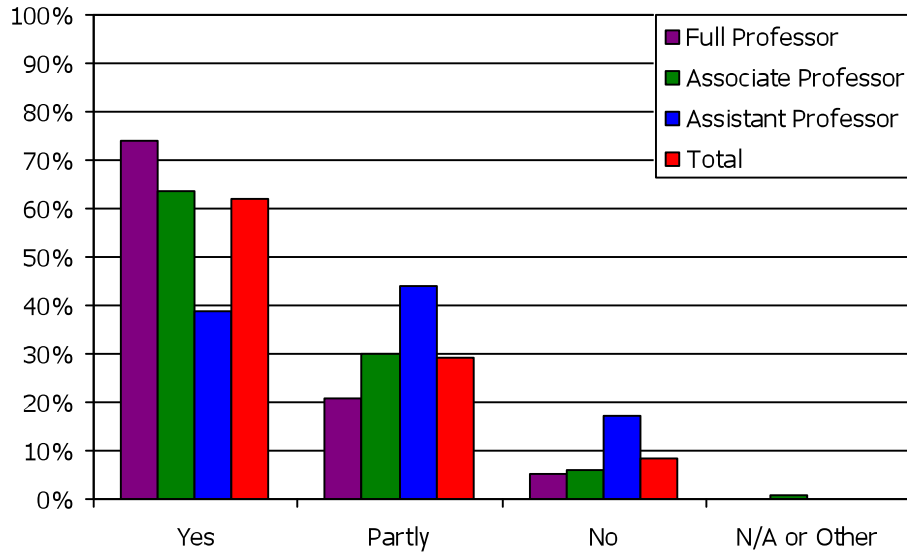


Figure C3. (Question 3) Do you know the policies and procedures used in your department/academic unit to allocate merit pay?

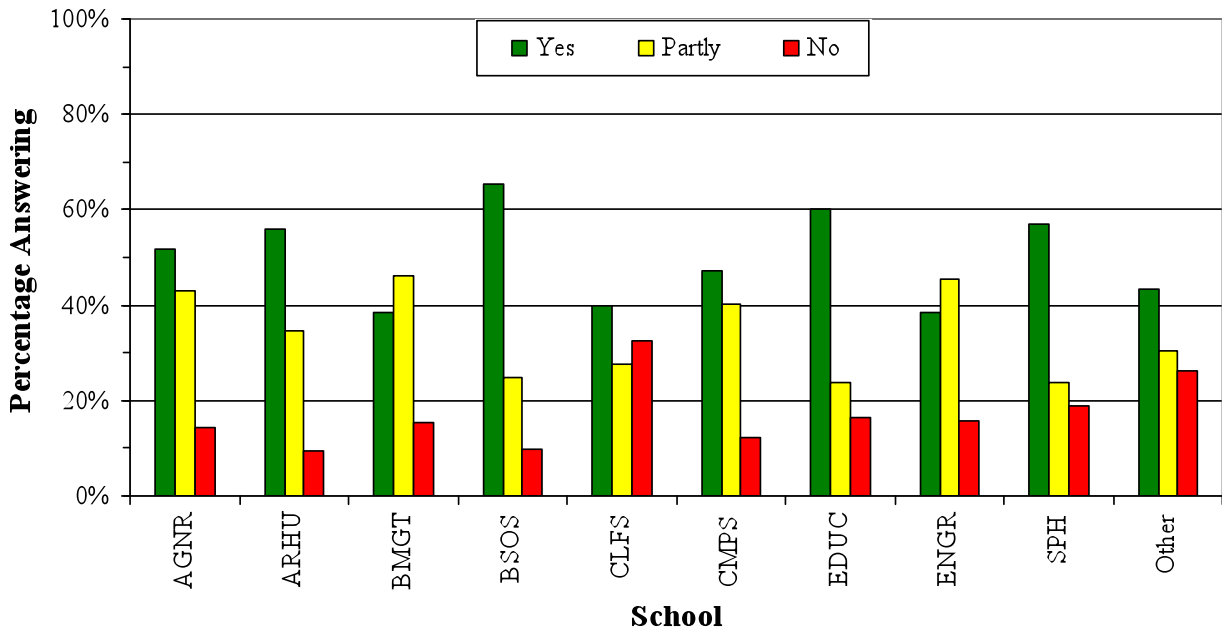
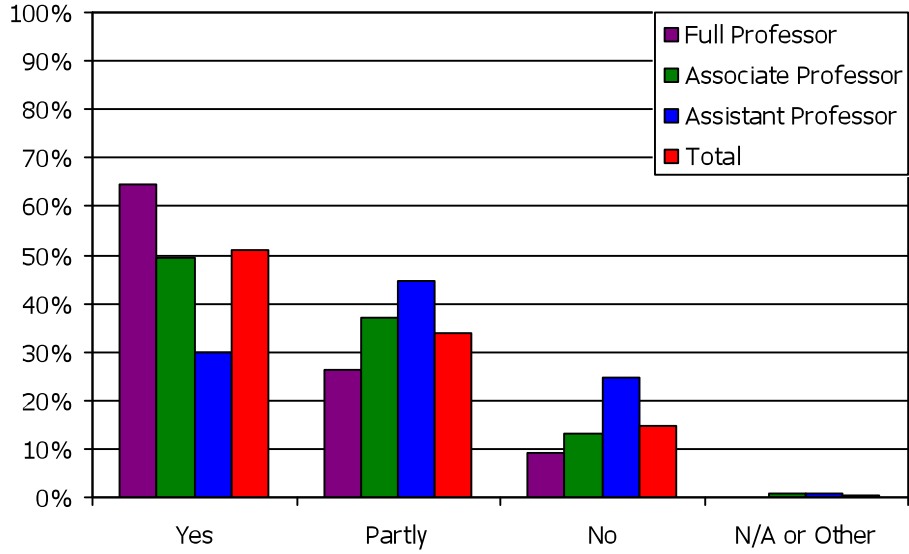


Figure C4. (Question 4) Are the performance expectations and criteria used for allocating merit pay by your department/academic unit clear to you?

Are the performance expectations and criteria used for allocating merit pay by your department/academic unit clear to you?

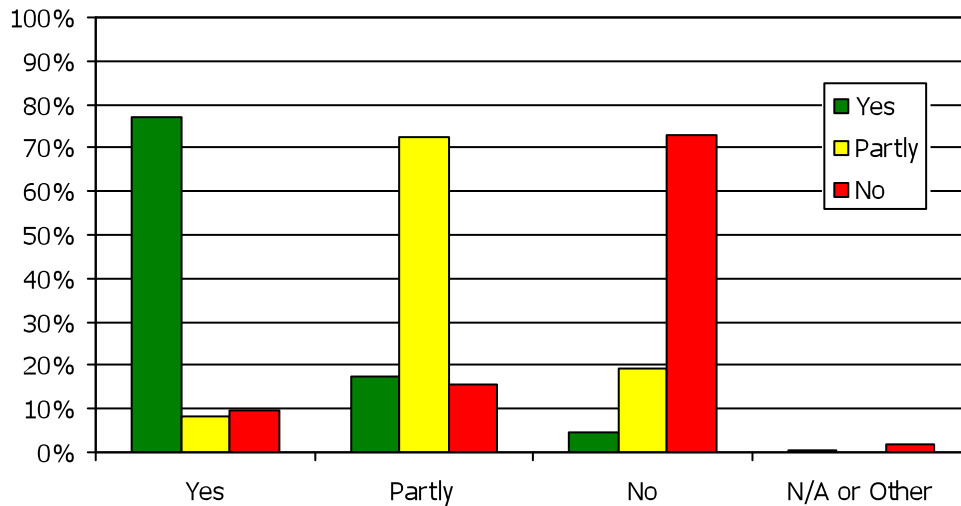


Figure C5. Correlation between knowledge of the unit’s performance expectations (x-axis) and knowledge of the unit’s procedures and policies (bar colors). Data were normalized to the number of responses to each answer on knowledge of procedures. Thus, the bar colors each total to 100%. In other words, the numbers answering “yes”, “partly”, “no”, or “NA, other” to the question on expectations was divided by those who also answered “yes” to the question on policies to produce the green bars.

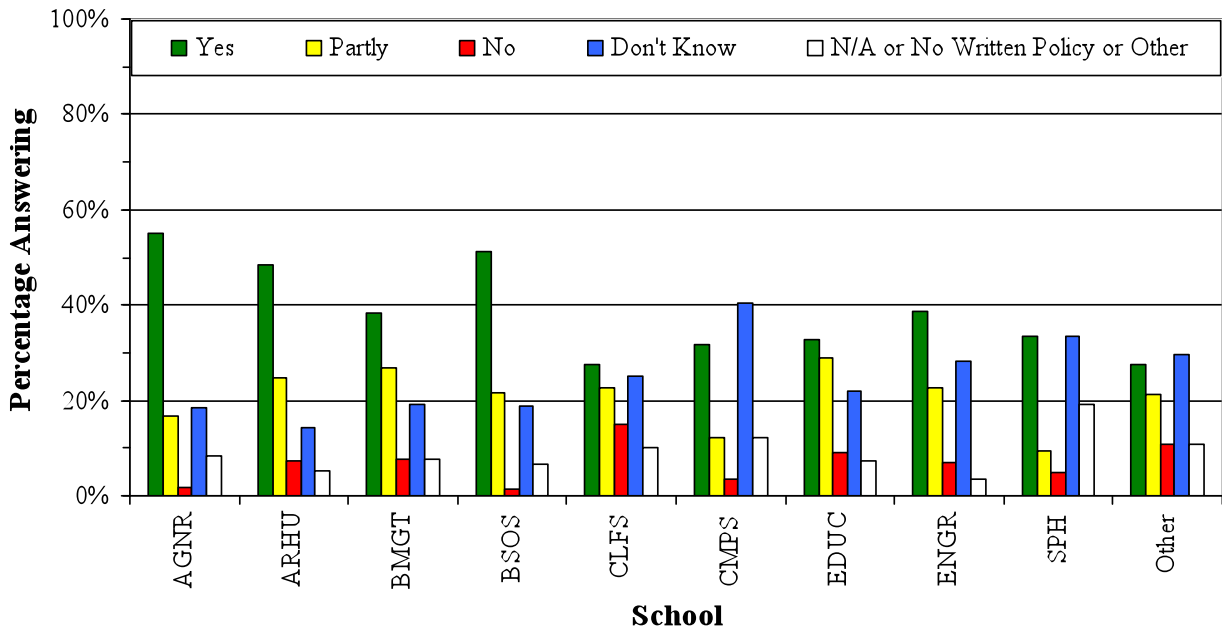
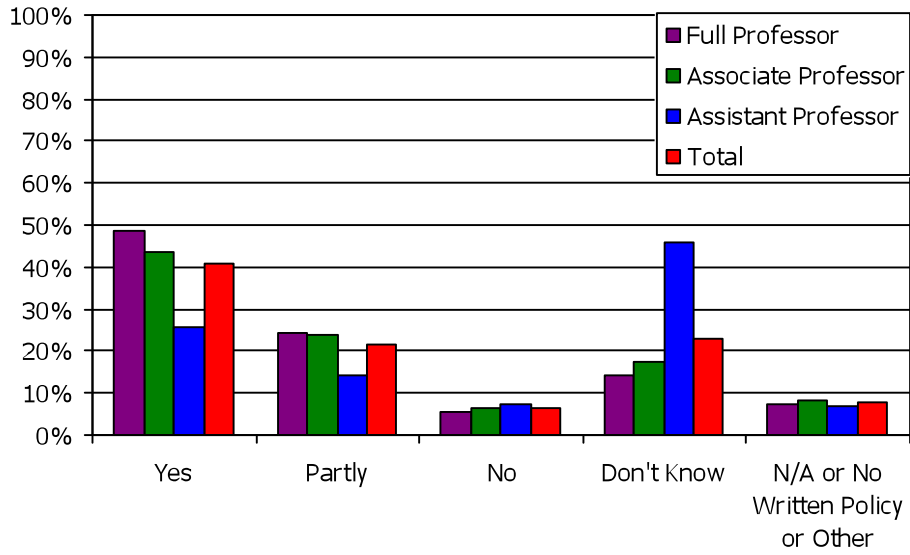


Figure C6. (Question 5) If your department/academic unit has a written policy on merit pay (typically found in the Plan or Organization), do you think that it actually follows the policy?

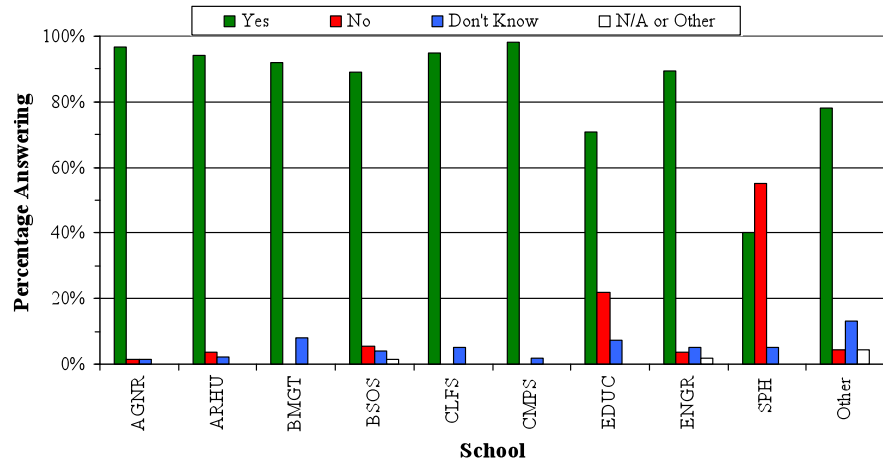
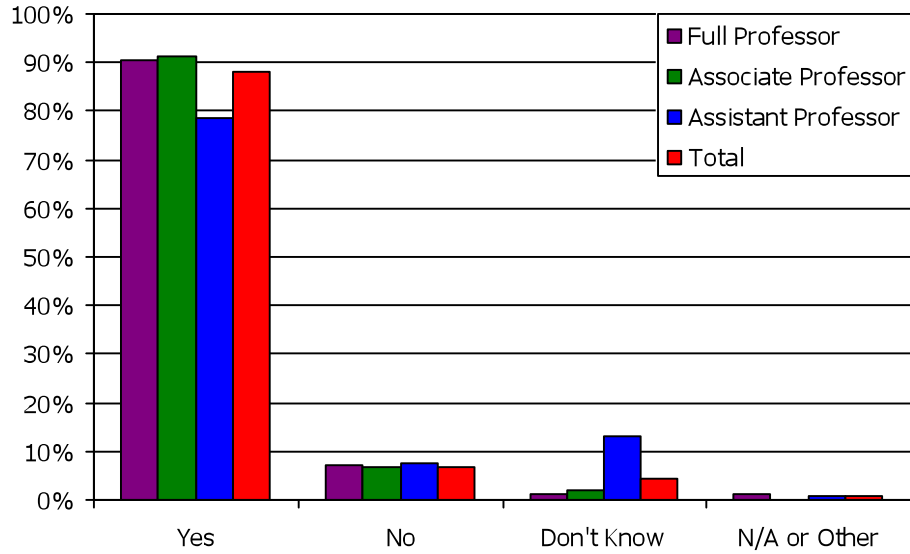


Figure C7. (Question 6) Does your unit/department have a faculty committee of some kind (which may be a standing committee such as a faculty advisory committee or a specific “salary committee”) for considering the distribution of merit pay?

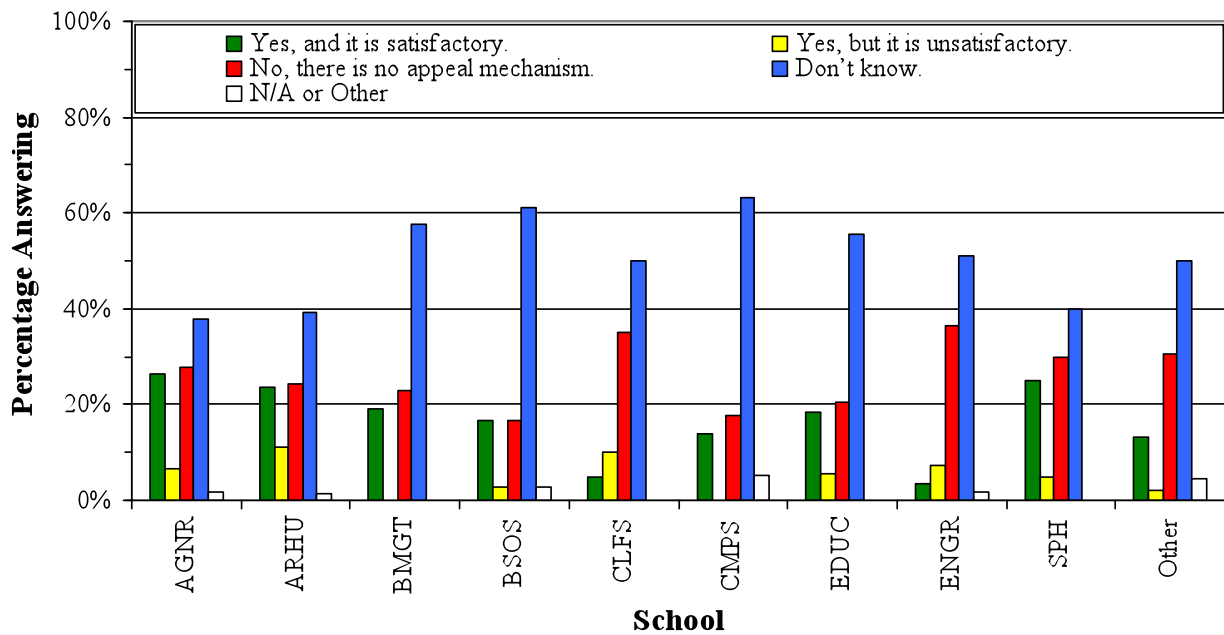
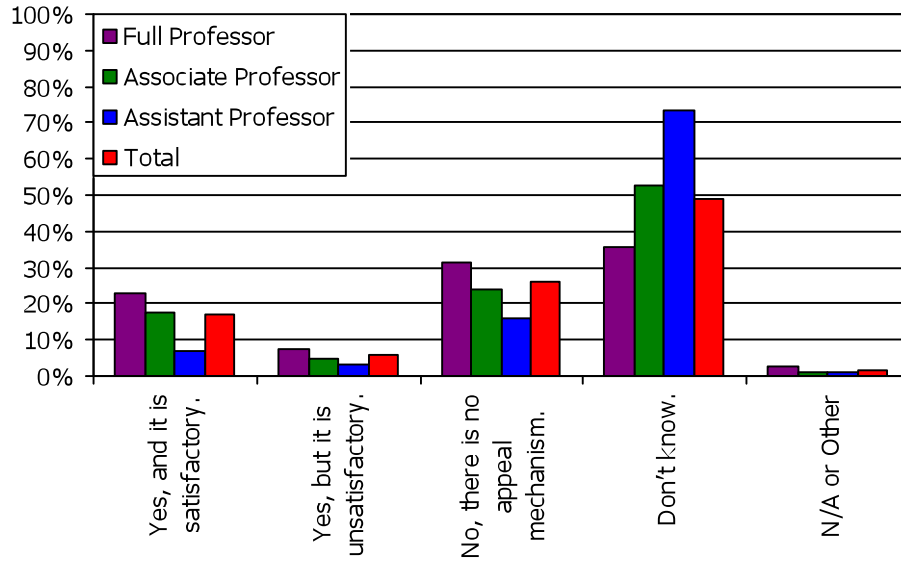


Figure C8. (Question 7) Is there a mechanism for appeal of merit pay decisions within your unit?

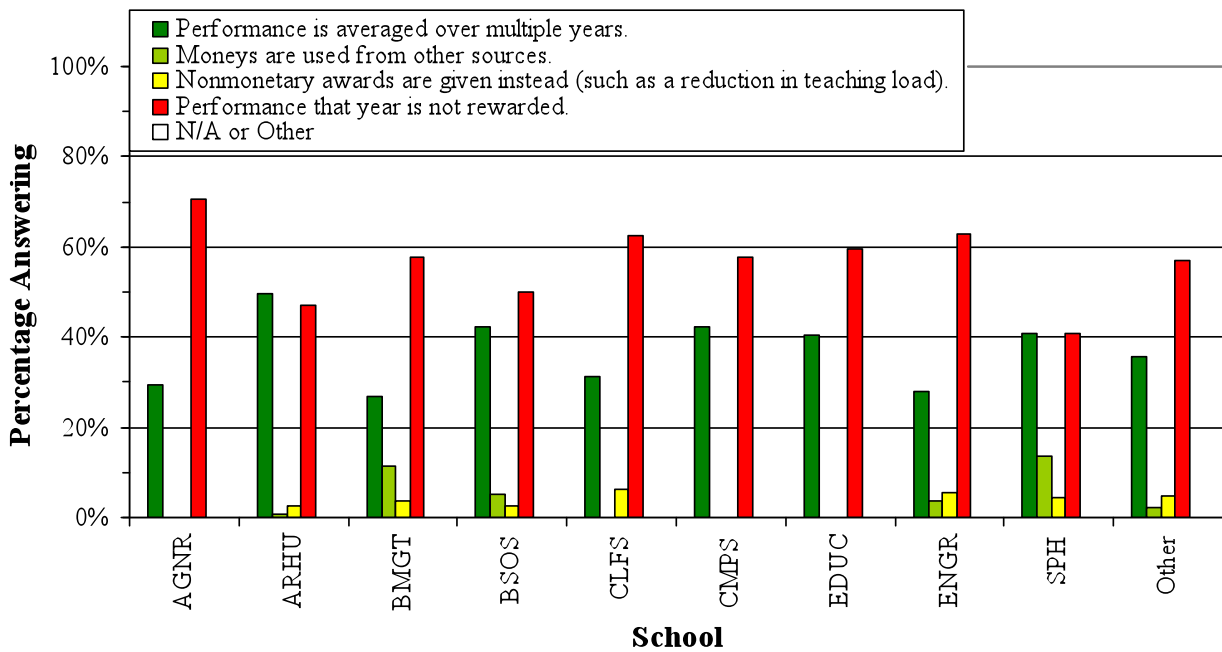
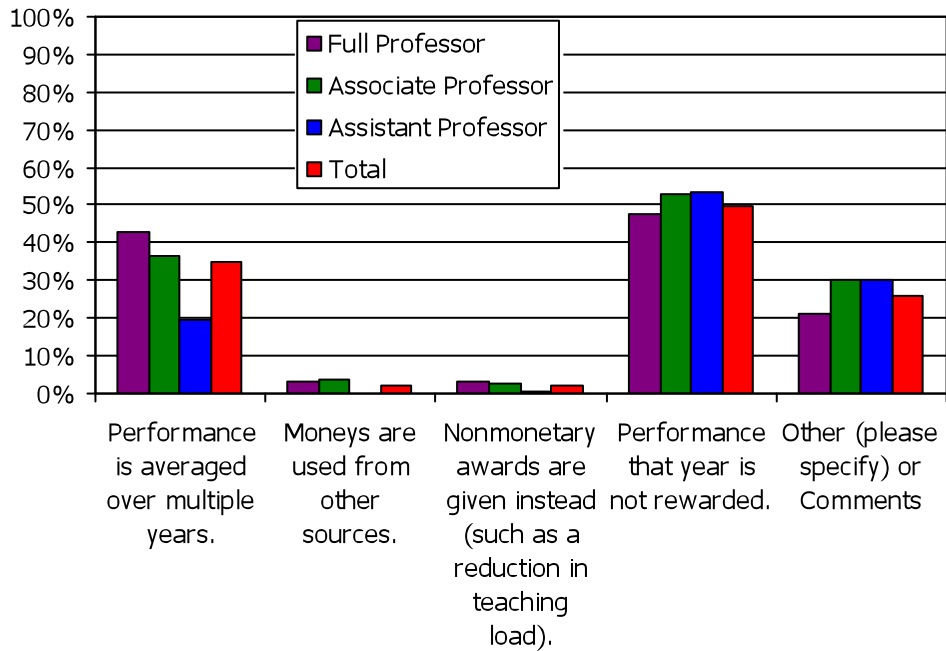


Figure C9. (Question 8) How does your unit reward performance in years when there is no merit money available?

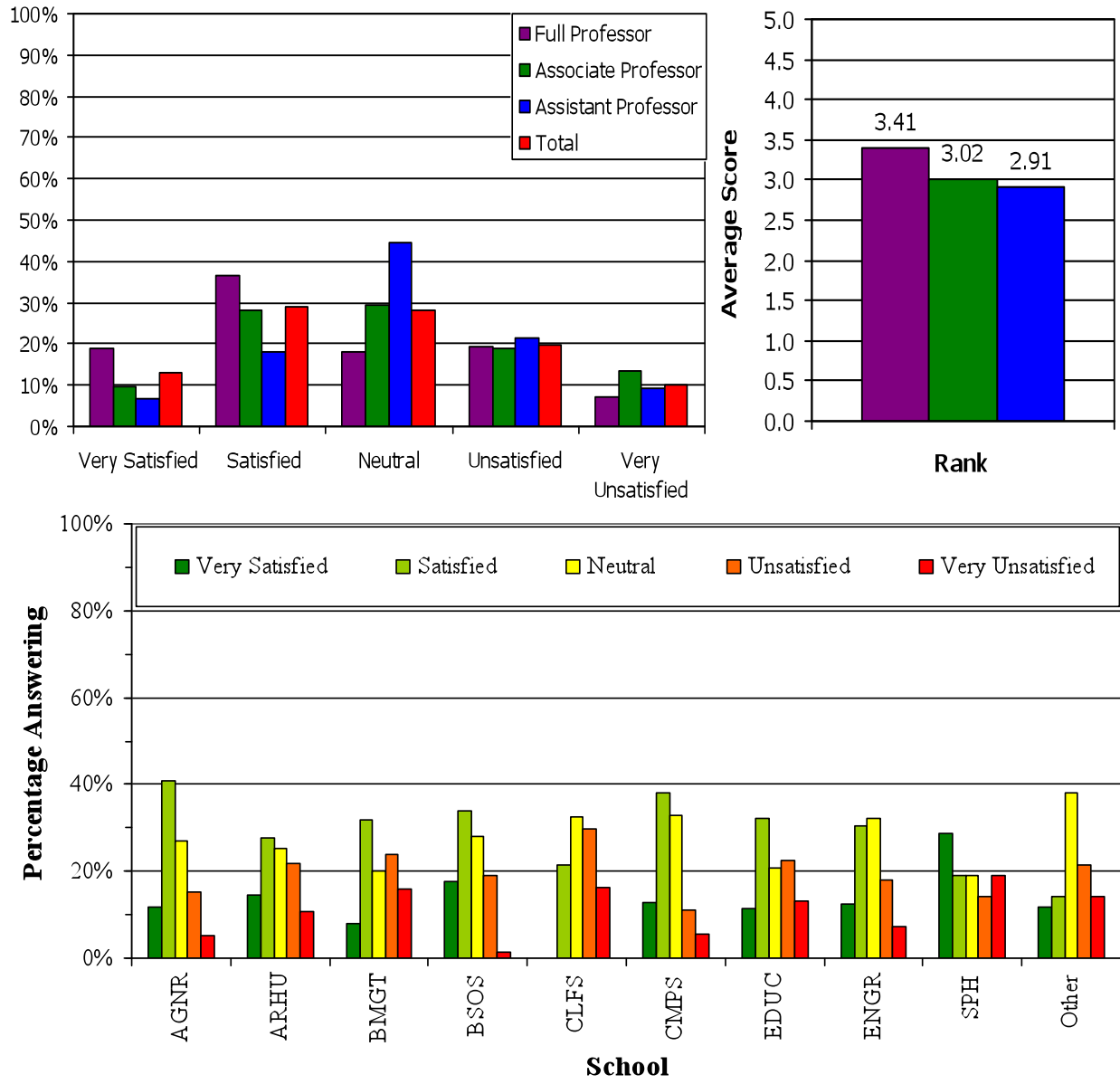


Figure C10. (Question 9) How satisfied are you overall with the process actually used in your unit to allocate merit pay?

How satisfied are you overall with the process actually used in your unit to allocate merit pay?

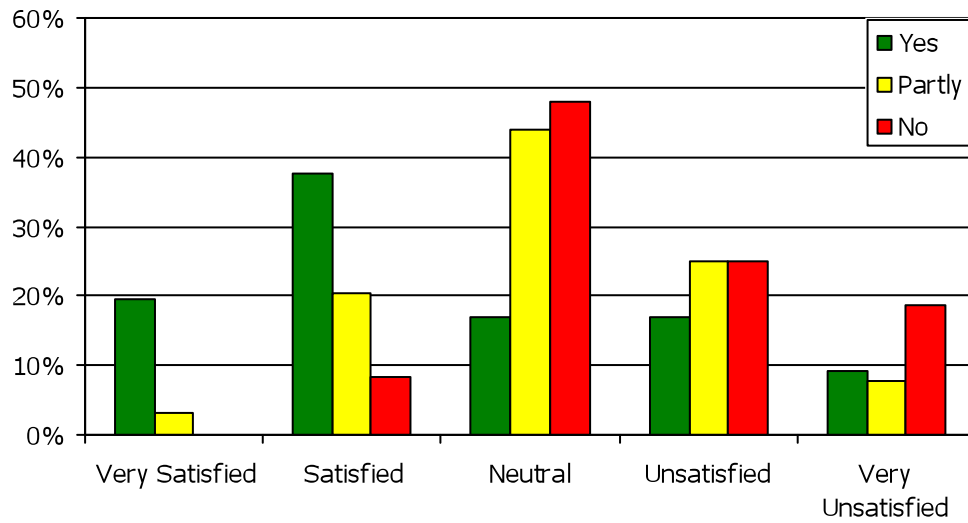


Figure C11. Correlation between overall satisfaction (x-axis) and knowledge of the unit’s procedures and policies (bar colors). Data were normalized to the number of responses to each answer on knowledge of procedures. Thus, the bar colors each total to 100%.

How satisfied are you overall with the process actually used in your unit to allocate merit pay?

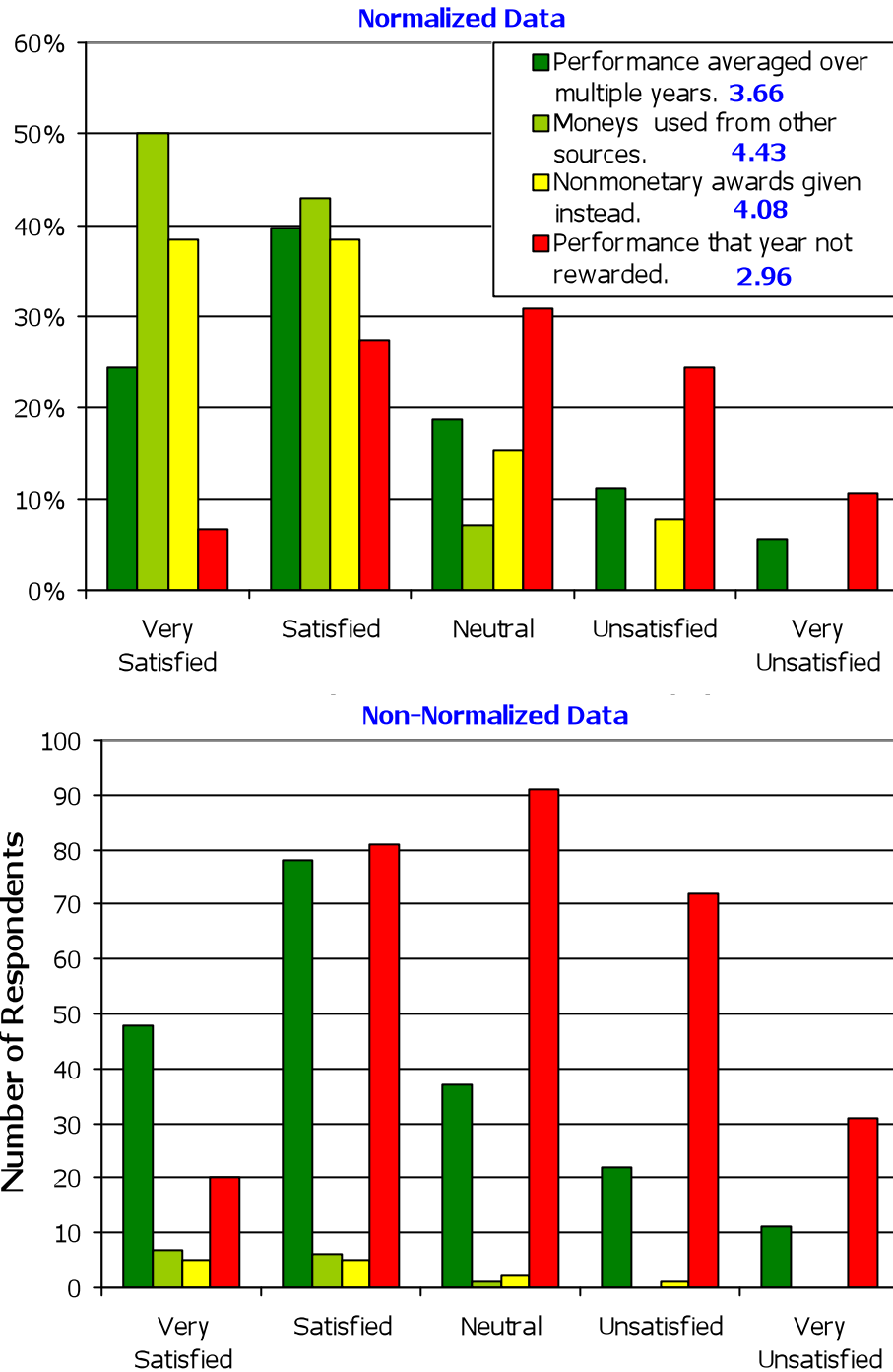


Figure C12. Correlation between overall satisfaction (x-axis) and policies in years with no merit money (bar colors). Respondent counts are shown in the upper plot, normalized data in the lower plot. The blue numbers in the legend are the average score for each policy.

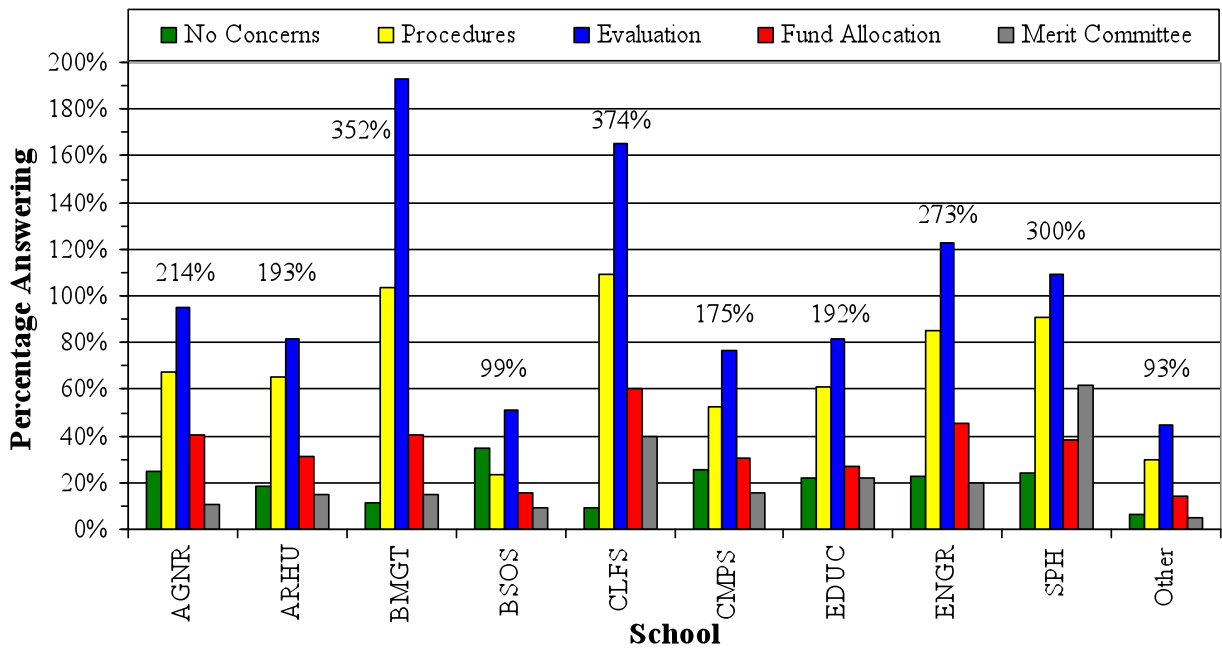
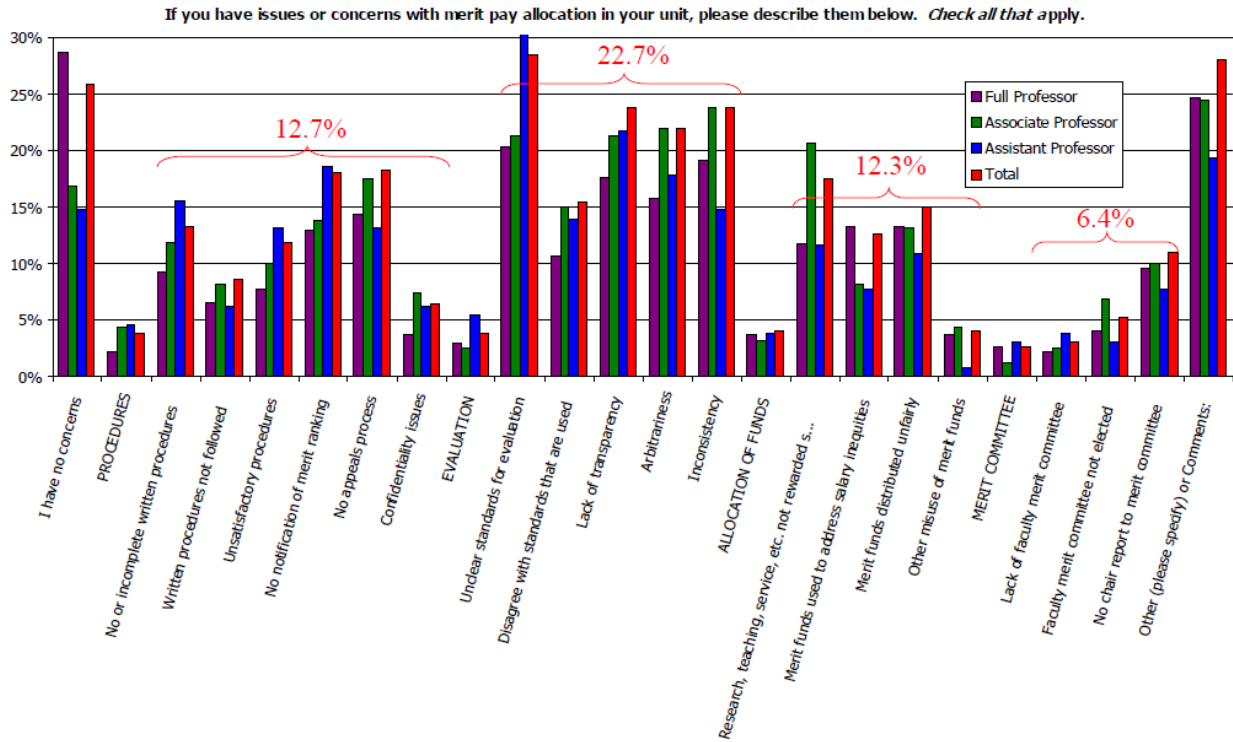


Figure C13. (Question 10). If you have issues or concerns with merit pay allocation in your unit, please describe them

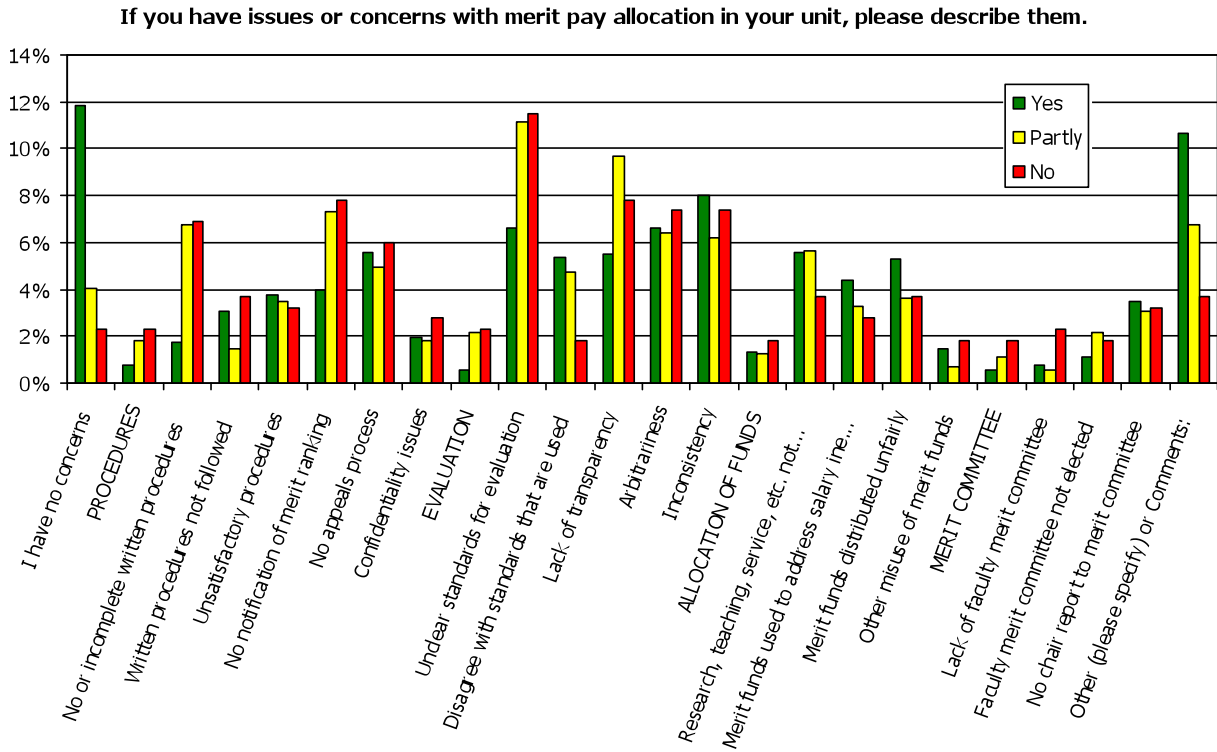


Figure C14. Correlation between issues identified (x-axis) and knowledge of the unit's procedures and policies (bar colors). Data were normalized to the number of responses to each answer on knowledge of procedures. Thus, the bar colors each total to 100%. To draw conclusions, therefore, the relative bar heights among green bars should be compared, to relative heights among yellow bars; green and yellow bar heights for a given answer should not be compared directly.

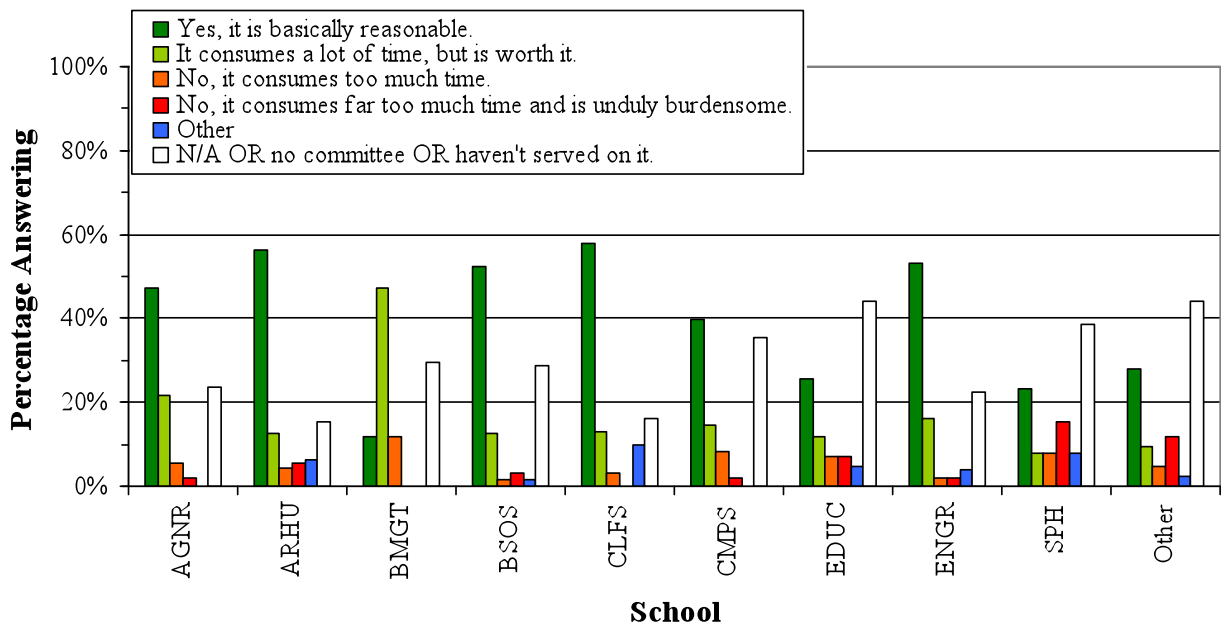
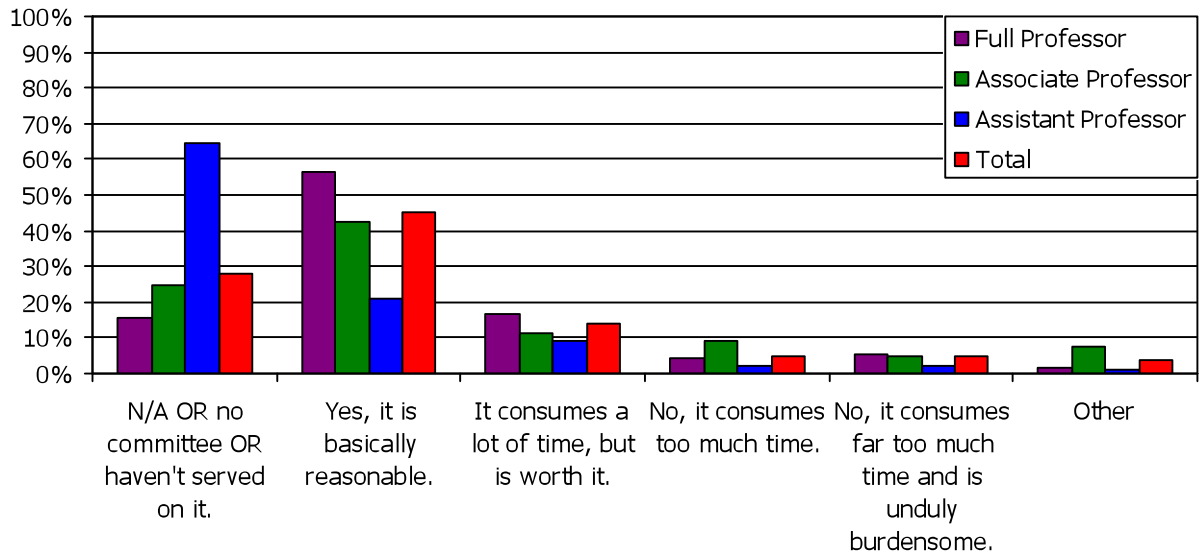


Figure C15. (Question 11) If your unit/academic unit has a faculty committee for merit pay and if you served on the committee, is the amount of work involved in completing its merit pay-related responsibilities basically reasonable?

Appendix D – Lee Preston Article

FACULTY MERIT PAY: PROBLEMS AND PROSPECTS

[Published in Faculty Voice, fall 2007]

UMCP faculty members are fortunate that University Regulations [Sec. VII-4.00(a)] include procedures by which they can receive periodic salary increases based on a review of their recent professional achievements. In brief, whenever overall UMCP budget conditions permit, a portion of the annual campus budget is set aside in a “merit pay fund”. This fund is then distributed among the various schools and colleges in proportion to their total annual salary budgets. Deans have some discretion in the subsequent distribution of funds among departments, but it appears that the principle of proportionality to total salary budgets is generally followed. Departments are charged with responsibility for establishing procedures for the distribution of the departmental “merit fund” among their members. The specific procedures to be followed in the discharge of these responsibilities may vary, within certain general guidelines, among departments, and may include the reservation of some portion of the fund for discretionary distribution by the chair. The procedures to be followed in each department are supposed to be spelled out in detail in the departmental “Plan of Operation”, and require approval by majority vote of the tenured and tenure-track department members.

A key aspect of merit pay distribution is the establishment of faculty committees to review the accomplishments of individual faculty members during some specific period of time (time periods vary among departments), and to recommend merit pay allocations to the chair on the basis of this information. These are referred to in the Regulations as “salary committees”, but that terminology is misleading. They would be more accurately described as “merit pay committees”, since they are not charged with overall review of departmental salary levels, structures, and long-term salary equity issues. These latter responsibilities are specifically assigned to the chair.

The current merit pay system was originally established in 1992, and modified in 2002. It is due for Senate review during 2007-2008. In my three years of service as Faculty Ombuds Officer I have had occasion to examine the merit pay practices of a number of departments, and have taken the opportunity to inquire about these practices in informal conversations with other faculty colleagues. On the basis of this admittedly incomplete knowledge, I would like to offer the following general observations:

1. Merit pay policies and practices vary considerably among departments, and—while some variation is both permissible and desirable—the extent of variation is not well known, and possibilities for constructive information-sharing among departments are not encouraged.
2. Actual practices within departments typically depart in various ways from those described in their respective Plans of Organization; some of this variation is trivial, but some may be substantive.
3. Faculty members are not generally aware of the policies and practices of their departments in any detail. For example, many faculty members apparently do

not know what portion, if any, of their departmental merit fund is withheld by the chair for discretionary distribution.

It is my hope that the reexamination of merit pay policies by the Senate during the coming year will include a systematic effort to gather basic factual information about merit pay policies and practices across the campus. I also hope that this review will generate a number of ideas for consideration by individual departments as they adapt the merit pay distribution process to their individual characteristics and needs.

General Principles

In my view, policies and practices for the distribution of merit pay should meet three criteria: **equity, efficiency and transparency.**

Equity: Merit pay distribution should be “fair”, treating comparable cases equally. I have not heard any allegations of unfairness with respect to committee recommendations, so far as they are known; however, discretionary distributions by chairs are often criticized, usually on the basis of hear-say or incomplete information.

Efficiency: The merit pay distribution process should absorb no more time and resources than are appropriate to the task. Some faculty members complain that the work involved in merit pay distribution is sometimes disproportional to the amounts of money involved. However, faculty-supported decisions to make uniform distributions to all qualified parties have been rejected at higher administrative levels in some cases.

Transparency: Departmental Plans of Operations should describe merit pay policies and practices in a clear and comprehensive fashion, and faculty members should be able to have confidence that the processes and practices described there are actually being implemented.

Some Specific Suggestions

In my view, the single practice that would do most to improve (and to improve satisfaction with) merit pay distribution practices would be the circulation of a copy of each department’s merit pay distribution plan along with the annual request for updated faculty performance information. Since the annual requests for information are ordinarily made via email, no massive distribution of useless paper would be involved. But circulation of this basic information about the process should (a) draw the attention of all parties to the specific content of the adopted policies, and encourage consistency between stated policies and actual practice; and (b) stimulate faculty members, chairs and deans to consider possible improvements in stated policies that might be brought up for consideration.

There seems to be wide variation among departments in the role of the chair in the merit pay distribution process. As noted above, the Regulations permit chairs, with faculty approval, to reserve some portion of the merit pay fund for discretionary distribution. Some chairs avail themselves of this privilege (and the percentage of total

funds reserved varies among departments); others do not. In some cases the chair participates directly in merit pay committee deliberations; in others, the committee functions independently. It seems that in most departments the committee makes a single recommendation to the chair. However, in some departments the “committee” as such does not function, and individual committee members provide the chair with their own confidential recommendations. University Regulations *require* that chairs provide feedback to committee members about final merit pay distributions (including discretionary distributions). However, this practice seems to be rare.

Merit pay committees also exhibit considerable variety. University Regulations require that the members of such committees be elected by the department members, and that a mix of tenured and tenure-track members should be included. In some departments (usually small ones) committee elections are department-wide. In others (usually large ones) committee members are specifically chosen to represent different departmental sub-groups. In a large department with many sub-groups, the latter practice may produce inconveniently large committees. Some units deal with these problems by establishing a specific rotation of committee participation among sub-groups, so that every group is represented within a specific time period, though not in any given year. University Regulations require that merit pay policies include a mechanism for appeal. It would seem that such appeals might be directed to the merit pay committee itself, since the focus of an appeal is on the final allocations by the chair, and not on the committee recommendation alone.

Some of the above matters might be addressed through a memorandum of options for possible consideration by departments, rather than by explicit changes in the Regulations themselves. At the present time, too little is known about actual merit pay policies and practices across departments. I hope that the Senate’s work on this matter will begin with an effort to find out the facts.

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Faculty Ombuds Officer
March 1, 2007